
VET teacher education in Nordic Countries and a reorientation in a Non-sustainable presence

Prof. Dr. Franz Kaiser

Nordyrk 2025: Nordic VET in a Sustainable Future

June 10th, VIA University College, Aarhus, Denmark

Golden threads of thoughts



1 VET teacher
education
in Nordic &
Germany

VET
teachers

Tasks and
competences
2 of VET teachers

Golden threads of thoughts

1 VET teacher education in Nordic & Germany

3 Non-sustainability and reactions in German VET policy

5 A handy model towards SDG & VET

Sustainability, Social Imagination and practice

VET teachers

2 Tasks and competences of VET teachers

4 What we try in „practice“ of VET teacher education

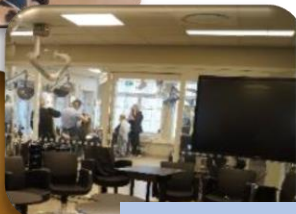
My knowledge resources of VET-teachers in Nordic Countries



Iceland
2023



Norway
2023



Finland
2019



Hej,
jag heter Franz Kaiser och jag arbetar som yrkeslärare på vårt universitet i Tyskland.
Vivecca Lindberg från Stockholms Universitet
brå om du som arbetar som yrkeslärare

Hei,
Olen Franz Kaiser ja työskentelen ammattipehajaopettajana professoina Rostockin yliopistossa töuamessumini kanssa.
tutkimusta Pohjoismaissa saadakseni uusia näkemyksiä Saksan ammatillisen koulutuksen järjestelmään. Olen ollut
siirtymistä koulutuksesta työelämään Ruotsissa ja Suomessa. Tutkimme aihetta tarkemmin Tukholman yliopiston pro
kanssa tarkastelemalla ammatillisten opettajien samankaltaisuuksia ja eroja näissä maissa. Mikäli työskentelet amm
arvostaisimme suuresti vastaustasi oheiseen kyselylomakkeeseen.

For any further questions feel free to contact me: Franz.kaiser@uni-rostock.de

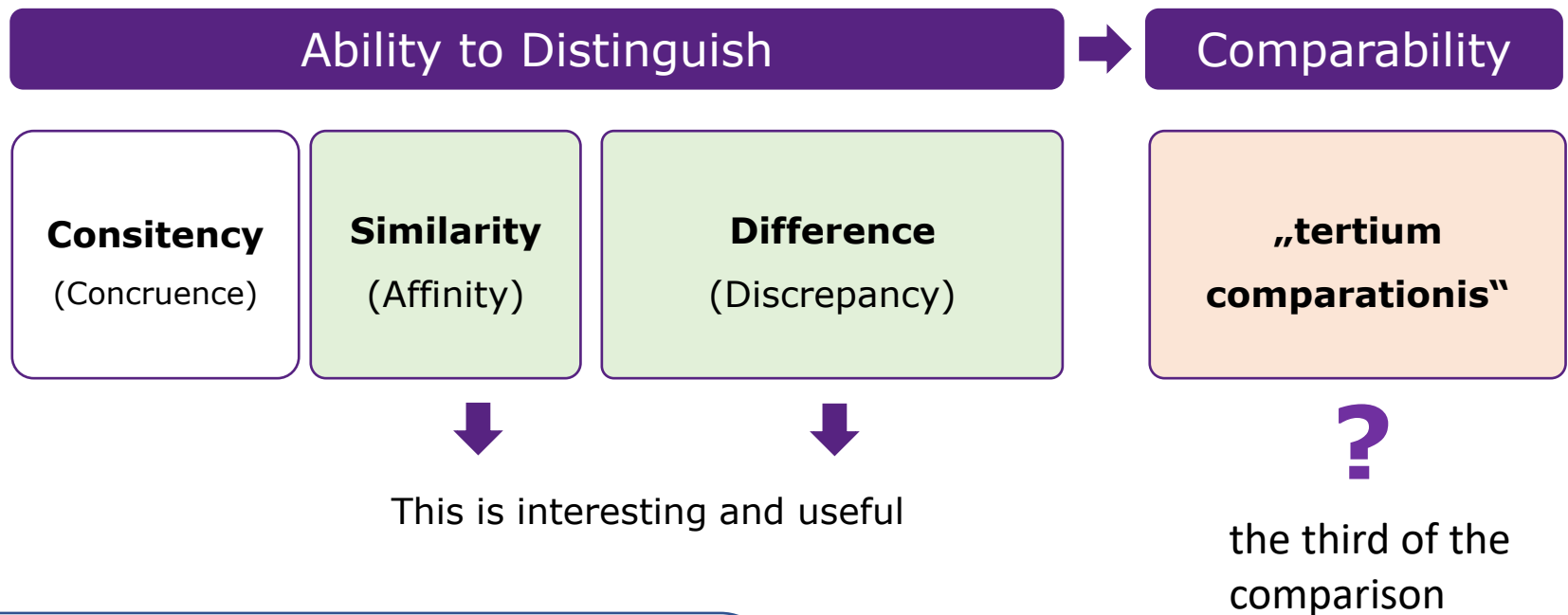
A big thanks in advance / Tack så mycket / Kiitos



Sweden
2018



Comparing VET teacher education



VETteacher

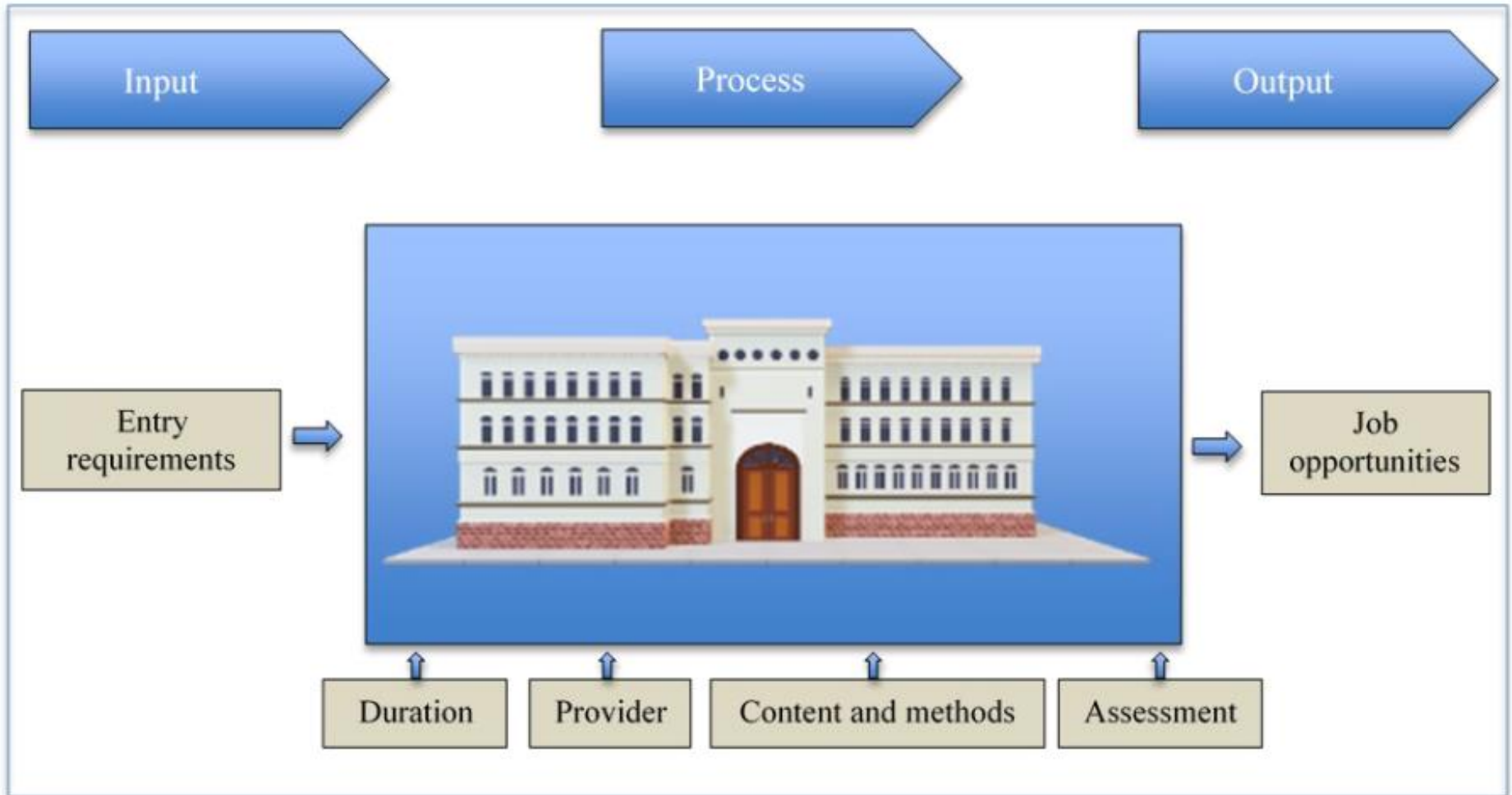
2020-2022






Co-funded by the
Erasmus+ Programme
of the European Union

Czycholl (1971)

Comparing VET teacher education with a process model






Ways to become VET teacher

Aspects	Sweden 	Finland 	Norway 
Requirements	eligibility for HE & VET EQF 5	BA or MA on professional field & 5 years work	A: Trade exam & 2 years work B: BA & 2 years work
Provider	Universities or University colleges	Universities of applied science	Universities or University colleges
Duration	90 ECTS (3 years parttime) Credit for teaching experience	60 ECTS (1 year) with a lot of practice	A: 180 ECTS / 3 years full B: 60 ECTS / 1 year practical pedagogical
Content and methods	General VET, didactics, distance learning, 30 ECTS practice	Teaching practice, working process analyses, democracy, self-assessment	Similar to Finland
Assessment	Varying models	Formative portfolio, papers	BA thesis (A); portfolio (B) Approval of teaching
Jobs	Permanent Position as VET teacher	VET schools, Adult education, Universities of applied science	VET schools

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Ways to become VET teacher

Aspects	Iceland 	Denmark 	Germany 
Requirements	Master Tradeexam or MA in a VET field	VET education and 5 years work, Upper Secondary level two subjects	University entrance certificate & apprentice or 1 year internship
Provider	University of Iceland	private providers in accordance with market conditions	Universities
Duration	A: 60 ECTS (1 year) working as teacher parallel B: 180 BA – to enter academic	Pedagogical training during work in part time equi. 1 year of full-time (60 ECTS)	BA & MA (300 ECTS) 2 subjects After study 1 1/2 year practice in school
Content and methods	Learning psychology, teaching, academic writing/reading, curriculum, VET Ped.	three compulsory and five optional modules focusing practice	Educational science, VET, psychology, didactics, critical reflexion
Assesment	Assignments, no tests, thesis, group work, 10 pages thesis	final examination project	Scientific papers, teaching plans, oral exams, 100 pages Masterthesis
Jobs	VET Schools	VET Colleges and Training Centers, Adult Education	VET schools, transistion system, higher VET school, Gymnasium

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What competences needed?

Insights in a study from 2022

Background: Methods of work-and organizational psychology

Traditional Aim of work psychology:

- Lower a high fluctuation or sickness rate
- Design health promoting jobs
- Align work characteristics with competences through people development

Aim of this research in VET

1. A realistic job report on work characteristics of VET teaching in MV
2. Deduction of required competences based on daily challenges
3. Suggestions for possible changes to the study programme and school organization
4. Enrich the scientific discourse and development of research methods



Renate Rau



Lea Besser



Anne Traum

MARTIN-LUTHER-UNIVERSITÄT
HALLE-WITTENBERG



Bundesministerium
für Forschung, Technologie
und Raumfahrt

Förderkennzeichen: 01JA2023A

What are the tasks in workday?

Sample: 18 VET teaching jobs in urban and rural VET schools in Germany
VET programs: Metal, motor vehicle, IT, ET, agriculture, health, social

Method



Observation of work
(disturbances, tasks,
cooperation requirements,
etc.)



Asking about underlying
psychological processes &
hidden information



Rating of work
characteristics on content-
anchored, norm-oriented
scales.

Tools:

„Task Analyses and job design in Jobs with Mental work requirement (TAGMA)“

Rau/Schweden/Hoppe
& Hacker (2021)

„Task analysis to identify Abilities, Skills and Knowledge (TASK)“

Besser (2024)

Critical incident technique **interviews** and **ranking technique** with double check of two researchers

What are we looking for?

Examples in the survey-questionnaire

- cooperation
- delegation
- reachability outside working hours
- Sequential completeness
- variety of tasks
- access to information
- **quality of feedback**
- interruptions and disturbances
- plannability
- degree of temporal freedom
- scope for decision-making
- cognitive level of demands
- responsibility for results
- emotional work demands
- ...

Stufen

4.2 Güte von Rückmeldungen

Die Skala stuft nach der Güte von Rückmeldungen, die mit steigender Differenzierbarkeit anwächst. Damit Rückmeldungen über den Arbeitsfortschritt wirksam werden können, müssen sie detailliert genug sein. Dies ist u.a. dann gegeben, wenn Anfang und Ende der eigenen Tätigkeit erkennbar sind und die Tätigkeit in Abschnitte gliedbar ist. Beides hilft um bestimmen zu können, in welchem Abstand sich der Arbeitsende von der Zielerreichung befindet. Zudem kann die Information, die der Arbeitende bei auftretenden Fehlern erhält, unterschiedlicher Güte sein.

Zu erheben für die Gesamtträngigkeit oder für Teilaufträge, wenn die Gesamtträngigkeit aus mehreren Teilaufträgen besteht, bitte wählen Sie alle zutreffenden Antwortmöglichkeiten an.

Stufe	TA1	TA2	TA3	TA4	TA5	GT
A						
B						
C						
D						
E						
F						
G						
H						

Stufe A: Rückmeldungen sind nicht gegeben, Vorgesetzter und alle Rückmeldungen aus kollektiven Zielrunden kommen ab und zu, aber es gibt keine Veränderung der Arbeitsweise oder -struktur, d.h. es können keine Veränderungen ausgearbeitet werden.

Stufe B/C: Rückmeldungen sind nicht gegeben, Vorgesetzter und alle Rückmeldungen aus kollektiven Zielrunden kommen ab und zu, aber es gibt keine Veränderung der Arbeitsweise oder -struktur, d.h. es können keine Veränderungen ausgearbeitet werden.

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60 pages Questionnaire
filled in by observers

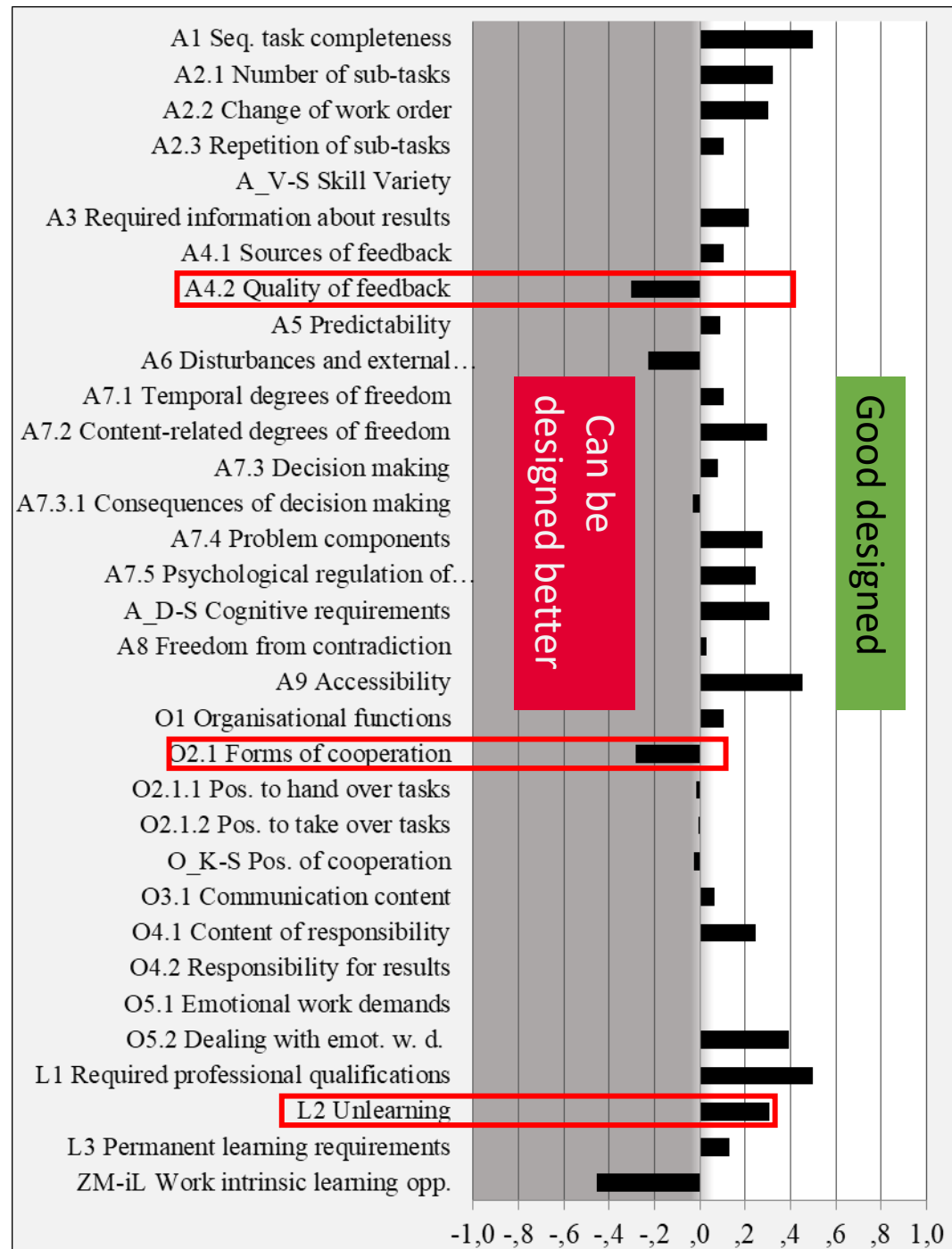
Findings in Germany

The work is:

- demanding and challenging
- high but varying **degrees of freedom in terms of content and time**

(possibilities to plan, but depending on framework curriculum, examination contents)

Besser/Kaiser/Traum/Rau (2022)



What are the challenges?

Besser (2024)



Dialogue-interactive challenges in class

impractical content that is difficult to convey

conflicts and disruptions between / with pupils

personal problems of pupils



Cognitive challenges

high cognitive regulation requirement

continuous learning and development requirements



Time-associated challenges (in class)

low degree of temporal freedom

complete several tasks simultaneously

repetitive tasks



Organisation & responsibilities

organising their own work

planning projects and events

prescribed content through curricula, examination plans

Responsibility for the safety, health and development of pupils

What competences needed?

Validation of findings in Germany

VET teachers in different programmes in Germany arranged 32 competence-cards

Rank the competencies!

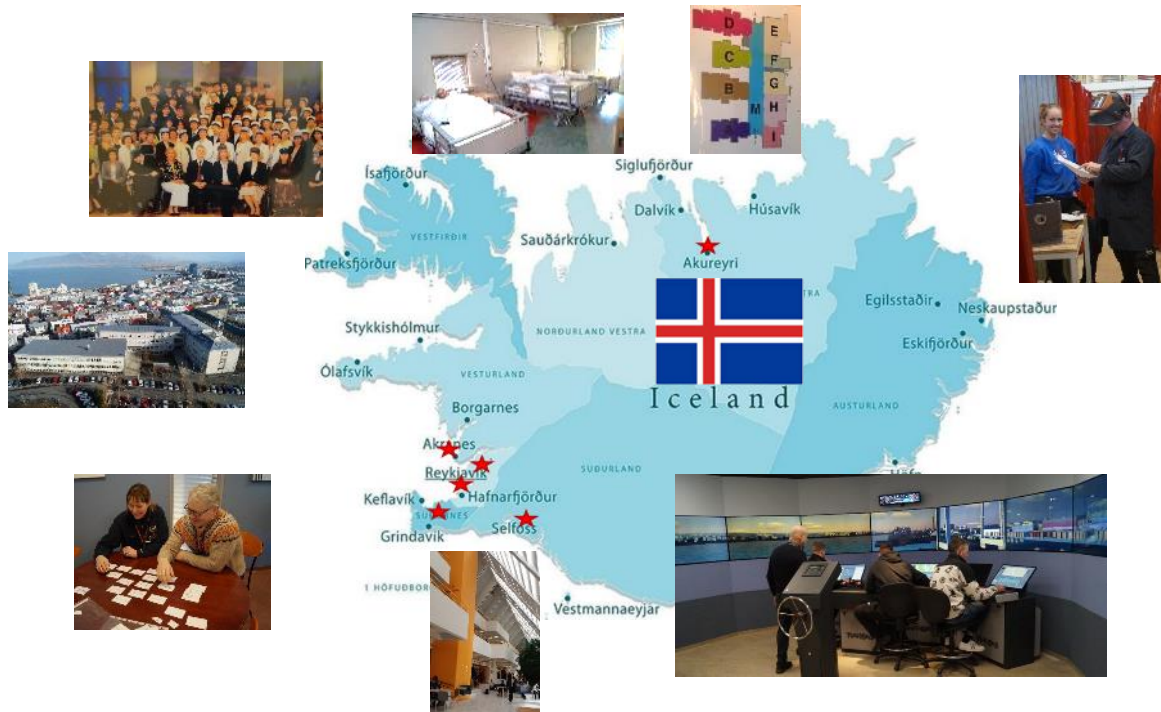
- most important skills for your job on top
- Delete the ones that don't play a role
- Add what you miss
- Highlight in discussion what is special about your area



Findings comparable to Nordic states?

Validation Nr.2

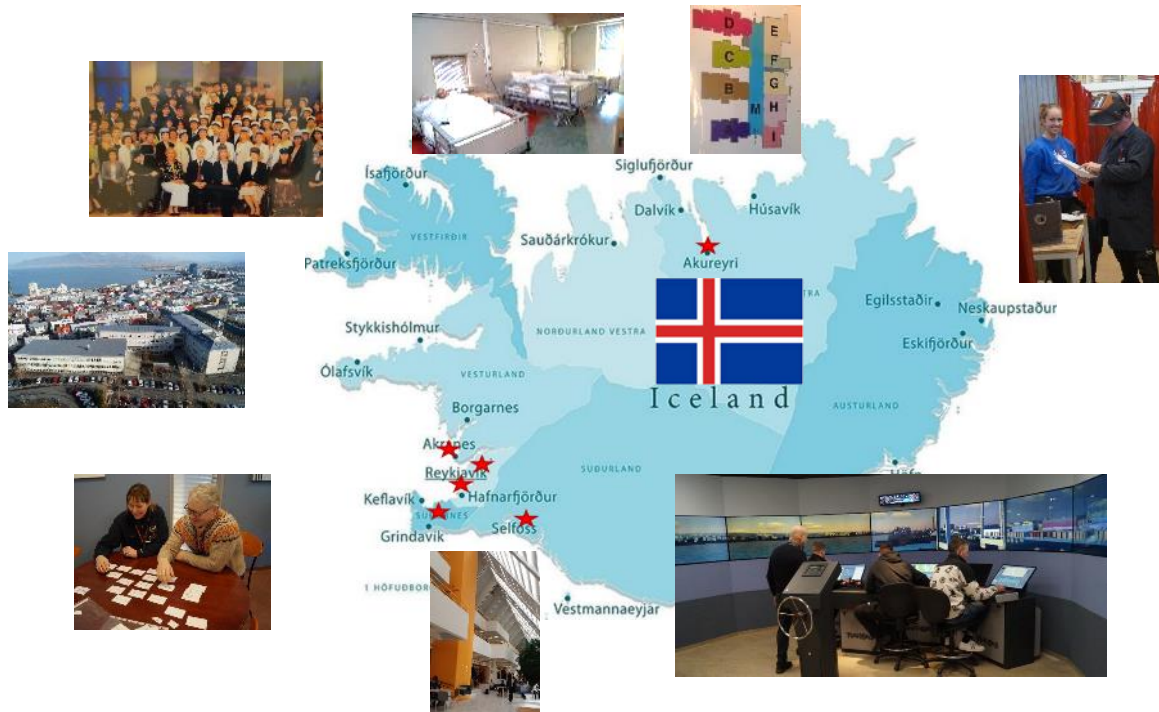
Comparison with Iceland and (South of) Norway in 2023



Is that comparable to two Nordic states

Validation Nr.2

Comparison with Iceland and (South of) Norway in 2023



Methodological design

- No TAGMA observations of tasks but visits and document studies
- Using the competence cards from Germany
- Short observations and card layings with short talks and discussions
- Cards reduced to 18 and in English
- Every teacher could add or delete cards



<https://padlet.com/franzkaiser/competences-of-vocational-teachers-in-norway-bvt4ldin5jswsyva>



Most important competences of VET teachers



1. Organisation ability and self discipline
2. Ability to motivate Others
3. Empathy
4. Teaching and Explaining
5. Orientation towards pupils

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1. Willing to learn
2. Teaching and Explaining
3. Ability to motivate Others
4. Clear Communication and speaking
5. Problemsolving ability



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Most important competences of VET teachers

- **"Ability to motivate others",
"willingness to learn",
"explaining and teaching" and
"empathy"**
important across countries, genders and experiences.
- **German VET-Teachers** emphasis on
"organisational skills and self-discipline"
- **"Motivate Others"** on first place in Norway correlates with findings of Brevik/Kaiser/Hoppe (2023)
- **"dealing with frequent work peaks"**
less important across countries, genders and experiences.

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A Non-sustainable presence

Inequality

CARBON FOOTPRINT PER PERSON FOR 1.5°C

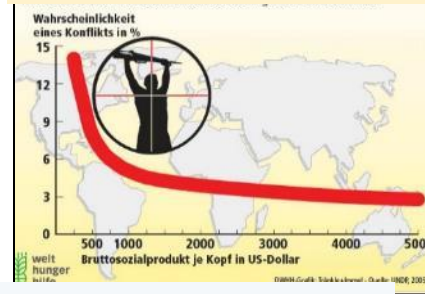


Kaiser 2023

Childrens work worldwide



Poverty promotes civil wars



Climate Change, the Great Displacer

Average number of internal climate migrants by 2050 per region (in millions)*



* Modeled on pessimistic reference = High emission & unequal development scenarios concerning water availability, crop productivity and sea-level rise
Source: World Bank



statista

Crazy transportation ways



Air pollution



Non sustainable presence?

Inequality


CARBON
FOOTPRINT
PER PERSON
FOR 1.5°C

30 X
MORE

1.5°C

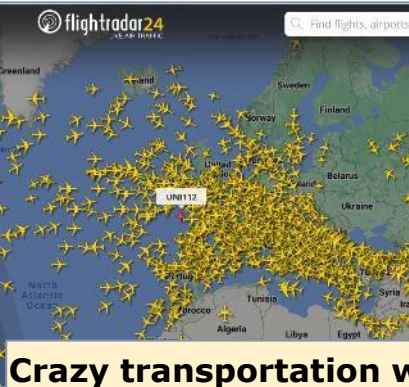
The effects of an unbridled market driven only by the benefit and purpose of its services and products, without concern for the consequences of their production.

Kaiser 2023

ens work worldwide



Air pollution



Crazy transportation w



* Modeled on pessimistic reference = High emission & unequal development scenarios concerning water availability, crop productivity and sea-level rise
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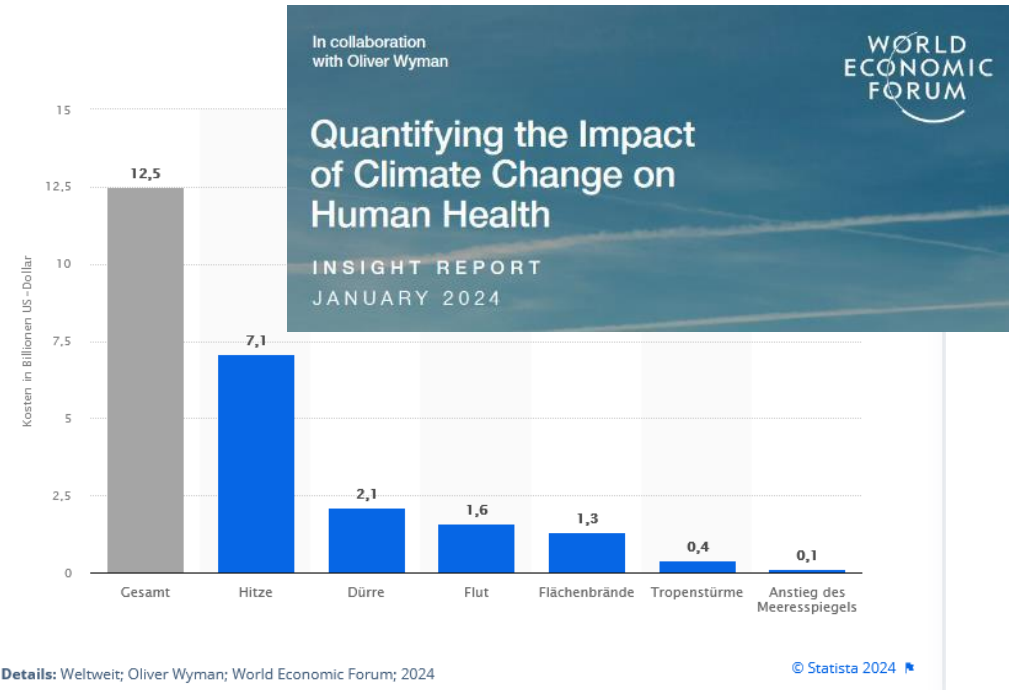
statista

Costs of Climate Change



Actual Social Cost of CO2 Emissions
More Than Twice as High

“When we include all factors to the extent possible, the cost to society is nearly 300 euros per metric ton of CO2. Burning one liter of gasoline, for instance, would then produce more than 60 (euro)cents in climate damages for society,”
Moritz Drupp, Hamburg



Worldwide in 2025 – 12,5 Billion US Dollar

Moore F, Drupp M, Rising J, Dietz S, Rudik I, Wagner G (2024): Synthesis of evidence yields high social cost of carbon due to structural model variation and uncertainties. Proceedings of the National Academy of Sciences, DOI: 10.1073/pnas.2410733121

On the other hand – slow implementation of SDGs in Germanies training regulations ...

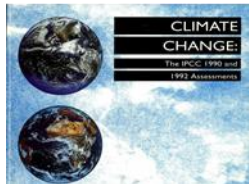
1973



1983



1990



2015



1980

- BIBB tasked towards objectives for energy conservation and efficient energy use in all training regulations

1984

- “Waste and utility service provider” linked to environment with competence linked to the mentioned goals

1985-1990

- Nearly all technical oriented training regulations include „Environmental protection“ 1988-recomandation BIBB-HA

1991

- Environmental protection is standardpart of training regulations

Since 2000

- Change from Environmental protection to sustainability – Working group in BIBB, BMBF programmes to support practice focusing Sust.

2020

- Every new training regulation in VET includes the training of Competences for...

Kaiser / Schwarz (2021, 122)



... but a bit of change takes place

The new Standard from 2020

Environmental protection and sustainability

- a. Recognize opportunities for avoiding operational burdens on the environment and society within one's own area of responsibility and contribute to their further development.
- b. Utilize economic, environmentally friendly, and socially sustainable perspectives in the use of processes, products, goods, or services, as well as materials and energy.
- c. Adhere to the environmental protection regulations applicable to the training company;
- d. Avoid waste and recycle or dispose of substances and materials in an environmentally friendly manner;
- e. Develop proposals for sustainable actions within one's own work area,
- f. Collaborate in accordance with company regulations for economic, ecological, and socially sustainable development and communicate effectively with stakeholders.

... public institutions start action

BiBB invests in

- Further training of trainers and teachers
- developing learning material, branch-specific projects, networks, monitoring reports
- Occupation-specific skills



Federal Ministries for Education and Research support projects and working groups on Democracy in VET and SDG



VET schools locate SDGs on their development goals



But still no:

- inclusion in the training of the trainers, or in the assessments of Further Training regulations
- Professorship for VET and SDGs
- systematical integration in VET teacher training ...

What happens in the world of TVET

<https://unevoc.unesco.org/home/Greening+curricula+and+training>



For example: Mainstreaming SD in instruction

“The TVET sector must reflect changes in the pedagogical strategies used and the content.

Traditional instruction methods are inadequate.

UNESCO highlights to teach about sustainable development:

- Interdisciplinary and holistic
- Values-driven
- Critical thinking and problem solving
- Multi-method
- Participatory decision-making
- Applicability to work and life
- Locally relevant

Heikkinen & Jinia (2023)

What is needed?

SOCIAL IMAGINATION

https://www.ucl.ac.uk/steapp/sites/steapp/files/2020_04_geoff_mulgan_swp.pdf

1. We must **imagine** the future we want to have!
How would we like to live and to become to be?
2. **Reflect** on **what is** and believe that it **is not all of what is possible!**
A wealth of alternatives and the state of not-knowing-everything are considered in complex systems. It is a strategy of life we know since Charles Darwin.
3. Define what might possible!
We can **use reflection and imagination** for previously unthought-of variants.

On the basis of humanistic and social-scientific reflection, THE NEW INSTITUTE aims to develop visions of progressive socio-economic and political futures.

[READ MORE ABOUT OUR MISSION](#)



<https://thenew.institute/redefining-the-possible/social-imagination.html>

Mullgan 2020

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Practice at Uni Rostock I

Insights in the Bachelor- Seminar:

*„Leading myself and groups –
a practical introduction in TCI“*

Remember the need for
social and
communication skills and
Empathy

Seminar takes place in the second academic year

Aims are:

- Creating a supportive student group,
- Confronting students with their values and roots of personality,
- Rethinking the ideas of leadership (for teachers),
- Experience creative learning settings,
- Designing and Leading a participative lecture

Cohn (1975); Kaiser (2020)

Practice at Uni Rostock I

Insights in the Bachelor- Seminar:

*„Leading myself and groups –
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Practice at Uni Rostock I

Quotes from students in the seminar

„I realized that I'm the starting point and goal of the learning process"

„More and more I trusted in the power of the group. It was not my task to do everything."

„I started to encourage my students in the class to express their disturbances – it creates a trustful atmosphere."

Practice at Uni Rostock II

Insights in the Master - Seminar:

Remember:
We have 100 ECTS
for pedagogics

„Aims of VET and adult education in a Transformative Society – Climate Change, Socio-economy, Gendermainstreaming, Rassism in discourse“

Third semester of Masterprogram

Aims are:

- Reflexion of the own power to design learning situations,
- Relation between education and transformation in society,
- Learning to work in a group to develop didactical designs,
- Handle the freedom to decide topics,
- Create and lead a learning situation in the seminar

Practice at Uni Rostock II

Insights in the Master - Seminar:

„Aims of VET and adult education in a Transformative Society – Climate Change, Socio-economy, Gendermainstreaming, Rassism in discourse“

Topics created by the students

- Communication in „bubbles“ and democracy,
- Digital detox – hints for everyday life,
- Facts on climate change – welcome to the exhibition
- AI in VET school – strength and risks



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Reorientation of VET and Teacher education for SDG with One Hand

Start with the small finger – The One.

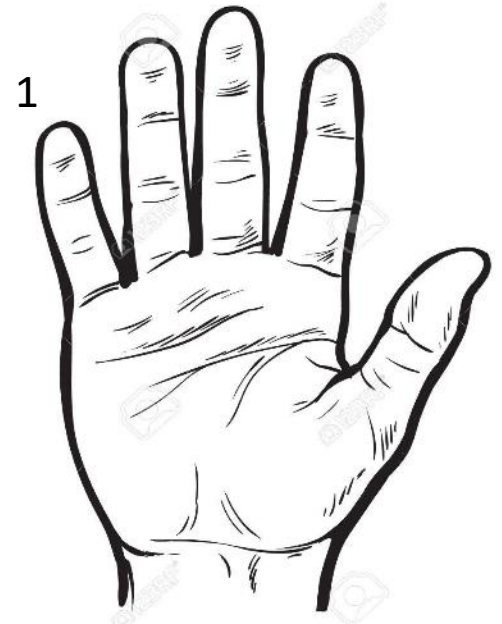
It stands for a single human being –
it is you, it is I.

You have your roots, values, ways of thinking
and behavior.

What you like and dislike.

The need for fresh air, health and food.

That makes everybody unique and related to
the world at the same time.



Reorientation of VET and Teacher education for SDG with One Hand

Now we come to the second finger –

Now the One is not longer alone.

They both create a **We**. No surprise it is the ringfinger.

As human beings we are in need for each other.

Martin Buber a Jewish philosopher said:

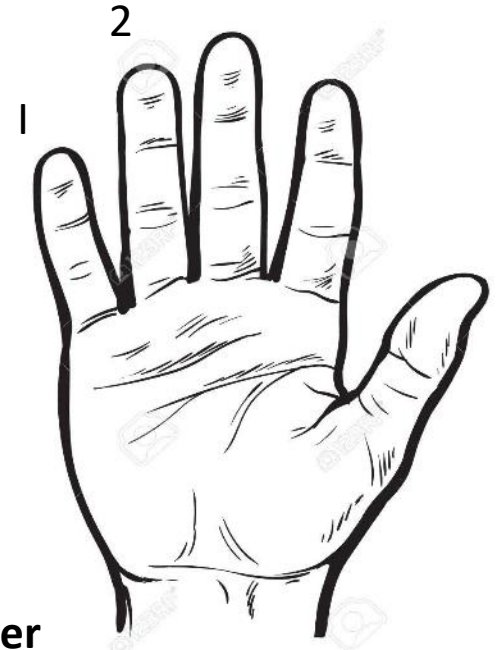
„I realise who I am, when I get in real contact with someone else“

To create a healthy and human **We** it needs empathy, respect, solidarity and we create rules that offer us security as well as shared values like Imanuel Kant stated

„The freedom of the One ends where the freedom of the Other starts“

So the **We** is not only two people, it might be us, just at this moment, here in Aarhus.

And what makes us maybe a **We** here will tell us finger 3



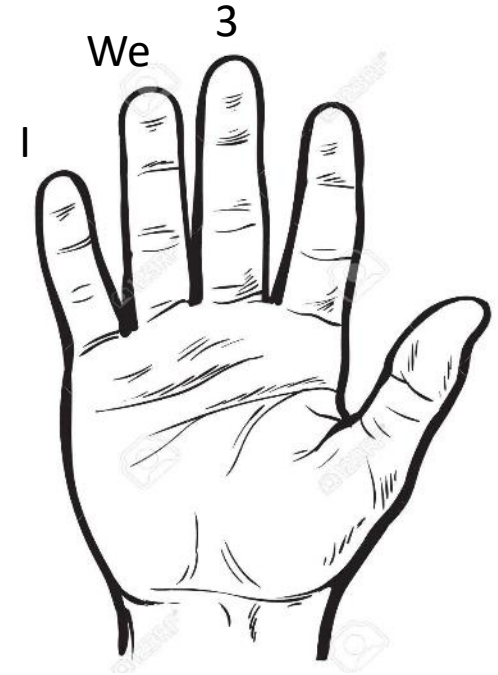
Reorientation of VET and Teacher education for SDG with One Hand

The third finger stands for a thing, a topic, a phenomenon: **It**

This It is what brings us together here. Interest in VET. It can be a faible for Nature, Cars, Music. Traveling, History ...

This third element is the topic in the class room, the one thing the pupils are focussed on or the adults are interested in and want to learn more about or want to try something new with.

That can be everything: Maths, Drawing, Planting, Astrophysics, health care, forestry, hairdressing ...

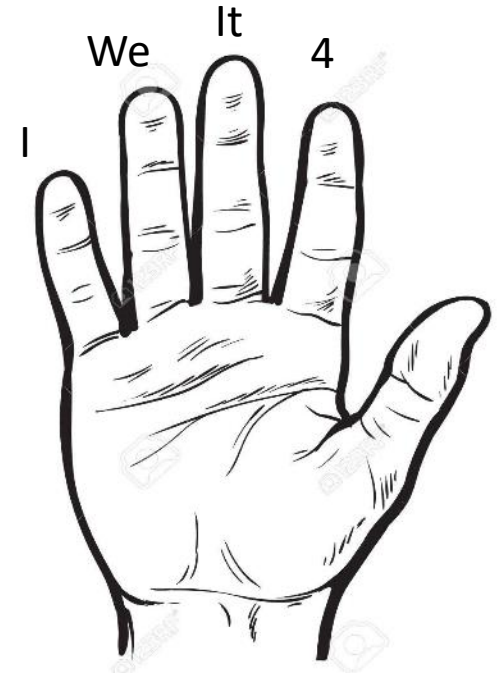


Reorientation of VET and Teacher education for SDG with One Hand

All we have talked about before is surrounded by space and time. The **Globe**.

We and all the things and people I am related to are interdependant. The ways we talk and interact are influenced by culture, history, economy and nature. The changes of day and night, the tides of the sea, the changes of seasons, the developements in other parts of the world.

To realise these mutual dependence can make us humble and wise at the same time. But it can offer us the responsibility for our actions and the things we decide not to do.



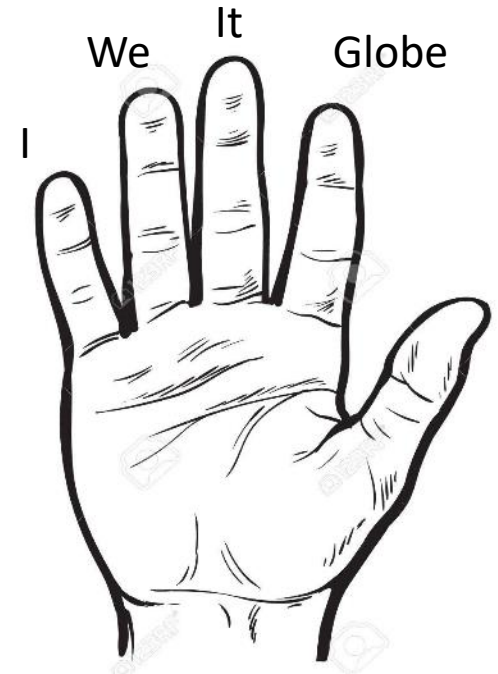
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The ways we talk and interact are influenced by culture, history, economy and nature. The changes of day and night, tides of the sea, changes of seasons, developements in other parts of the world. They all create our Globe.

To realise these mutual dependence can make us feeling powerless or humble and wise at the same time. But it can offer us the responsibility for our actions and the things we decide not to do, to buy, to create. Behavior in a Non-sustainable presence.



Kaiser (2024)

Reorientation of VET and Teacher education for SDG with One Hand

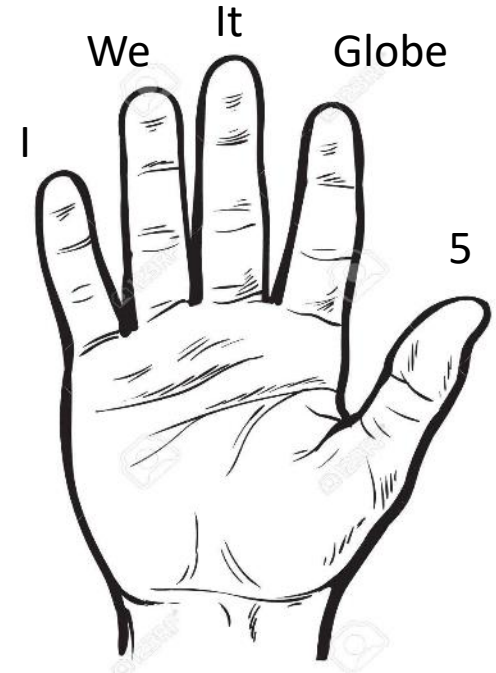
And that is what the thumb, the fifth finger is for.
It enables us to tackle, to get to work and shape our relationships:

Getting in good contact with ourselves,
with other people by shaking their hands,
to the things that we build, that we address,
that we create
and also to the preservation of the world.

I
We

It
Globe

This is the special power of vocational education, because it
not only trains and empowers us to think,
but also **to make things for a better, sustainable present.**



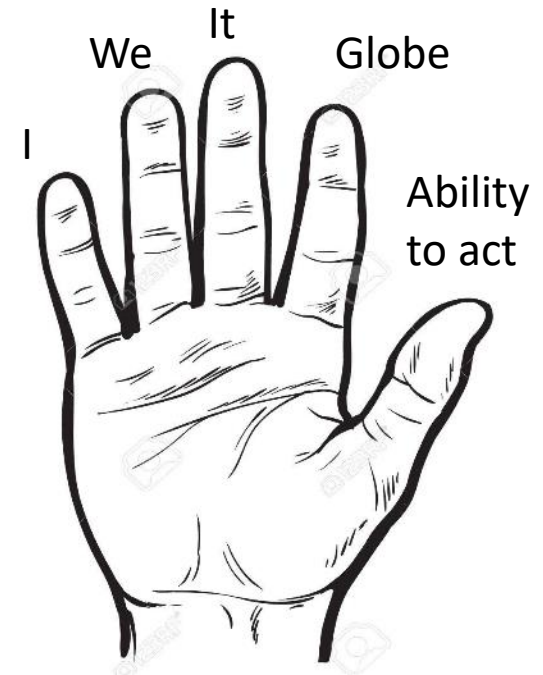
Reorientation of VET and Teacher education for SDG with One Hand

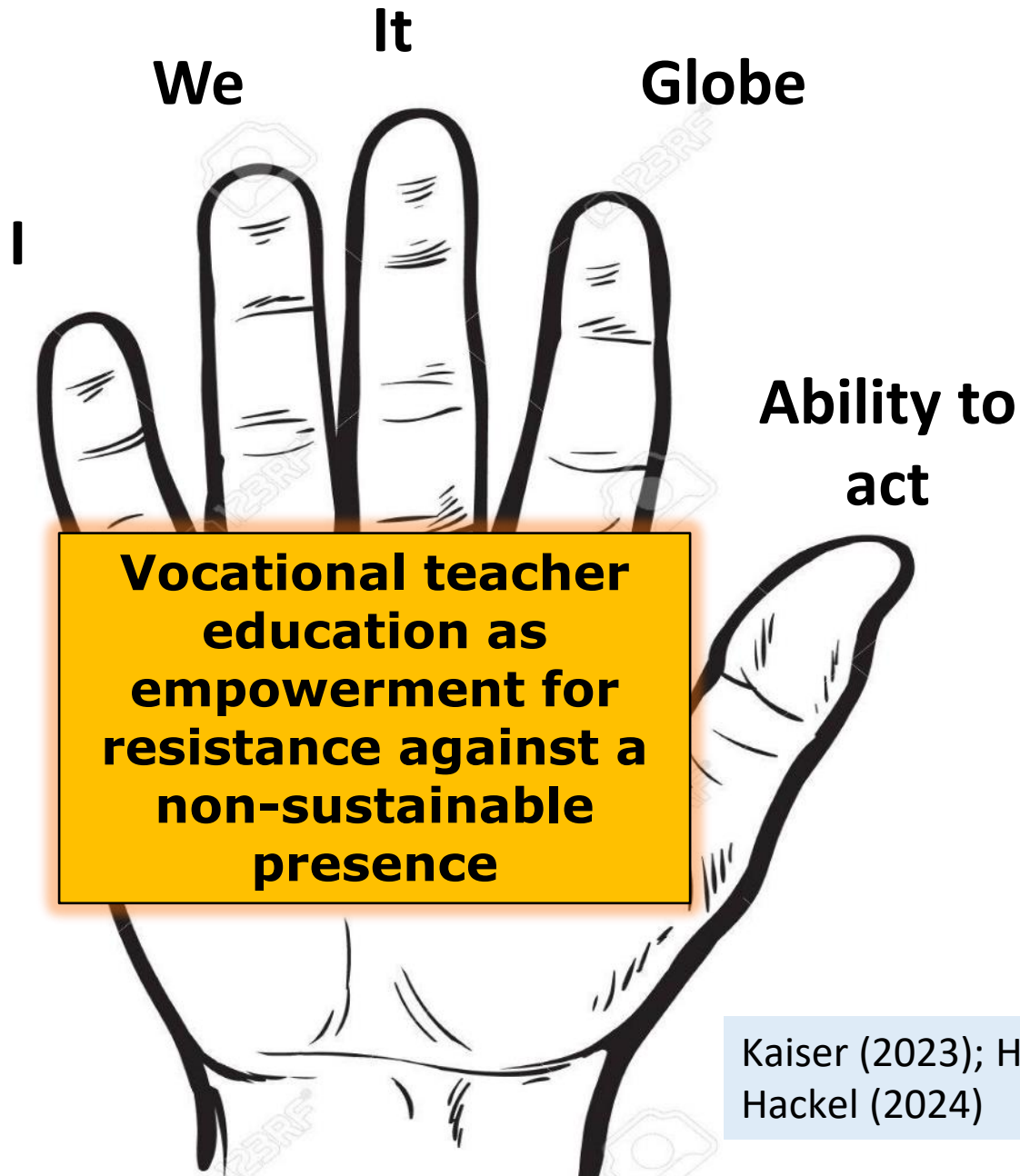
And that is what the thumb, the fifth finger is for.
It enables us to tackle, to get to work and shape our relationships:

Getting in good contact with ourselves,
with other people by shaking their hands,
to the things that we build, that we address,
that we create
and also to the preservation of the world.

I
We
It
Globe

This is the special power of vocational education, because it not only trains and empowers us to think, but also to change things for a better, sustainable present by reflected action.





Kaiser (2023); Hantke (2024)
Hackel (2024)

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The work is done

Open for questions and remarks

Tak for din opmærksomhed

þakka þér
fyrir
athyglina

Takk for din
oppmerksomhet

Kiitos huomiostanne



Ett hjärtligt tack för att du stöttat min forskning under de senaste åren

Study programm Germany

Content

Bachelor and Master program plus 1 or 1 ½ practice (6 years)

Professional specialization (100 ECTS)

(Health, Building & Construction, Business, Agriculture, Social care, Metal technology, electrician technology ...) – Orientation towards academic disciplines

General subject (80 ECTS)

(German, English, Philosophy, Religion, Sport, Maths, Politics ...) – Orientation towards academic disciplines

Pedagogic and subject didactics (90 ECTS)

(Theories of learning, didactical models, action-orientated exams teaching practice and theory, Designing and evaluation, special pedagogic, History and politics of VET, work analysis, leading ...)

BA and MA thesis (30 ECTS)

(Usually in professional specialization or pedagogic)

Sem	LP	3	6	9	12	15	18	21	24	27	30
1	Module name	Geschichte der Berufsbildung und Grundlagen der Berufspädagogik	Psychologische und soziologische Grundlagen der Kommunikation und des kooperativen Lernens	Berufliche Fachrichtung							
2	Module name										
3	Module name	Orientierungspraktikum in Einrichtungen der beruflichen Bildung	Grundlagen des Lehr-Handelns und der Didaktik	Allgemeinbildendes Fach							
4	Module name		Grundlagen des Forschens in der Berufspädagogik								
5	Module name	Wahlbereich									
6	Module name	Bachelorarbeit Berufspädagogik - Lehramt an beruflichen Schulen									

Characteristics of the surveyed group in Iceland and Norway:

		Per Country		
Parameters		Germany (n=17)	Iceland (n=21)	Norway (n=21)
gender	female	12	3	7
	male	5	18	14
Experience in Job	≤10 years	6	9	9
	>10 years	11	6	11
	missing		6	1
Number of competence cards		32	18	18

based on
Grosse (2024)