

**Key words used session in titles of main conference openings, symposia, paper and roundtable sessions during 2006-2016 (if no titles provided, key words from presentation titles are included)**

Access

- Access requirements
- Access to VET
- Access to work

Accountability

Accreditation

- Accreditation of vocational learning

Activity theory

Adult education

Adult learning

Aeronautics

Anticipation of demands of qualifications and competences

Apprentices

- Apprenticeships

Approaches to VET

Assessing learning in VET

Assessment

- Assessment of competencies

Attractiveness of VET

Basic skills

Becoming and being

Benchmarking

Boundary practices

Bridging programs

Burnout

Capabilities

Care profession

Career

- Career choices of VET teachers
- Career decisions
- Career expectations
- Career guidance
- Career learning
- Career pathes
- Career trajectories of VET teachers

Challenges to VET

Change

- Change of national VET systems
- Changes of learning culture
- Changes of working culture
- Changing lives

Citizenship

Coaching

Collaboration

- Collaboration in e-learning
- Collaborative learning

Collective

- Collective skills formation
- Collective teacher learning
- Co-makership
- Companies' support
- Comparison
  - Comparability
  - Comparative analyses of policy developments
  - Comparative perspective
  - Comparisons in VET
- Compatibility
- Competence
  - Competence development
  - Competence development – constraints
  - Competence development – enabling factors
  - Competence development environments
  - Competence-based further education
  - Competence-based higher education
  - Competency frameworks
  - Economic competence
- Completing VET
- Conditions of learning
- Connective learning
- Connectivity
- Construction
  - Construction sector
- Contextual VET conditions
  - Contextual VET influences
- Contingent modelling
- Continuing learning
- Cooperation
  - Cooperation between companies and schools
  - Cooperation between HE and the world of work
  - Cooperation with practice
- Core
  - Core profiles
  - Core skills for lifelong learning
  - Core skills for work
- Credit transfer
- Crossing borders
- Culture
  - Cultural education
- Curriculum
  - Curriculum development
  - Curriculum innovations
- CVET
- Design of qualifications
- Determinants of VET
- Development
  - Developing educational services
  - Development of competence in adult education
  - Development of competence in enterprise
  - Development of competence in school
- Didactics

- Didactic tools
- Digital
  - Digital identity
  - Digital learning support
  - Digital media
- Disabilities
- Disadvantaged youth
- Diversity
  - Diverse communities
- Drop-out
- Dual learning
- Early school leaving
- Economic aspects
- ECVET
- Educational
  - Educational change
  - Educational choices
  - Educational development
  - Educational leave
  - Educational mobility
  - Educational outcomes
  - Educational research
  - Educational transitions
- Effects
  - Effectiveness
  - Effects of apprentice training
  - Effects of school types
- E-learning
  - E-facilitators
  - E-learning in VET environments
- Emotional intelligence
- Empirical predictors
- Employability
- Employers perspectives
- Employment
- Engineering sector
- Enterprise learning
- Entrepreneurship
- EQF
- Equivalence
  - Equivalence of vocational qualifications
  - Equivalence of vocational skills
- EU-Europe- European
  - EU projects
  - EU VET policy
  - European change agendas
  - European developments
  - European perspective
  - European qualifications framework
  - European research cooperation
  - European survey
- Evaluation
  - Evaluating VET

- Evaluation of training
- Exchange visits
- Expanded professionalism of teachers
- Experimentation in VET
- Feedback of organisational learning
- Financial literacy
- Financing further learning
- Flexibility of VET
- Foreign apprentices
- Foresight
- Formation of local quality work
- Formative assessment
- Freedom of choice
- Further education
- Further training
- Future
  - Future developments in VET research
  - Future of VET
- Gender differences
- Gifted trainees
- Globalization
- Governance
  - Governance of VET systems
- Guidance
- Health
  - Health care sector
  - Health profession
- Heuristic model
- Hidden work
- Higher education
- HR graduates
- Hybrid
  - Hybrid learning environments
  - Hybrid qualifications
- ICT
  - ICT in VET
- Identity formation of teachers
- Immigrants
- Impact
  - Impact of policy measures
  - Impact of VET-reforms
- Implementation of EQF
- Inclusion of SEN students
- In-company
  - In-company arrangements
  - In-company training
- Individual
  - Individual creativity
  - Individual pathways
  - Individual perspectives on VET
- Induction
- Influences on enterprise training
- Informal

- Informal competences
- Informal learning
- Informally acquire competences
- Initial education
- Initiatives for lifelong learning
- Innovation
  - Innovations in higher education
  - Innovations in VET
  - Innovative apprenticeships
  - Innovative competences
- Inspiring learning environments
- Institution
  - Institutional barriers
  - Institutional forming
  - Institutional permeability
  - Institutional selection
- Integration
  - Integrated competence development
  - Integrated learning opportunities
  - Integration of disadvantaged youth
  - Integration of immigrants
  - Integration of work and learning
  - Integrative strategies for early school leaving
- Interaction
  - Interactive innovation research
  - Interactive research
- Inter-county comparability of qualifications
- Inter-culturalism in health care
- Interdisciplinarity in VET
- Intergenerational learning
- International
  - International alignments
  - International comparative research
  - International development
  - International perspectives on VET
  - Internationalisation of VET research
- Job
  - Job demands
  - Job trainers
- Knowledge
  - Knowledge creation in regional clusters
  - Knowledge economy
  - Knowledge management tools
  - Knowledge utilization
  - Knowledge utilization in SMEs
  - Knowledge-seeking competence
- Labour market
  - Labour market orientation
- Language
- Later educational outcomes
- Learner
  - Learner groups
  - Learners

## Learning

- Learning arrangements
- Learning careers
- Learning communities
- Learning environments
- Learning families
- Learning in networks
- Learning in organisations
- Learning in SMEs
- Learning in SMEs
- Learning in the workplace
- Learning journeys
- Learning journeys
- Learning layers
- Learning on the job
- Learning outcomes
- Learning outcomes
- Learning pathways
- Learning regions
- Learning resources
- Learning sites
- Learning success
- Learning territories
- Learning together
- Learning trajectories
- Learning youth

## Lifelong

- Lifelong learning
- Lifelong policies

## Linking

- Linking VET and enterprise
- Linking VET and professional practice
- Linking VET and the world of work

## Lisbon strategy

## Literacy

- Literacy practices

## Local

- Local innovation
- Local level VET

## Long-term placements in higher education

## Low achievers

## Mapping

- Mapping HRD research
- Mapping VET research

## Meaning of work

## Measurement

- Measuring achievement

## Mentoring

## Methodology

- Methodological issues
- Methodologies for VET research

## Migrating women

## Mobile

- Mobile devices for learning
  - Mobile learning
- Modularization
  - Modules in (pre)-vocational education and training
- Motivation
- Multicultural VET
- National
  - National educational systems
  - National VET policy
- Neglecton
- New
  - New curricula
  - New learning in VET
  - New technology development
- Non-standard forms of apprenticeships
- Nordic countries
  - Nordic model of VET
- NQF
- Occupation
  - Occupational commitment
  - Occupational commitment
  - Occupational competence measurement
  - Occupational core profiles
  - Occupational qualifications
- Older workers
  - Older workers' workplace competence
- Organisation
  - Organisational aspects
  - Organisational change
  - Organisational climate
  - Organisational creativity
- Outcomes of VET
- Part time work of students
- Participant satisfaction
- Participation in further learning
- Partnerships
  - Partnerships between R&D, professional education and business
  - Partnerships in VET
- Past developments in VET research
- Pedagogy
  - Pedagogical competence
  - Pedagogical relations
- Permeability
  - Permeability VET-HE
- Personal
  - Personal development
  - Personal learning environment
  - Personal learning environments
- Personalized adult learning
- Personnel development
- Perspectives
  - Perspectives of young people
- PhD programmes in vocational pedagogy

Plural governance dual systems of VET  
Policy  
    Policy interventions  
    Policy learning  
    Policy learning  
Political aspects  
Practical - practice  
    Practical education  
    Practical simulations  
    Practice-based learning  
    Practice-based learning  
    Practice-based learning  
Present developments in VET research  
Profession  
    Professional competencies  
    Professional development of VET teachers  
    Professional identities  
    Professional learning  
    Professional qualifications  
    Professional responsibility  
    Professional work cultures  
    Professionalism  
    Professions  
Progression  
Project-based learning  
Provision of qualifications  
Publishing in VET journals  
Qualifications  
    Qualifications frameworks  
Quality  
    Quality assessment systems  
    Quality assurance  
    Quality criteria for WBL  
    Quality in VET  
    Quality of IVET  
    Quality of work-related learning  
Quantitative  
    Quantitative methodological considerations  
    Quantitative research in further education  
Racial stratification  
Readiness  
Recognition  
    Recognition assessment  
    Recognition of prior experience  
    Recognition of prior learning  
Recruitment  
Reflection of teachers and trainers  
Reflexive competence  
Reform  
Regional - Region  
    Regional ateliers  
    Regional development  
    Regional networks



- Regional VET Cooperation networks
- Regional VET policy
- Regions
- Relational competence
- Research transitions
- Review of VET research
- Role of research
- Scaffolding
- School
  - School and work relationship
  - School for all
  - School leaders
  - School to work transition
  - School-industry partnerships
- Second chance learning
- Sector
  - Sectoral qualifications
  - Sector-related diplomas
  - Sector-related qualifications frameworks
- Segregation
- Self
  - Self-assessment
  - Self-concepts
  - Self-evaluation of teachers and trainers
  - Self-organized learning
  - Sense of self
- Shaping competencies
- Situated learning
- Skills
  - Skills competition
  - Skills development
  - Skills gaps
  - Skills transfer
- Social
  - Social capital
  - Social capital building
  - Social disparities
  - Social enterprises
  - Social inclusion
  - Social inequalities
  - Social innovation?
  - Social justice
  - Social perspectives in VET
  - Social re-integration
  - Social services
  - Social software
  - Social support
- Socialization at the workplace
- Socially disadvantaged youth
- STEM
  - STEM careers
  - STEM subjects
- Stress

Student  
Student centred VET  
Student collaboration  
Student investments in VET  
Students' well-being

Success  
Success as non-individual variable  
Success factors in VET  
Success in VET  
Success rates

Support  
Support service provision  
Support system  
Supporting learning

Sustainable development

Systemic  
Systemic changes in VET  
Systemic perspectives on VET

Tacit knowledge

Teacher  
Teacher development  
Teacher education  
Teacher training  
Teacher's development  
Teachers' learning  
Teachers' perceptions

Teaching  
Teaching assistants  
Teaching for transfer  
Teaching in VET  
Teaching styles

Technology sector

Theory construction

Training  
Training and development of VET teachers  
Training demand  
Training in industry  
Training in SMEs  
Training needs  
Training of trainers  
Training providers  
Training supplier markets  
Training supply

Transfer  
Transfer in regional clusters  
Transfer of professional learning  
Transferability of effective practices in regional VET

Transformative learning

Transition  
Transition paths  
Transition strategies  
Transitions

Transmission of vocational knowledge

- Transnational
  - Transnational cooperation
  - Transnational recommendations
  - Transnational regulations
- Trends in VET systems
- Two-year apprenticeships
- University access for VET
- Urban development
- Validation
  - Validation of prior experience
- Values in health care
- VET
  - VET accreditation
  - VET in Asia-Pacific
  - VET partnerships
  - VET pathways
  - VET practice
  - VET practitioners
  - VET prestige
  - VET programs
  - VET reforms
  - VET school learning
  - VET skills
  - VET students' careers
  - VET systems
  - VET teacher education
  - VET trainees
- VETNET activities
- Vocational
  - Vocational competence development
  - Vocational didactics
  - Vocational excellence
  - Vocational habitus
  - Vocational higher education
  - Vocational identity
  - Vocational learning
  - Vocational pathways into higher education
  - Vocational school management
  - Vocational schools
  - Vocational self-efficacy
- WBL learning policy
- Web
  - Web 2.0
  - Web services
  - Webtools
- Welfare policies
- White privilege
- Women and migration
- Work
  - Work and learning partnerships
  - Work experience
  - Work experience
  - Work experience placements

- Work integration
- Work life balance
- Work routines
- Work transitions
- Workers learning journeys
- Workplace
  - Workplace colleagues
  - Workplace learning
  - Workplace learning
  - Workplace learning
  - Workplace learning partnerships
  - Workplace skills
- World of business
- Young unemployed

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Side remark. Some program chairs have been very creative in composing session titles! In some cases there is quite some light between whole session titles and session paper titles.

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