



Editorial: Autumn 2022

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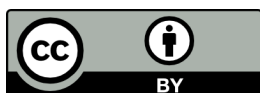
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This is the third and last issue of our twelfth volume. It includes five research articles concerning vocational education and training (VET) in Finland, Ethiopia, Sweden, and Norway. We are happy to publish articles not only with studies of VET in the Nordic countries, but also from other parts of the world. As long as the findings are relevant for a Nordic and an international readership, studies of VET in different contexts are welcome in this journal. The different contexts make it possible to compare and learn from each other, and possible differences also help us to discern things we did not see before in our own contexts. The fact that four of the five articles in this issue are written in English also helps readers from outside the Nordic countries to learn from and compare with VET in this part of the world. Still, we also publish articles in the Nordic languages, which makes such international comparison and learning possible at least between the Nordic countries. Furthermore, the English abstracts, keywords, and translated titles of Nordic language articles provide at least a glimpse of the findings to non-Nordic readers.

The articles in this issue

The first article in this issue, *Finnish VET representatives' interpretations of inclusion*, is written by **Sanna Ryökkynen** and **Anu Raudasoja** from Häme University of Applied Sciences, Finland. Ryökkynen and Raudasoja explore how Finnish VET



representatives interpret the concept of inclusion. The study is based on semi-structured interviews with 53 participants who are representatives of different groups; (1) VET college administration (n=10), (2) teachers at VET colleges (n=13), (3) working life (n=10), (4) VET students (n=12), and (5) public administration (n=8). They find six themes: social belonging, accessibility, equality, integration, prevention of discrimination, and special support. While the administration representatives approach and interpret inclusion on an ideological level, the teachers, working-life representatives, and students tend to address inclusion practically. For them, special education practice, the principles of communality and individualising in the studying and workplace learning are important dimensions of a definition of inclusion. The authors stress that the results show that the definition of inclusion is ambiguous and argue that there is a need for collaboration and shared understanding, and further training to increase inclusion in VET.

The second article concerns vocational education in Ethiopia and is part of a research collaboration between Ethiopia and Sweden. *Conceptualisation and experience of ownership in multi-stakeholder partnerships: Lessons from the HDECoVA initiative in Ethiopia* is written by **Eskindir Jembere Asrat** and **Alebachew Kemisso Haybano** from Addis Ababa University, Ethiopia, and **Susanne Gustavsson** from University of Gothenburg, Sweden. In their study, the authors explore how ownership is conceptualised and experienced in a public-private development partnership in Ethiopia. The case is a multi-stakeholder initiative in technical vocational education and training, a Heavy-Duty Equipment and Commercial Vehicle Training Academy (HDECoVA), where they have studied documents and made interviews with project staff as well as other partnership actors. The findings show how the intended equitable participation is not achieved, as power is unequally distributed among local and international actors. Therefore, the local actors do not acquire ownership as intended. The study suggests that co-ownership has to be promoted better, with a partnership built on active engagement and 'implemented through joint commitment, responsibility, and equal participation'.

The next two articles present research from Linköping University, Sweden. In the third article of this issue, *How can students in vocational education be motivated to learn mathematics?*, **Karolina Muhrman** studies how mathematics teaching with a closer connection to students' vocational orientation can increase motivation. In this article Muhrman employs data from two different studies investigating mathematics in vocational education. Using the self-determination theory of motivation, she analyses data from both interviews with students and teachers as well as from interventions in teaching consisting of vocational-integrated mathematics. The results indicate that there are many vocational students who are unmotivated to learn mathematics, but this article highlights positive aspects regarding motivation when students get to work with vocational-integrated

mathematics tasks – and especially when they get to do it in a vocationally authentic environment. In relation to self-determination theory, Muhrman describes the results as increased motivation linked to a sense of meaningfulness, competence, and self-determination, as well as increased social collaboration.

The fourth article is written by **Tobias Lasse Karlsson**, who presents a study of VET in adult education – *Being someone or doing something: How students in municipal adult education view their future vocation*. The article explores adult learners' pathways, educational choices, and formation of vocational identity within the Swedish municipal adult education (MAE) in two VET programmes: assistant nursing and floor laying. The data consists of qualitative interviews with adult MAE students early in their training, and Karlsson is analysing their views of chosen vocation, vocational identity, and vocational habitus. The results of the study show that the adult MAE students' choice of a VET programme is a dual choice of simultaneous future work and who to become. The processes of vocational becoming are influenced by the students' views of their future vocation seen as contradictory or matching with their own burgeoning vocational identity. The article contributes to understanding double standards in students' views and the requirements of the vocations. The study provides insight into adult students' learning and identity processes which could keep them in VET training and hinder the reproduction of unequal ideals.

The fifth and last article is from Norway. **Siw Martinsen Watz** from Oslo Metropolitan University has written about 'Independent health care professionals in tomorrow's health service' – *Selvstendige helsefagarbeidere i morgendagens helse-tjeneste*. In the study 12 apprentices and newly qualified health care professionals were interviewed to investigate how they experience the development of independent professional practices during the apprenticeship period in home nursing care. The study shows that individual independence is both a prerequisite for the health care work and a consequence of high workload during a working day. Furthermore, the study shows that the apprentice's independence is linked to participation in the community of practice and the study thus claims that development of independence takes place in interaction with supervisors, other colleagues, and patients, and when apprentices are given tasks adapted to their level of competence.

Heading for 2023

In 2023 we are looking forward to new articles and issues of our journal. NJVET has a continuous open call for papers within the aims and scope of the journal, with the ambition to stimulate broad research on VET. But we are also looking forward to two interesting special issues that are prepared for publication in 2024. Authors are now writing their contributions for the issue on vocational

classroom research, and it is still possible to submit proposals for the issue on the cooperation between research, teaching, and learning in VET.

Besides the development of the journal, we are of course also looking forward to the next NordYrk conference, which will be arranged in Bergen, Norway, 7-9 June, 2023. We hope to meet you there to take part in interesting presentations of new research that might end up as articles in NJVET.