

## Newsletter for European Research in Learning and Work [L&W]

Edition: February 2020 | [www.news.wifo-gate.org](http://www.news.wifo-gate.org) | [Impressum](#)

[Conferences](#) | [Networks](#) | [Programmes](#) | [Projects](#) | [Publications](#)

---

Dear Colleagues

*In this edition of the L&W Newsletter you should note in particular several **calls for proposals** relating to international **conferences**: STE 2000 on Science and Technology Education in Porto, HER 2020 on Higher Education Reform in Glasgow, TAKE 2020 on the Knowledge Economy in Stuttgart, BCES 2020 on Comparative Education in Sofia (see [Conferences](#)), EAPRIL 2020 in Kufstein, the VETNET Conference Crossing Boundaries in MuttENZ/Basel, #LearnOrg2020 in Grimstad, UFHRD 2020 in Budapest and the EDO congress in Barcelona (see [Networks and Organisations](#)); also **calls for papers** for the special issues on the Economics of VET and on Health Knowledge Management (see [Publications](#)) and the **call for applications** for a PhD position at SFIVET (see [Networks and Organisations](#)). And not to overlook: the new Céreq website in English (see [Networks and Organisations](#))!*

Special thanks to all who contributed information for this edition, and also to our partners [CR&DALL](#), [CVER](#), [ILO Employment Policy Department](#), [PASCAL International Observatory](#), [UFHRD](#), [UNEVOC](#), [VET&Culture](#) and [VETNET](#) for providing input and sharing the L&W Newsletter via their mailing lists and web portals.

The [L&W Newsletter](#) focuses on transnational research activities across Europe in the field of human resource development (HRD) and vocational education and training (VET), centred on major categories: conferences, networks and organisations, programmes, projects and publications. The next edition will appear in early April 2020. You are invited to submit short texts (100 to 200 words, including links to web pages, but without attachments) - please by **31 March 2020** at the latest!

The L&W Newsletter reaches you via a mailing list of experts in and beyond Europe. You can also view the latest edition in the [relaunched WIFO Gateway](#) and download the [L&W Newsletter in PDF](#). Please pass the Newsletter on to your colleagues and networks.

With best wishes  
Sabine Manning  
Research Forum WIFO  
Editor of the L&W Newsletter  
Contact: [sm@wifo-gate.org](mailto:sm@wifo-gate.org)

**Please note:** My new **email address** [sabine-manning@t-online.de](mailto:sabine-manning@t-online.de) has replaced the former address <sabine.manning[at]wifo.b.shuttle.de>. My contact address [sm@wifo-gate.org](mailto:sm@wifo-gate.org) continues to be valid.

---

## Conferences

### **STE 2000: Call for papers**

*1st International Conference on Science and Technology Education STE 2020 to take place in Porto, Portugal, 8-9 October 2020*

The conference is co-chaired by António Ferreira (University of Porto, Portugal) and Claudio Brito (COPEC, Brazil). The Science and Education Research Organization (COPEC) and the International Institute of Education (IIE) support this conference. The focus is on education in science and technology. The conference will provide an international forum for the sharing, dissemination and discussion of research, experience and perspectives across a wide range of teaching and learning issues. Authors who wish to make a presentation (oral or poster) are requested to submit a short abstract by **4 May 2020**. The abstracts should be sent electronically to [lucas@fe.up.pt](mailto:lucas@fe.up.pt). The abstract template can be downloaded from the [conference website](#). Conference proceedings (cd-rom) with the accepted abstracts will be available at the registration. The full papers will be published in special issues of international journals.  
(Info received from STE 2020 mailing list [<ste2020@fe.up.pt>](mailto:ste2020@fe.up.pt))

### **HER 2020: Call for proposals**

*17th International Higher Education Reform (HER) Conference on "Sustainable Development Goals (SDGs): Their potential and relevance for higher education policy and reform", University of Glasgow, 31 Aug - 2 Sept, 2020*

HER 2020 invites the research and teaching community to analyse the place and work of Higher Education in and beyond the SDGs period to 2030. Contributions might address issues including #Leadership, policy intervention on and outright advocacy for the SDGs; #SDGs and curriculum development policies for higher education; #SDGs and their impact on the research agenda; #Re-defining university engagement and lifelong learning fit for widened purpose. Proposals should be sent via email to [submissions@highereducationreform.org](mailto:submissions@highereducationreform.org) by **April 30, 2020**. Details about accommodation, conference fees and schedule can be found shortly at the [conference website](#) (under construction, check back soon) For questions and suggestions, please contact the Chair of the Organizing Committee, Dr. Muir Huston - [Muir.Houston@glasgow.ac.uk](mailto:Muir.Houston@glasgow.ac.uk).  
(Info received from CR&DALL Site Digest for 19/12/19 and [CR&DALL website](#))

### **TAKE 2020: Call for proposals**

*Conference on "Theory and Applications in the Knowledge Economy" July 1st - 3rd 2020, hosted by the Media Akademie Hochschule Stuttgart (Germany)*

TAKE is an international scientific conference devoted to the *multidisciplinary study of the knowledge economy*. In particular, it intends to analyze the relation and the gap between theories and practice in the knowledge economy of the 21st century. Therefore, we bring together researchers, practitioners and industry experts to discuss, advance and shape the future of the knowledge economy. Following the experience of previous TAKE conferences, we will include experts from different fields such as Human Resource Development, Human Resource Management, Intellectual Capital, Knowledge Management, Logistics, Retail, Public Policy, Innovation and Entrepreneurship, Business Models, SMEs, Competitiveness and Accounting. This diversity transforms TAKE into an unique forum. The deadline for submission of papers is **14 February 2020**. Further details are available on the [conference website](#).  
(Info received from Fiona Robson, UFHRD [<ufhrd.execsecretary@OUTLOOK.COM>](mailto:ufhrd.execsecretary@OUTLOOK.COM))

### **BCES 2020 update: Educational reforms worldwide**

*Last Call for papers for the XVIII Annual International Conference of the Bulgarian Comparative Education Society (BCES) in Sofia, Bulgaria, from 23 to 26 June 2020*

The Conference focuses on past, current and upcoming reforms at all levels of the educational systems - preschool, primary, lower and upper secondary, postsecondary, and higher education; and in all educational streams – general, vocational, and special education. Participants are invited to

present their theoretical, methodological or empirical studies on reforms of various educational aspects - aims, priorities, missions, governance, finance, structures, curricula, syllabi, textbooks, teaching and learning styles, innovations, examinations, graduation requirements, academic degrees, etc. The full paper submission deadline is **14 February 2020**. All accepted papers will be published in Vol. 18 / 2020 of BCES Conference Books. For more information please visit the Conference website: [www.bces-conference.org](http://www.bces-conference.org)  
(Info received from CR&DALL Site Digest and [Website](#))

**NOTE:** Forthcoming and recent events related to European research in work and learning are listed on the WIFO **Conference** page [[www.conferences.wifo-gate.org](http://www.conferences.wifo-gate.org)].  
[\[Back to Newsletter\]](#)

---

## Networks and Organisations

### **EAPRIL 2020: Call for proposals**

*EAPRIL (European Association for Practitioner Research on Improving Learning) Conference on Learning in the Age of Industry 4.0, to be held at FH Kufstein, Austria, November 25-27, 2020*

The Conference addresses the changing goals of lifelong learners. Practitioner researchers are encouraged to have an in-depth dialogue regarding the opportunities provided through learning in the age of industry 4.0 and digitalisation in education. Digitalisation and digital technologies emerging in education and learning are phenomena in theory and practice in this era. Several examples have already emerged and are intensively discussed in research as well as integrated in practice. Digitalisation not only affects all types of education, it also provides opportunities for collaborative learning across different school types and didactic concepts. Therefore, we would like to highlight the important considerations of how and why modern technologies and methodologies in the age of industry 4.0 can cross or connect modern didactic concepts as well as types of education. As one of the largest European communities for practitioner-researchers, the EAPRIL conference is the perfect platform for discussions on this topic. You can submit your proposal by **April 23, 2020** midnight CEST. The submission link will open [here](#) in the course of February 2020. For more information please visit the EAPRIL [website](#).  
(Posted by Stef Heremans <[stef.heremans@eapril.org](mailto:stef.heremans@eapril.org)>)

### **VETNET Conference Crossing Boundaries: Call for papers**

The Bern University of Teacher Education and the University of Applied Sciences and Arts Northwestern Switzerland, School of Education jointly organize the 4th international VETNET Conference Crossing Boundaries from **8 to 9 April 2021** in **Muttenz/Basel**. A particular focus will be on *Vocational Education and Training Pathways and Lifelong Learning* with respect to the three reference levels Systems, Institution and Agency, and Practice and Actors. We invite researchers from the field of vocational education and training and lifelong learning as well as from adjacent disciplines to contribute a presentation and a paper to the conference in 2021. The call for papers is open until **30 June 2020**. Find more information about the call [here](#) – we are happy to receive your abstract! [Dr Christof Nägele](#), Muttenz/Basel & [Prof Dr Barbara E. Stalder](#), Bern  
(Posted by Christof Nägele <[christof.naegele@fhnw.ch](mailto:christof.naegele@fhnw.ch)>)

### **#LearnOrg2020: Call for papers**

*Learning Organization Conference: Modernizing the Concept and Practice of the Learning Organization for New Challenges, 25-26 June 2020, Venue: University of Agder, Campus Grimstad, Norway*

This conference is for any scholar ("practitioners" are also warmly welcomed!) who has an interest in the learning organization (or any of the following: organizational learning, organizational unlearning, group/team learning), and especially in efforts to modernize the idea to better answer the challenges that organizations of various kinds face today and will face in the future. Such

challenges include (but are not limited to): #environmental challenges (such as the current climate changes); #a desire to better consider values other than profit-maximization and effectiveness; #failed efforts to put the concept into practice; #the emergence of (many) other fashionable management concepts; #the fact that it is easy to disconnect what one says from what one does; #digitalization; #difficulties when trying to adapt the concept to fit any particular type of organization; #the occurrence of a multitude of (somewhat) different definitions. Abstracts or full papers (or paper ideas) should be sent to Anders Örténblad ([anders.ortenblad@uia.no](mailto:anders.ortenblad@uia.no)), who is the main conference organizer. Papers/abstracts/paper ideas can be sent at any time. For more information, please see [conference page](#).

(Contributed by Anders Örténblad)

### **UFHRD 2020: Deadline extended**

*21th International UFHRD Conference "Sustainability and Ethics: The Responsibility of HRD in the Global Society" hosted by the Budapest Business School and the University of Pécs in Budapest, Hungary, June 10-12, 2020 ([www.ufhrd2020.com](http://www.ufhrd2020.com))*

Budapest Business School and the University of Pécs are pleased to announce that the submission date for abstracts for the 21st Annual UFHRD European Conference has been extended to **10th February 2020**. The conference is being held in the beautiful and historic capital city of Budapest. As well as a welcoming and inclusive ethos at the conference, delegates will be able to enjoy the many social and cultural attractions of the city, including a visit to the enchanting Vajdahunyad Var castle and museum ([here](#)) for the conference gala dinner. Full details on conference streams and on how to submit an abstract can be found at the [conference website](#). Conference updates are also shared on [Facebook](#), [Twitter](#) and [LinkedIn](#).

(Info received c/o Jim Stewart <[stewartjjim@outlook.com](mailto:stewartjjim@outlook.com)> and Sára Csillag <[Csillag.Sara@UNI-BGE.HU](mailto:Csillag.Sara@UNI-BGE.HU)>)

### **EDO congress: New knowledge management**

The Organisational Development Group of the Autonomous University of Barcelona ([EDO](#)) are organizing the 6th International EDO Congress ([CIEDO](#)). Under the motto New Knowledge Management, the CIEDO conference will be held in **Barcelona, 6th, 7th and 8th of May 2020**. Its aim is to discuss the managers' role in knowledge and talent management in organisations and corporative social networks to promote social and action learning as a tool to facilitate professional development. At this 6th event, CIEDO will have the presence of professors and experts at a national level, as well as professors with international recognition such as [Etienne Wenger](#) (Wenger Trayner), [Nick Milton](#) (Knoco Ltd) and [Alejandro Piscitelli](#) (Cátedra Datos), who will take part in three of the scheduled keynote speeches. The Conference will be organized in a [schedule](#) full of symposia and workshops.

(Contributed by Patricia Olmos <[Patricia.Olmos@uab.cat](mailto:Patricia.Olmos@uab.cat)>)

### **VET&Culture Network: Update on events**

**Mini conference:** We have taken the initiative to use the [2020 SASE](#) world conference in Amsterdam for a [mini conference](#) convened by L.Lassnigg, A.Benavot, S.Allais, and J.Powell to discuss progressive approaches to education policy and practice more systematically, and to look for scientific perspectives that can underpin progress in education policy. The idea of the conference is to bring together critical and alternative approaches that question the evidence behind GERM (Global Education Reform Movement), and to compare the diverse alternative approaches towards education for progress and their empirical basis, as well as the potential political and practical consequences for the diverse regions of the world. We plan to publish the results of this event for a wider audience.

**Workshop:** The next workshop of the VET&Culture Network is planned to take place in Wuppertal from 02.-04.09.2020 (c/o Gabriele Molzberger & Team).

(Info received from Anja Heikkinen <[anja.heikkinen@tuni.fi](mailto:anja.heikkinen@tuni.fi)>)

## PhD position at SFIVET

In the framework of the Swiss National Research Programme 77, The Swiss Federal Institute for Vocational Education and Training (SFIVET) has an opening for one position (100%) as Junior researcher 100% in the project *"Digital Transformation in Upper Secondary Schools: Identifying directions and key factors for technology-related school development, teaching and learning"*. The project investigates digital transformation processes in baccalaureate schools and vocational schools and is carried out in cooperation with the University of Zurich, Institute of Education, Chair of Teaching and Educational Technology (Prof. Dr. Dominik Petko) and the Chair of Vocational Education (Prof. Dr. Philipp Gonon). Duration of employment: 01.05.2020 – 30.04.2024. The employment conditions correspond to the guidelines of the Swiss National Science Foundation. For further information or questions, please contact Prof. Dr. Alberto Cattaneo ([alberto.cattaneo@iuffp.swiss](mailto:alberto.cattaneo@iuffp.swiss)). The full call is available in German and Italian at the links provided below, but the application can be in English. Please submit your application (cover letter, CV, diplomas, master's thesis) in PDF format until **28.2.2020**. We accept only applications submitted via our Recruiting Tool. Link for the [German call](#); Link for the [Italian call](#)  
(Posted by Alberto Cattaneo)

## Céreq website in English

We are pleased to announce the launch of our new English-speaking website: <https://www.cereq.fr/en>! Our goal with this new English-speaking website is to provide our visitors with a user-friendly navigation to discover our publications and ongoing studies about training, work and employment. We hope you enjoy this new website and easily find all the information you need!

(Info received from Céreq News - Fall winter 2019/2020 [<communication@cereq.fr>](mailto:communication@cereq.fr))

**NOTE:** References to research networks in the field of European work and learning are available on the WIFO page **Networks at a glance** [[www.networks.wifo-gate.org](http://www.networks.wifo-gate.org)]. Contact: [Sabine Manning](#) [[Back to Newsletter](#)]

---

## Programmes and Projects

### **BILT: Bridging TVET experience**

Céreq is involved in the Bilt project on *"Bridging Innovation and Learning in TVET"* launched in 2019. The project brings together European experiences and practices to address our modern-day challenges of an attractive and relevant TVET system and provides a platform to bridge experiences within Europe. Eventually, BILT is also expected to act as a springboard for trans-regional action, involving innovative UNESCO-UNEVOC Centres in the Asia-Pacific and African regions. It will tackle TVET challenges through peer learning on greening, digitalization/industry 4.0, entrepreneurship, migration and new qualifications and competencies. For further information on BUILT please visit our [page](#) and the UNEVOC [page](#).

(Info received from Céreq News - Fall winter 2019/2020 [<communication@cereq.fr>](mailto:communication@cereq.fr))

### **TRACK-VET: Cross-cutting competences**

Céreq is also involved in the TRACK-VET project on *"Developing, assessing and validating transversal key competences in the formal initial and continuing VET"*. The main aim of this project, funded as part of the Erasmus+ strategic partnership, is to provide evidence-based support to national governments and agencies, EU agencies and key stakeholders involved in designing policies on developing, assessing and validating key cross-cutting competences. The project involving six European partners and running up to April 2020, is led by the Warsaw School of Economics. Find out more about TRACK-VET on our [page](#) and the [project website](#).

(Info received from Céreq News - Fall winter 2019/2020 [<communication@cereq.fr>](mailto:communication@cereq.fr))

### **HoWARP: Workplace-integrated learning**

In September 2019, the three-year Erasmus+ project "HoWARP" (duration 09/2019 – 08/2022) started with 3s research laboratory as a project partner. HoWARP is a German acronym for "Action-oriented continuing education at the workplace". The project objective is to create a procedural standard for workplace-integrated learning in companies which educational institutions can use as a guideline. The approaches 'action-oriented learning' and 'agile learning' are to be combined in a practice-oriented way in order to guarantee direct applicability in the company. In addition to practical reports and case studies, method manuals for didactic and pedagogical implementation will be produced, an exemplary course design for a pilot course will be developed and finally, a continuing education manual for companies will be created. The project is coordinated by

Sustainum – Institute for Sustainable Management (Berlin). More details from Julia Fellingner: [julia.fellinger@3s.co.at](mailto:julia.fellinger@3s.co.at)

(Posted by Sabine Schwenk <[sabine.schwenk@3s.co.at](mailto:sabine.schwenk@3s.co.at)>)

### **OnTrack: A system for VET graduates**

The Erasmus+ project "OnTrack" (2018-2020) aims to develop a tracking system for graduates of Initial Vocational Education and Training at schools and institutes. The main objective of the project is to first thoroughly analyse the context and needs of each project country and on this basis to develop a tracking system at institute level which can later be integrated into the quality assurance system of the VET provider. The tracking system aims to collect qualitative and quantitative data from VET graduates relating to further training, employment, career paths, labour market relevant skills and competences, etc. This should enable feedback on the quality assurance systems of the training providers and contribute to the further design of VET programmes and planning, implementation and design of learning processes. The data collected should also be of assistance in vocational counselling, in supporting vocational training participants or in networking with the labour market. In addition, vocational training providers are to be supported in establishing the tracking mechanism. The project coordination is managed by the Technical University of Kosice (TUKE), Slovakia. More details from Stefan Humpl: [stefan.humpl@3s.co.at](mailto:stefan.humpl@3s.co.at). Link to [project website](#)

(Posted by Sabine Schwenk <[sabine.schwenk@3s.co.at](mailto:sabine.schwenk@3s.co.at)>)

### **Outcomes of ENLIVEN**

The Horizon 2020 project ENLIVEN – Encouraging Lifelong Learning for an Inclusive and Vibrant Europe – has come to an end. The project – worth EUR 2.5 million – brought together partners from nine European countries and Australia. Part of the project explored the participation of young adults in standardised training schemes across Europe: the Youth Guarantee and Upskilling Pathways. Despite the different types of countries and the welfare states they represent, the experiences of adult learners and practitioners were strikingly similar across countries. ENLIVEN also contained a number of other strands of work, including the development of an Intelligent Decision Support System underpinned by Artificial Intelligence to help policymakers design education and training interventions for disadvantaged groups. The ENLIVEN [website](#) will remain open and updates on output will be posted on a regular basis. More information: <https://h2020enliven.org/>

(Info received from CR&DALL Site Digest + CRA&DALL [page](#))

### **VINCE final newsletter**

During the past 3 years, the [VINCE](#) project has developed training materials for university staff working in processes of Validation of Prior Learning (VPL) and Validation of Non-formal and Informal Learning (VNIL) with migrant and/or refugee students. The objective has been to provide university staff with tools to be better equipped when working with newcomers who want to access Higher Education (HE) and want to be more aware and integrated in European society. In this [newsletter](#) issue you will find information about: The main project OUTPUTS; The winner of the VINCE VPL Award; The round table held in Brussels in September 2019; The Final Symposium celebrated in Barcelona in November 2019. We hope you take advantage of what VINCE has

developed! More information about the project is available on [this page](#).  
(Info received from CR&DALL Site Digest + CR&DALL [page](#))

**NOTE:** Contributions are invited to update the **Overview of European research projects** [[www.projects.wifo-gate.org](http://www.projects.wifo-gate.org)], provided as part of the WIFO Gateway. Contact: [Sabine Manning](#)  
[[Back to Newsletter](#)]

---

## Publications

### **The Economics of VET: Call for papers**

*Empirical Research in Vocational Education and Training (ERVET) Call for Papers: The Economics of Vocational Education and Training* [[Details](#)]

Vocational education and training (VET) is often valued for its ability to help young people transition smoothly from education to employment. VET also allows those already employed to adapt to the changing demands of their fields. Despite an increasing amount of research in this area, many questions in the field of the Economics of VET remain unanswered. These questions pertain to both the decision to invest in VET and the outcomes thereof on the individual, firm- and state levels. The special issue on the Economics of VET therefore strives to bring together theoretical and empirical work addressing topics related to this field of study. For more information on this topic, please see the website of the [2nd BIBB Conference](#) on the Economics of Vocational Education and Training: Markets - Institutions - Systems. Submission deadline: **31 May 2020**. Guest editors: Prof. Dr. Samuel Mühlemann, LMU Munich, Germany; Prof. Dr. Harald Pfeifer, Maastricht University, Netherlands and BIBB, Germany.

(Info obtained from [ERVET website](#))

### **Health Knowledge Management: Call for papers**

*EJKM (Electronic Journal of Knowledge Management) Special issue in Health Knowledge Management: Policy, Services, Education and Research. Guest editors: Maria José Sousa, Portugal; Renato Lopes da Costa, Portugal; Francesca Dal Mas, UK* [[Details](#)]

This call invites contributions to enhance our knowledge about policy, services, education and research into Knowledge Management in the Health Sector. We are looking for theoretical, conceptual and/or empirical papers using quantitative or qualitative approaches to health knowledge management. We also welcome descriptions of practical implementations, case-studies, literature reviews, etc. Potential topics include: #Creation and dissemination of knowledge in the health sector; #How knowledge management contributes to governance of healthcare organisations; #Applications of knowledge management in the health sector; #Emergent technologies for knowledge management in healthcare; #Contributions and liaisons of knowledge management to health education and research. Submission deadline: **30 March 2020**. For further information please view the [call](#).

(Info received from Maria José Sousa [mjsousa.pt@gmail.com](mailto:mjsousa.pt@gmail.com)> c/o UFHRD mailing list)

### **Skills for a greener future**

*ILO (International Labour Organization) Global Report. Skills for a greener future: a global view. December 2019* [[Details and download](#)]

Expanding on the ILO's exploration of the likely job impacts by 2030 of keeping the rise in global temperature below the 2°C ceiling set by the Paris Agreement on Climate Change, this is the first global study to analyse the implications of the transition to low-carbon and resource-efficient economies for skills, gender and occupations (Based on 32 country studies). The main objectives of this global qualitative and quantitative analysis are to identify: • the scale of the need for reskilling and upskilling to realize the employment potential of the transition to environmental sustainability (the “green transition”); • changes in occupations, skills gaps and skills shortages in meeting the skills demand of the green transition; • progress made since 2011 in the countries surveyed then in

coordinating skills and environmental policy matters across ministries and between public and private sectors; • the specific needs of vulnerable and disadvantaged groups in adjusting to change, and effective skills policy measures to increase productivity and support a just transition.

(Information received via ILO Employment Newsletter <[employment@ilo.org](mailto:employment@ilo.org)>)

### **IJRJET yearbook**

*Michael Gessler, Karen Evans, Johanna Lasonen, Margaret Malloch & Martin Mulder (Eds.) 2020. IJRJET International Journal for Research in Vocational Education and Training. Yearbook 2019. Bremen, Germany: University of Bremen [[Details](#)]*

At the beginning of this year we have, as in previous years, compiled the articles of the "International Journal for Research in Vocational Education and Training (IJRJET)" in one volume, the IJRJET Yearbook 2019. The book with all articles published in 2019 is now freely available for download [here](#). With kind regards on behalf of the IJRJET Editorial Board and IJRJET Editorial Office, Michael Gessler

(Info received from Michael Gessler c/o VETNET mailing list)

### **New Issue of IJRJET: Vol. 6, Issue 3**

*The International Journal for Research in Vocational Education and Training (IJRJET) has published a new issue. The third regular issue of 2019 contains the following topics: Odd Bjørn Ure and Tom Skauge discuss how patterns of employment and qualifications are modified by the ongoing industrial transformation called Industry 4.0; Kathleen A. Park and Karen R. Johnson examine the relationships between job satisfaction, work engagement, and turnover intention of CTE health science teachers in the United States; Annukka Tapani and Arto O. Salonen ask for teachers' competencies in Finnish vocational education; Maia Chankseliani and Aizuddin Mohamed Anuar offer a cross-country comparison of engagement in apprenticeships; and Sebastian Schneider and Matthias Pilz analyze function and institutional embeddedness of Polytechnics in the Indian education system. Please find all articles on [www.ijrjet.net](http://www.ijrjet.net)*

(Posted by IJRJET Editorial Office <[ijrjet@uni-bremen.de](mailto:ijrjet@uni-bremen.de)>)

### **Engagement in apprenticeships**

*Maia Chankseliani, Aizuddin Mohamed Anuar (2019). Cross-country comparison of engagement in apprenticeships: A conceptual analysis for individuals and firms. International Journal for Research in Vocational Education and Training, 6 (3) [[Details](#)]*

This paper offers a broad conceptual interrogation of an inherent assumption in the apprenticeship model in that it provides incentives for participation to both individual learners and employers. The study combines the analysis of literature and available data and draws upon apprenticeship models in ten nations: Australia, Brazil, Denmark, Egypt, England, Finland, Germany, India, Malaysia and South Africa. The analysis of incentives for employers shows a range of reasons related to their short-term interests and the needs of the production processes, technologies and associated skills; longer-term benefits for the company's staffing strategy; and the opportunity to make a contribution to the wider education and economic systems. Despite all the potential incentives, many firms consider apprenticeships too costly, risky and complex to justify the investment. Another key challenge for apprenticeship is related to the relative attractiveness of this pathway within E&T and labour market system for individuals. What is clear from this study is that the development of a strong apprenticeship system requires the support of both employers and individual learners. For that reason the necessity to identify and effectively implement incentives cannot be underestimated.

(Contributed by Maia Chankseliani <[maia.chankseliani@education.ox.ac.uk](mailto:maia.chankseliani@education.ox.ac.uk)>)

### **Participation in workplace training**

*Rossella Icardi (2019). Does workplace training participation vary by type of secondary level qualification? England and Germany in comparison. International Journal of Lifelong Education, Volume 38, Issue 6 [[Details](#)]*

Existing evidence shows that the higher the level of education, the higher the likelihood to



participate in workplace training. However, we know little about training participation of individuals educated to the secondary level, and whether this may vary according to the type of qualification attained, i.e. vocational or general. Vocational qualification holders are known to find employment sooner after school than those with a general qualification, but we do not know whether they are also more likely to participate in workplace training. Using data from the 2012 Programme of International Assessment of Adult Competencies (PIAAC) and logistic regressions, we investigate whether vocational qualification holders are more likely to participate in workplace training than those with a general qualification in Germany and England. Germany is a coordinated labour market economy with a strong emphasis on the provision of vocational qualifications which facilitate school-to-work transitions, whereas England is an example of liberal labour markets with the focus on general qualifications. Results show that in Germany general qualification holders are more likely to participate in training compared to vocational ones. In contrast, in England there is no difference between types of qualification.

(Contributed by Rossella Icardi [ri216@bath.ac.uk](mailto:ri216@bath.ac.uk))

### **VET teacher education**

*Keller, A., Zirkle, C., & Barabasch, A. (2019, online). Focal points of vocational education and training: A comparison of VET teacher education in the USA and Switzerland. Compare: A Journal of Comparative and International Education [Details]*

With their work at the interface between the education system and labour market, VET teachers contribute to the efficacy and quality of the future workforce. This article compares the structures of teacher education in the framework of vocational education and training (VET) in the United States and in Switzerland and aims to contribute to the international understanding of VET teacher training. The insight into two different ways of preparing VET teachers leads to a display of particular aspects of the two systems as well as of similarities. The comparison focuses on characteristics such as VET institutions as workplaces, teacher/trainer-profiles that are needed in these institutions, qualifications required in order to work in the institutions, training institutions for teachers and contents of teacher training programmes.

(Contributed by Antje Barabasch [Antje.Barabasch@ehb.swiss](mailto:Antje.Barabasch@ehb.swiss))

### **Youth transitions and lifetime trajectory**

*Juan Chacaltana, Sara Elder and Miso Lee (2020). Youth transitions and lifetime trajectory. ILO: EMPLOYMENT Working Paper No. 253 [Details and download]*

This paper explores patterns of reproductive, educational and school-to-work transitions using data from the ILO school-to-work transitions surveys mainly from low- and middle-income countries. The paper finds that these transitions are highly interrelated and have important consequences for future pathways or trajectories. Further, it explores specific transitions and makes the following conclusions: 1) the reproductive transitions (having children) affects more women than men; 2) 86 per cent of those that stopped studying, either because they dropped out or they have completed their educational transition, have only basic education; and 3) the age of starting a first job seems to have significant impact on future labour market prospects as those who started working before 18 are more likely to stay in informal and low-skilled jobs. Youth employment policy design can incorporate these findings with interventions that target the multiple transitions in an integrated manner.

(Information received via ILO Employment Newsletter [employment@ilo.org](mailto:employment@ilo.org))

**NOTE:** References to publications on European research in learning and work are provided by the WIFO pages on **Books** [[www.books.wifo-gate.org](http://www.books.wifo-gate.org)], **Journals** [[www.journals.wifo-gate.org](http://www.journals.wifo-gate.org)] and **Articles** [[www.articles.wifo-gate.org](http://www.articles.wifo-gate.org)].

[[Back to Newsletter](#)]

---

## Impressum

Editor of the L&W Newsletter: Dr Sabine Manning, Research Forum WIFO;

Email: [sm@wifo-gate.org](mailto:sm@wifo-gate.org) (or: [sabine-manning@t-online.de](mailto:sabine-manning@t-online.de));

Address: Neue Blumenstr. 1, D-10179 Berlin, Germany;

Editions of the L&W Newsletter: six times a year, every two months (at the beginning of February, April, June, August, October, December);

Deadline for contributions to the L&W Newsletter: end of January, March, May, July, September, November;

Details and Archive of the L&W Newsletter [[www.news.wifo-gate.org](http://www.news.wifo-gate.org)];

See also our update on [Data Protection](#).

[\[Back to Newsletter\]](#)

---

---