

Convincing arguments for permeability?

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Input: to CEDEFOP Expert Workshop

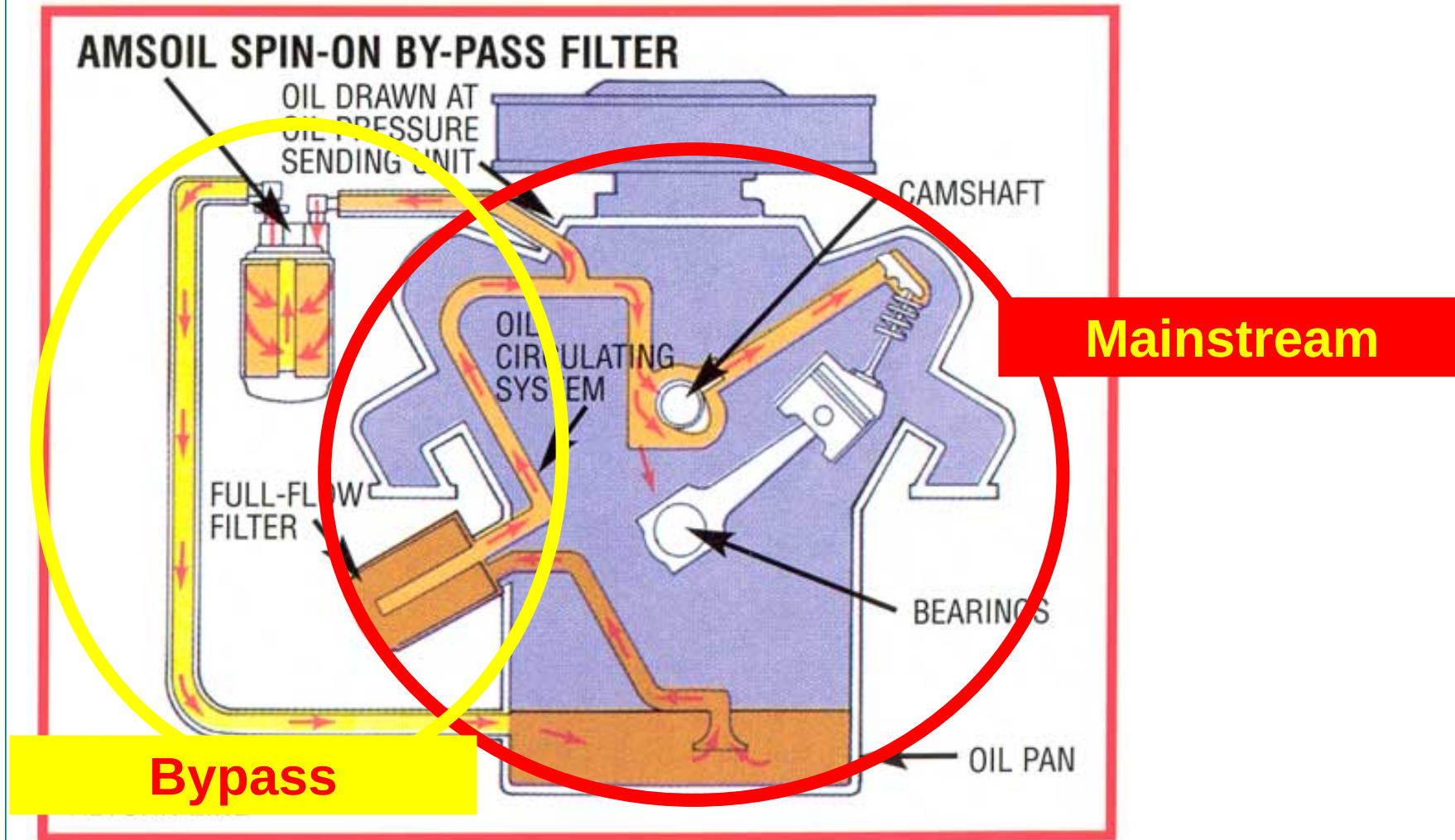
“Sustaining permeability, implementing mechanisms, testing credits”

Brussels, 23.-24. January 2012

What I have learned

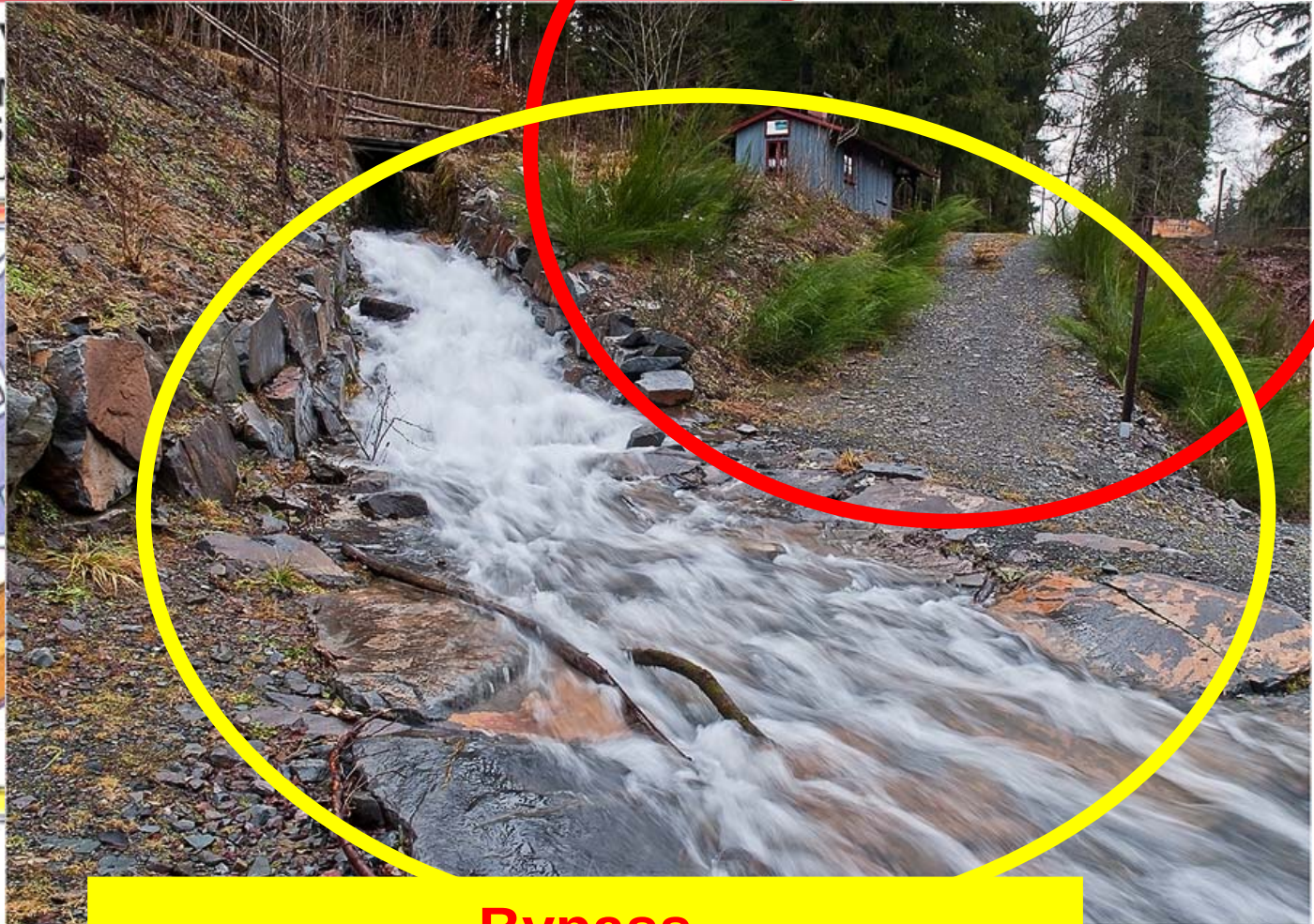
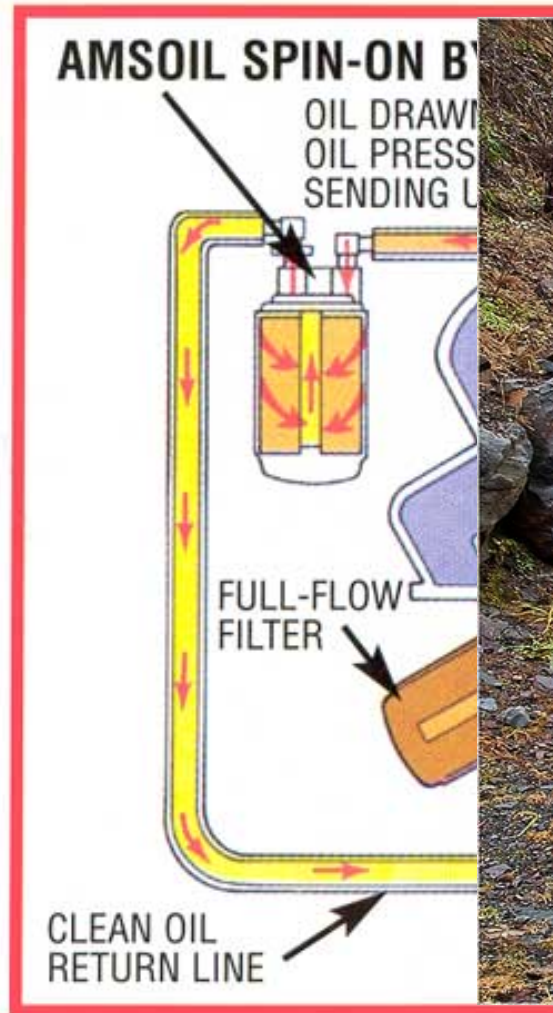
- Two basic understandings of permeability:
,Mainstream‘ or ,Bypass‘
- Mainstream
Processing a cohort through complex ET systems
basically dependent on structures
includes various barriers
permeability is a measure of the flow
- Bypass
developing mechanisms that somehow bypass barriers in the flow
without basically changing structures
but might also lead to change of structures

Bypass



Bypass

Mainstream



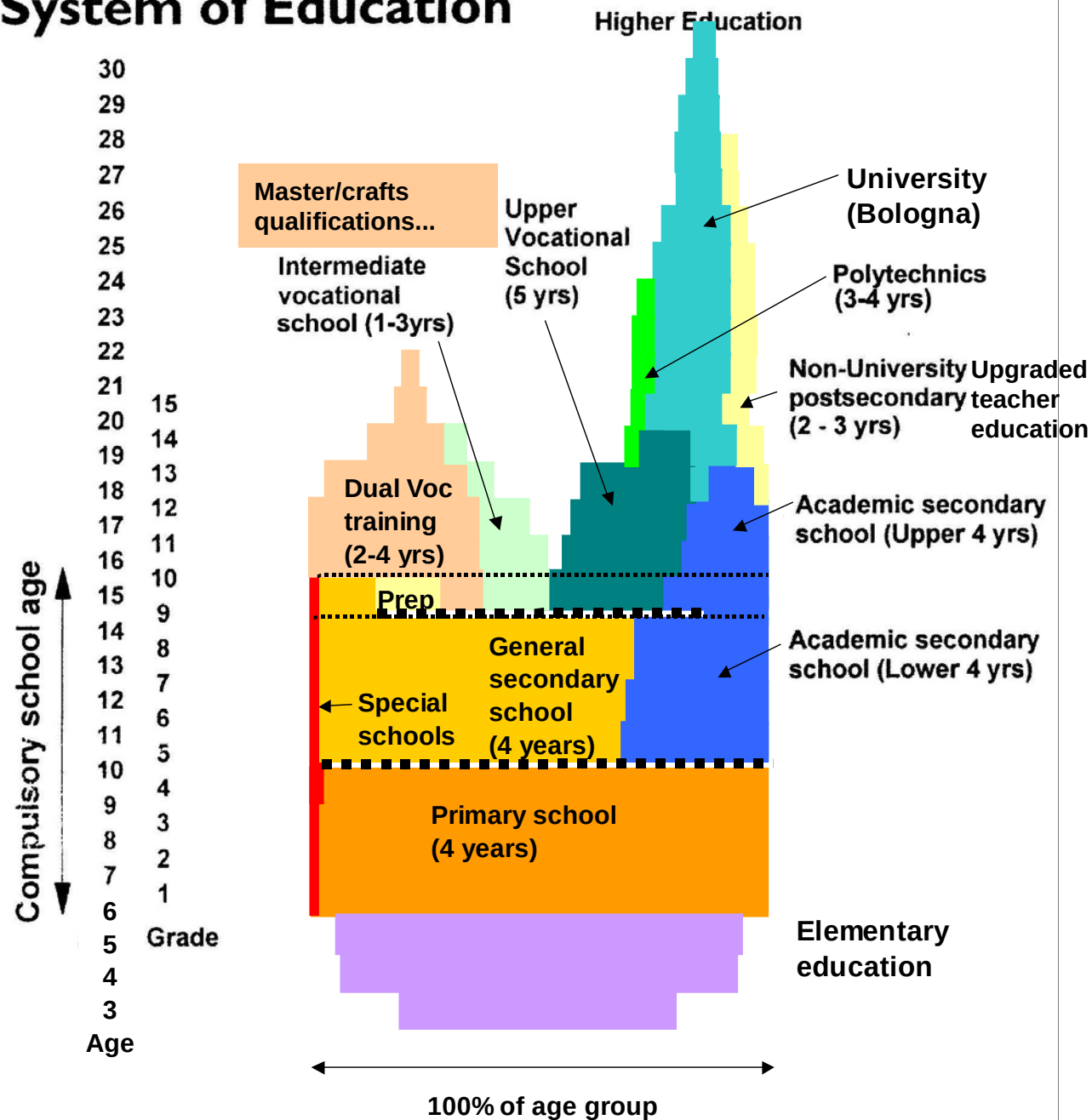
Bypass

What I have learned

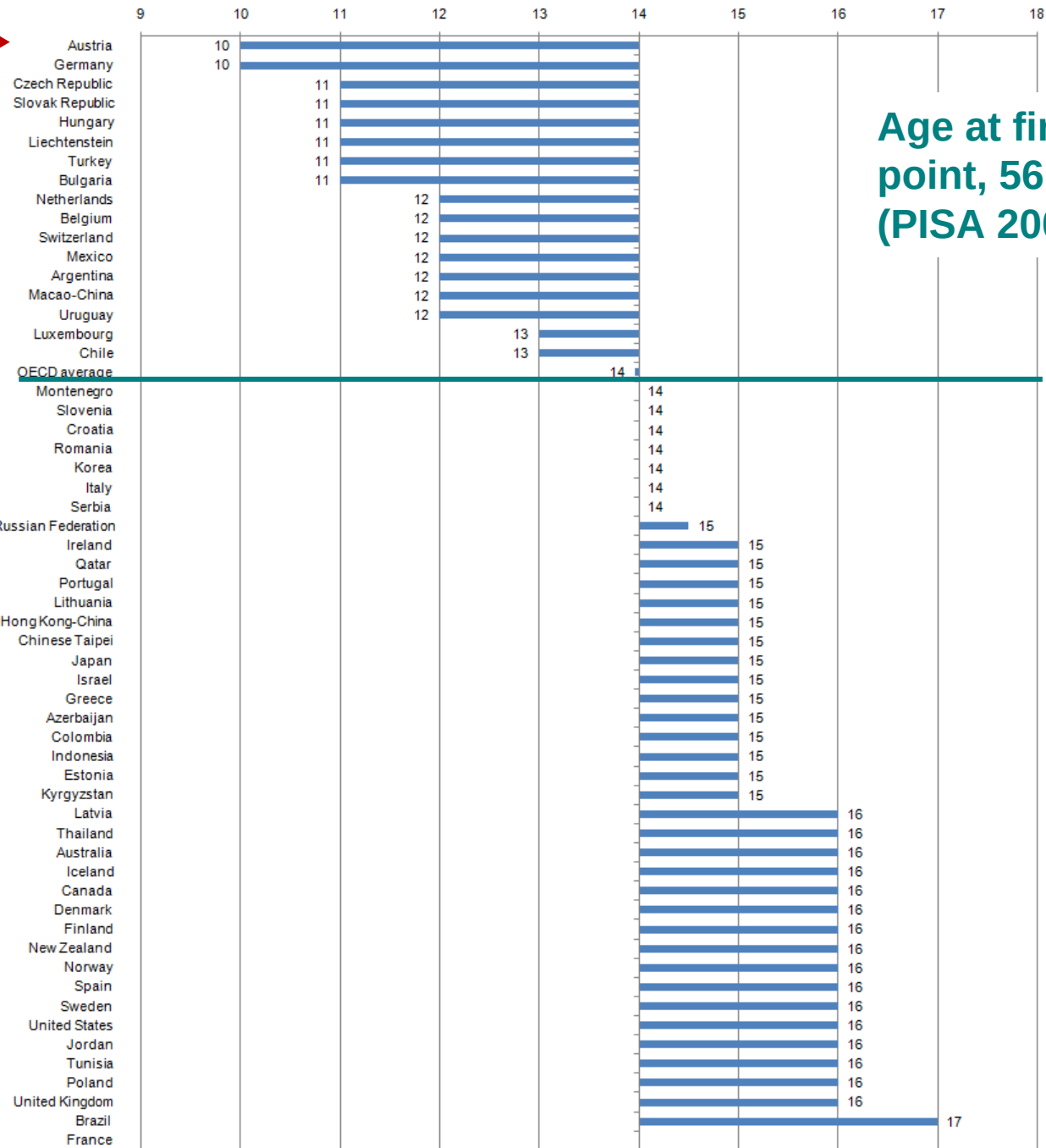
- Problems with definition:
within education: confusion of aspects, learning, qualification, mobility, progression...
relation of education and careers
- Many aspects focused on ‚Bypass‘-Model; some competition between ‚Bypass‘ and ‚Mainstream‘
Trust, incentives, actors positions
- Very much technical discourse, neglect of (sociological) questions of social reproduction
- To understand permeability bypass should be brought in line with mainstream?

Example Austria

System of Education

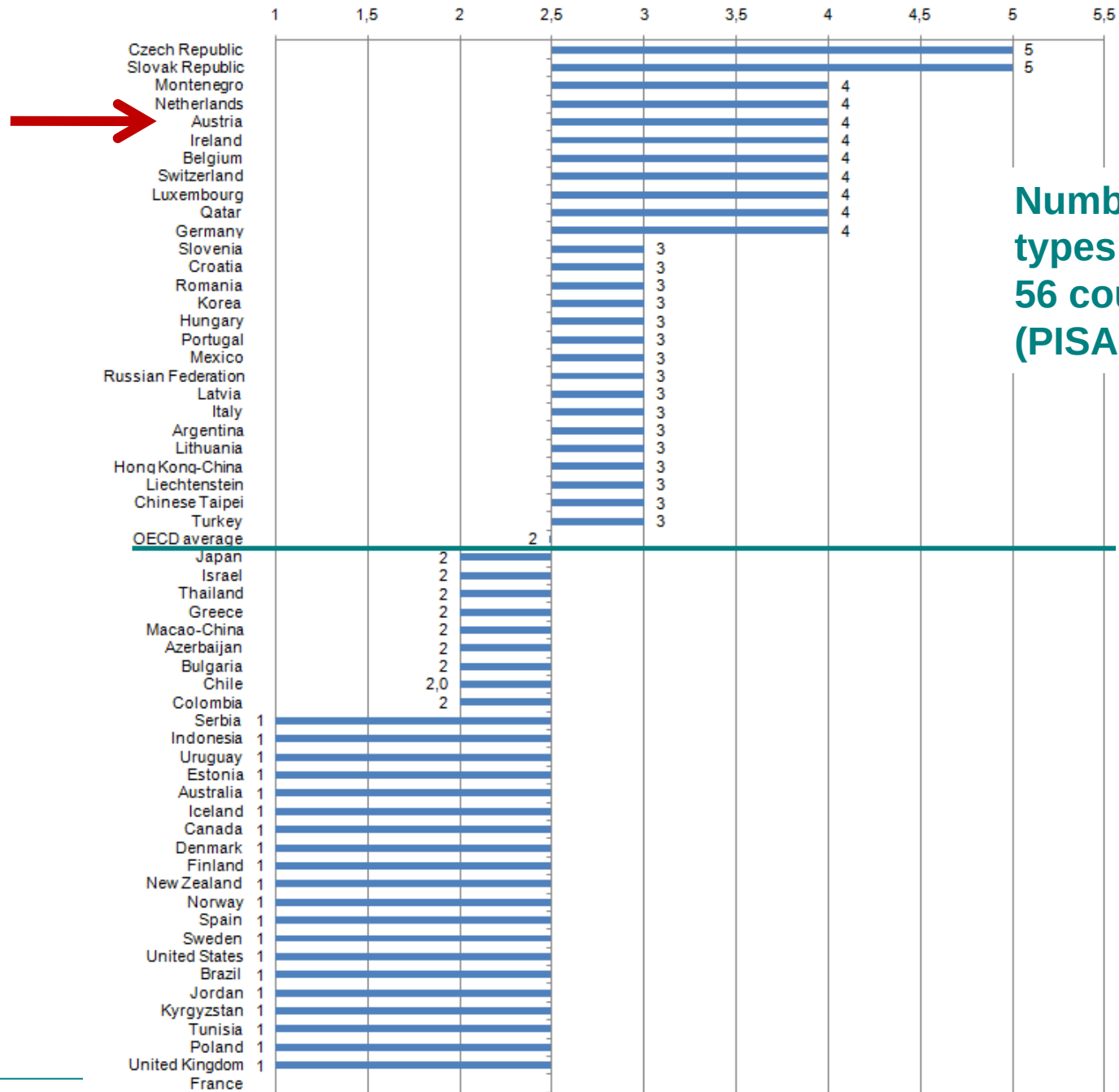


Alter 1. Selektion



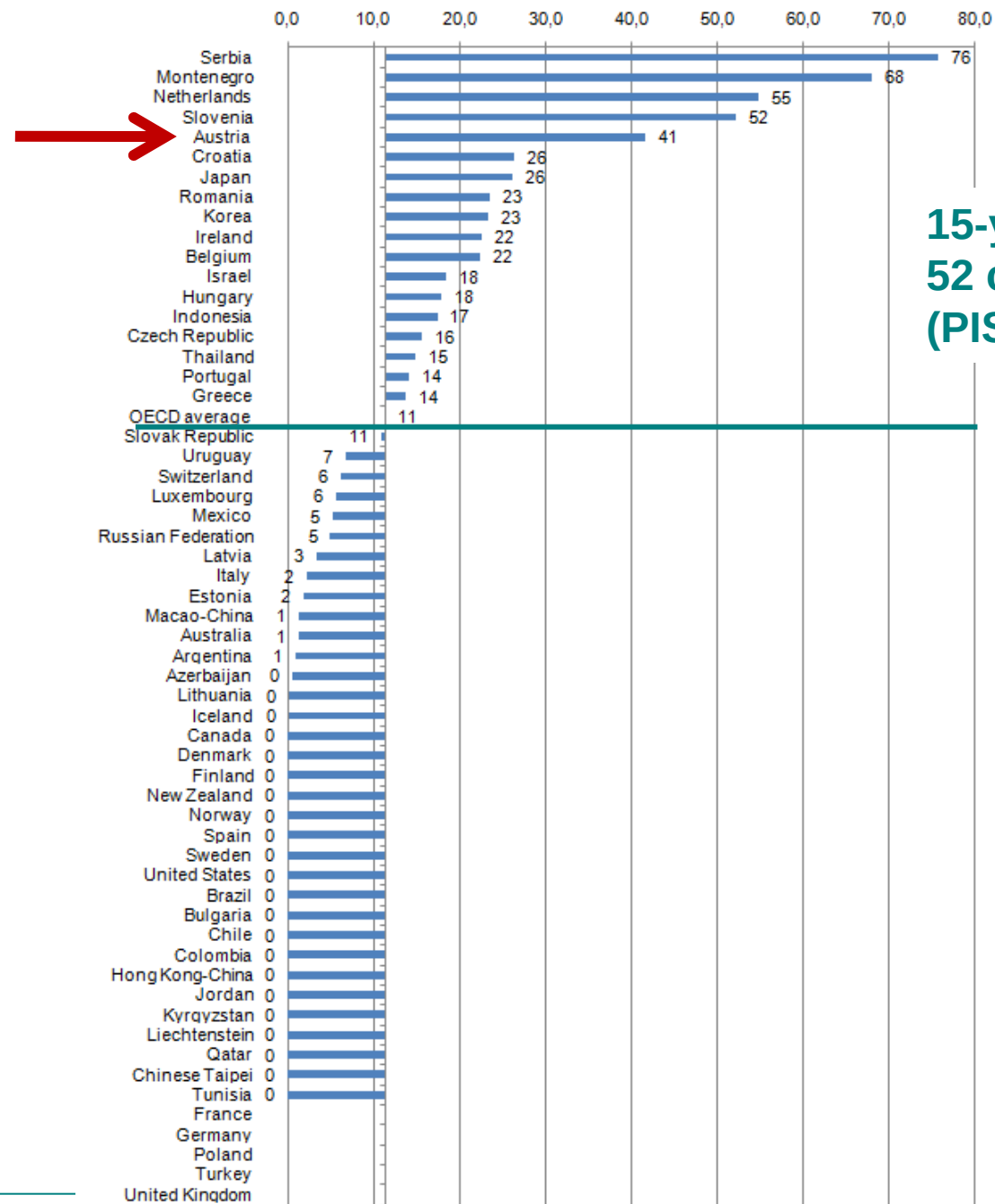
Age at first selection point, 56 countries (PISA 2006)

Zahl Schultypen mit 15J



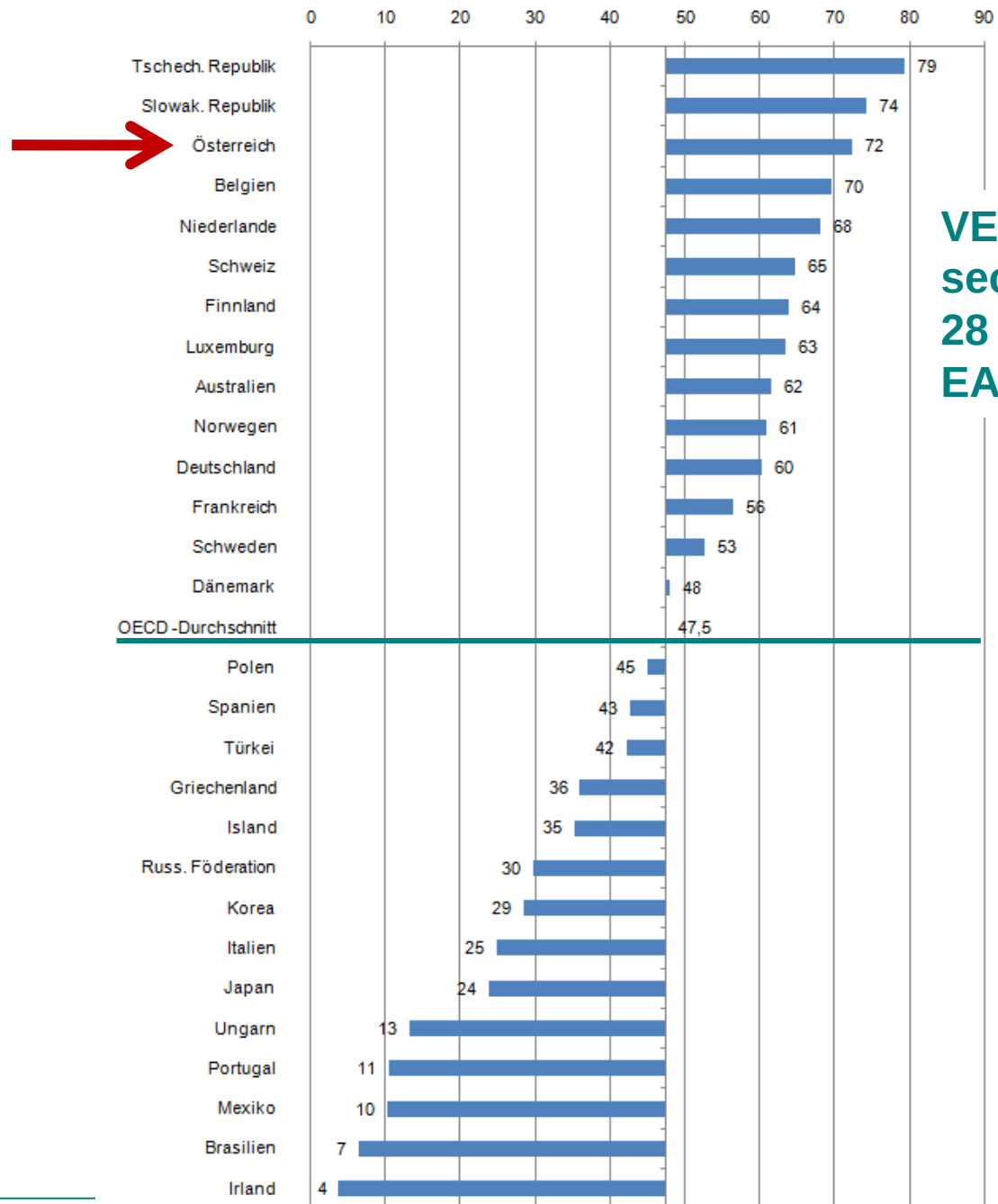
Number of school
types at age 15,
56 countries
(PISA 2006)

15-jährige in beruflich orientierten Programmen



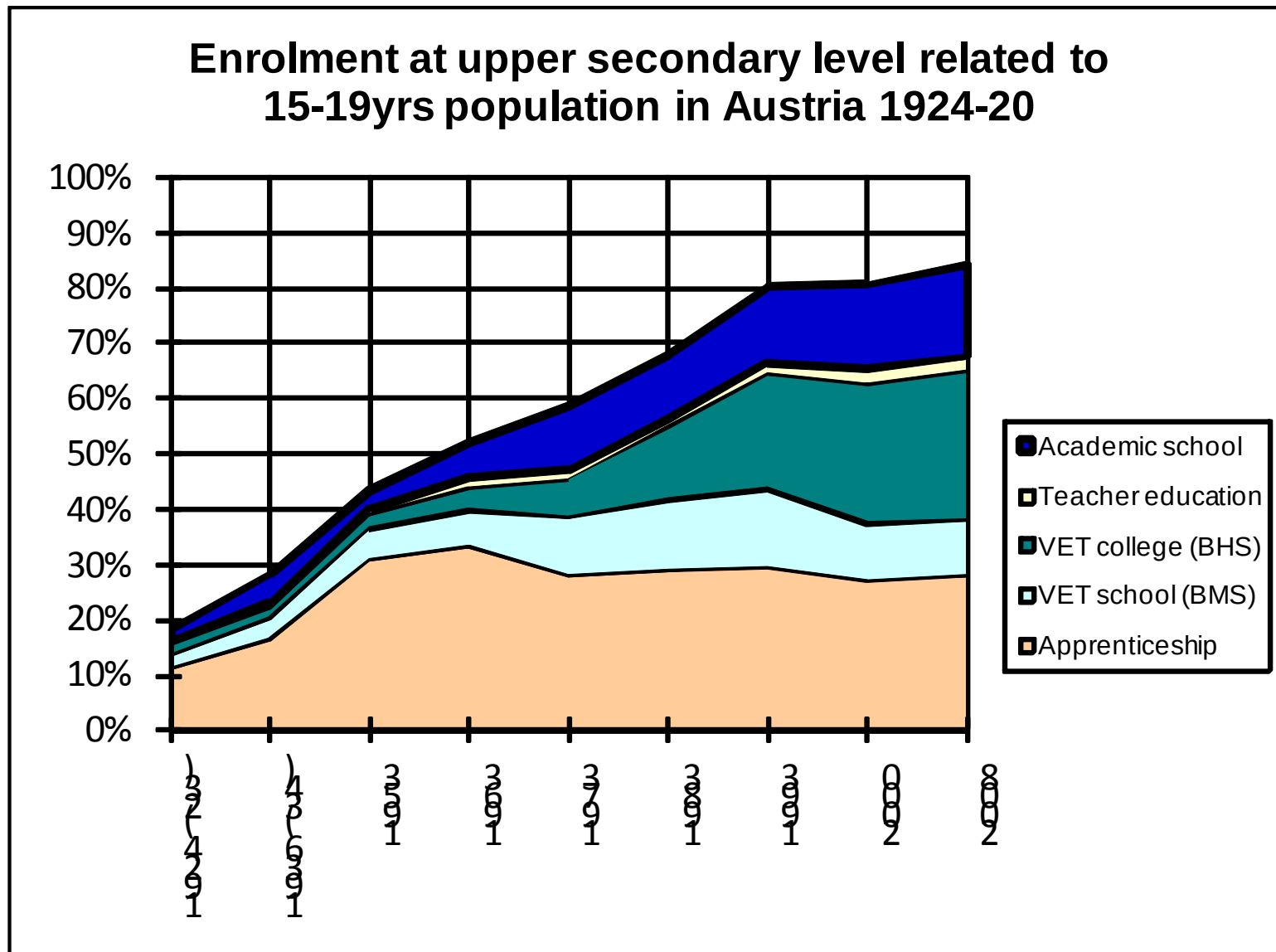
15-year olds in VET,
52 countries
(PISA 2006)

% Berufsbildung in Oberstufe (OECD-EAG)

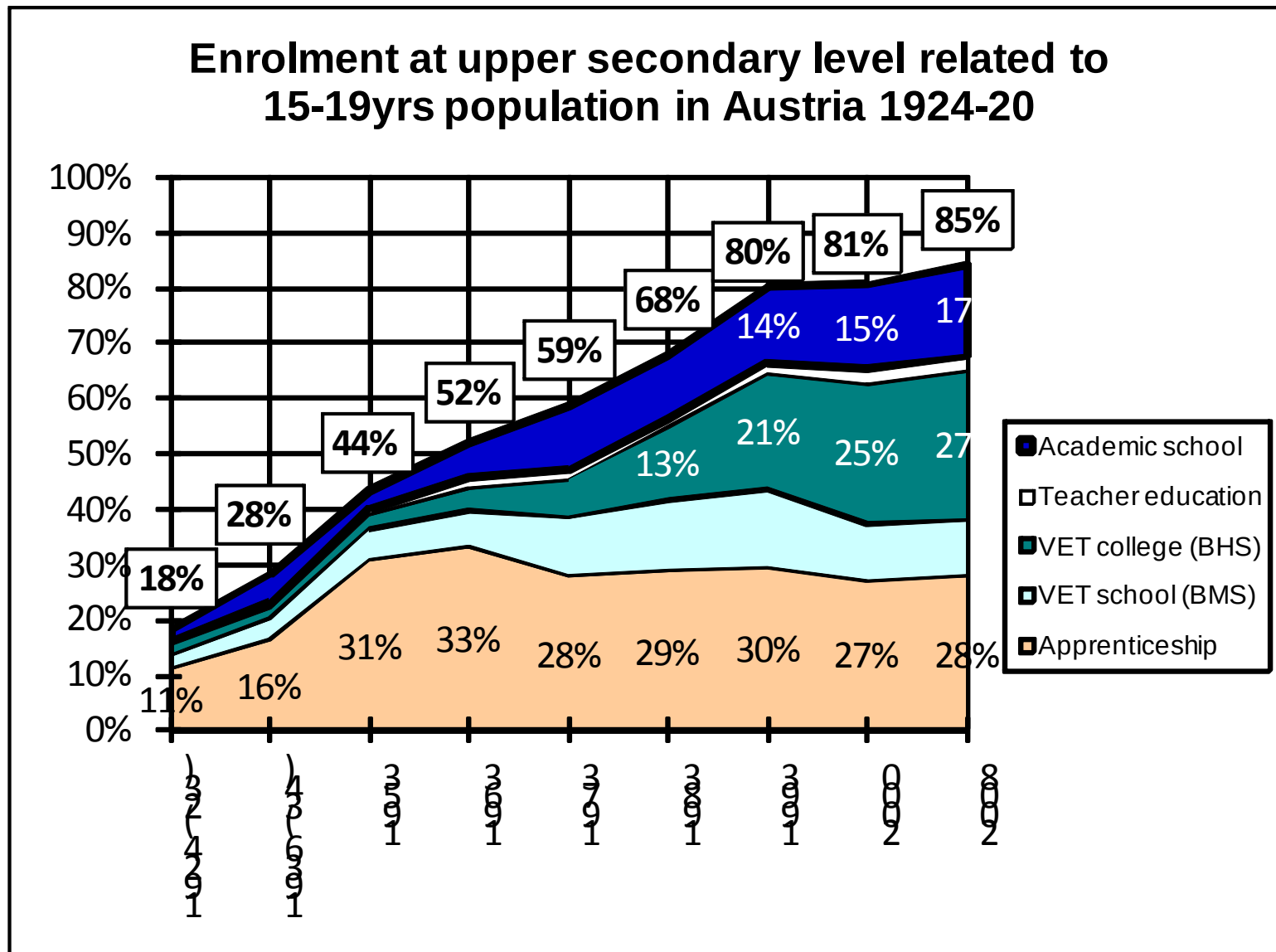


**VET at upper
secondary level,
28 countries (OECD-
EAG)**

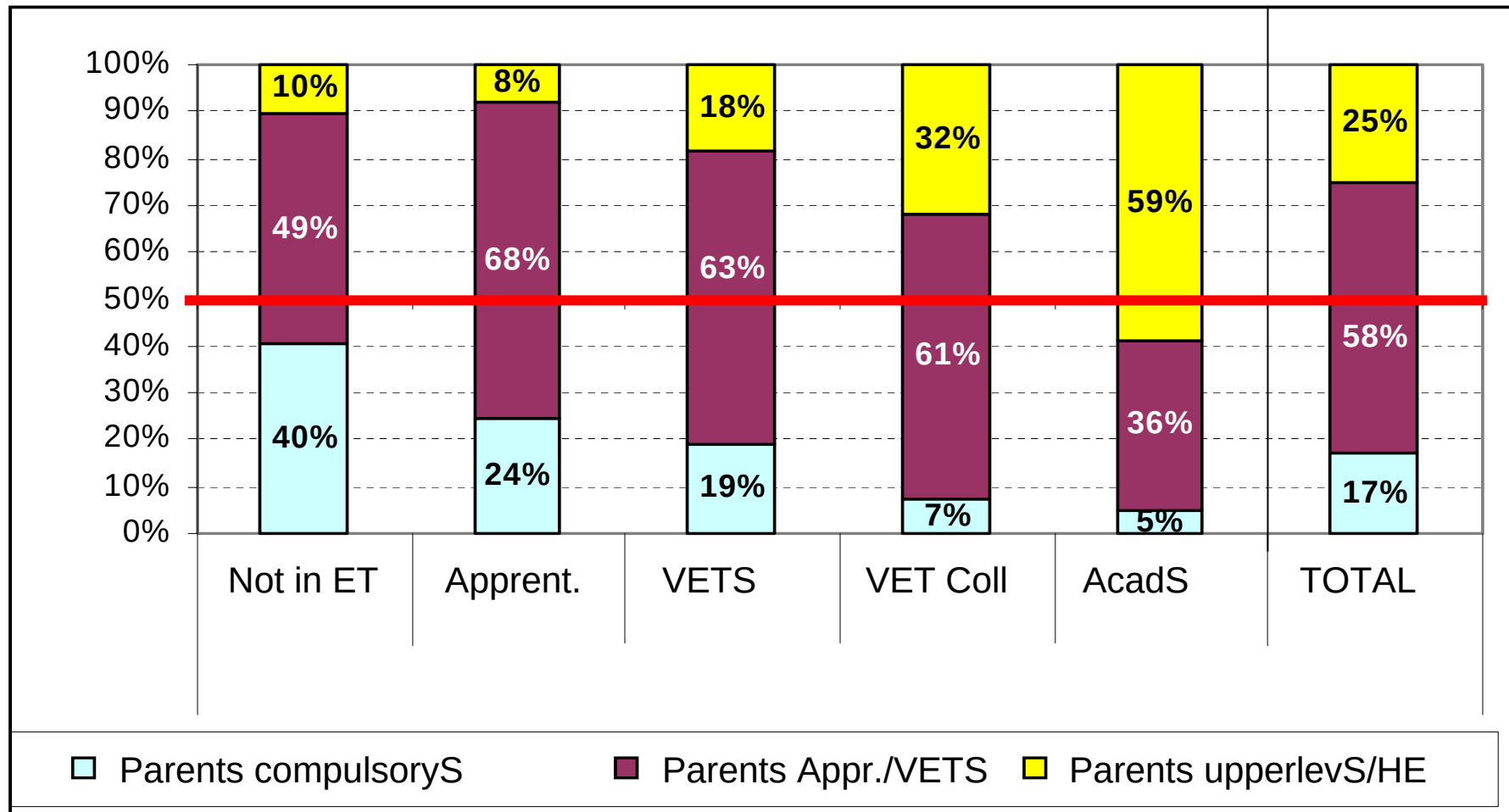
Dynamics in VET: Evolution of tracked school-based VET



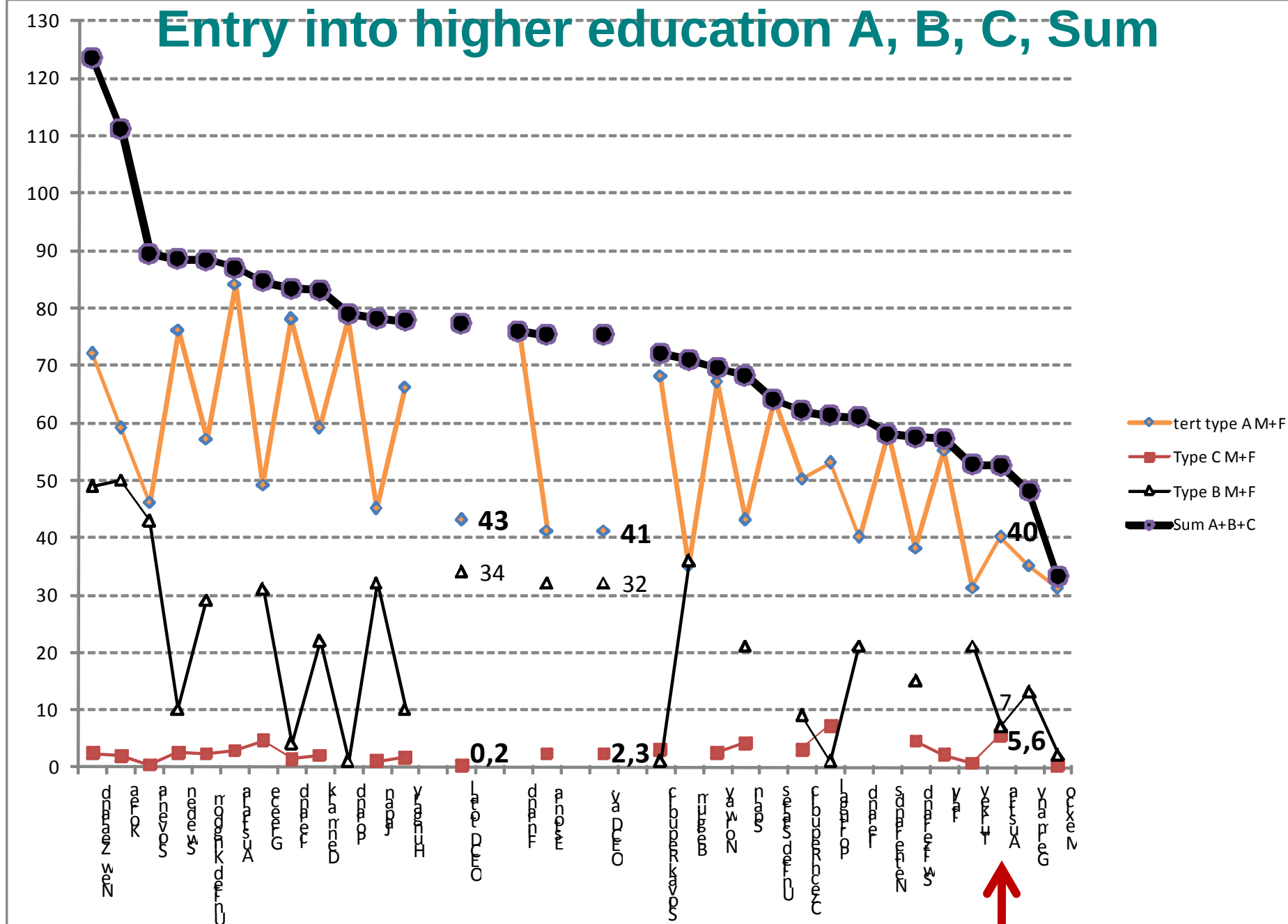
Dynamics in VET: HE-related VET-colleges main track



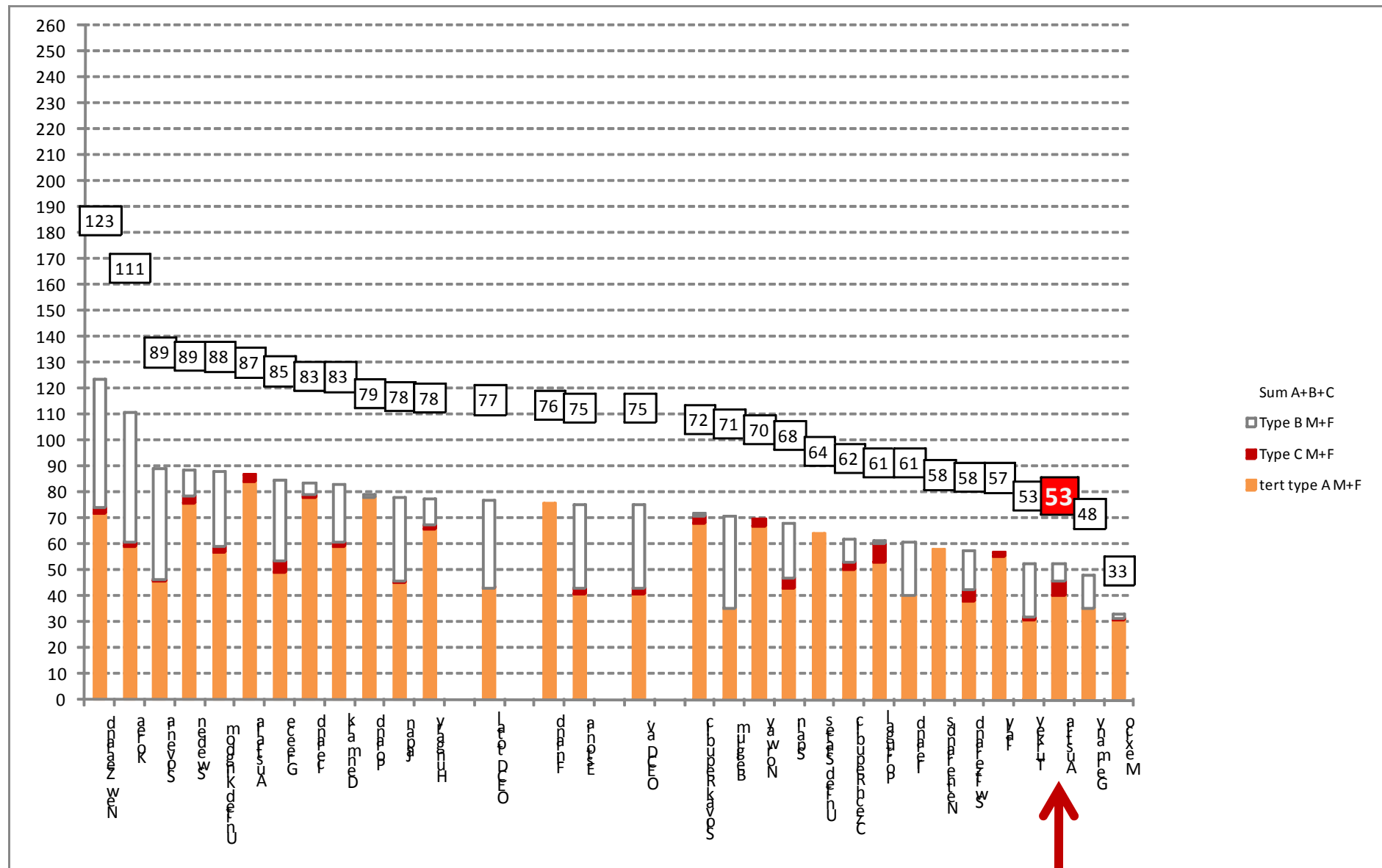
Parents' education of 17y.old students in different schooltypes



Entry into higher education A, B, C, Sum

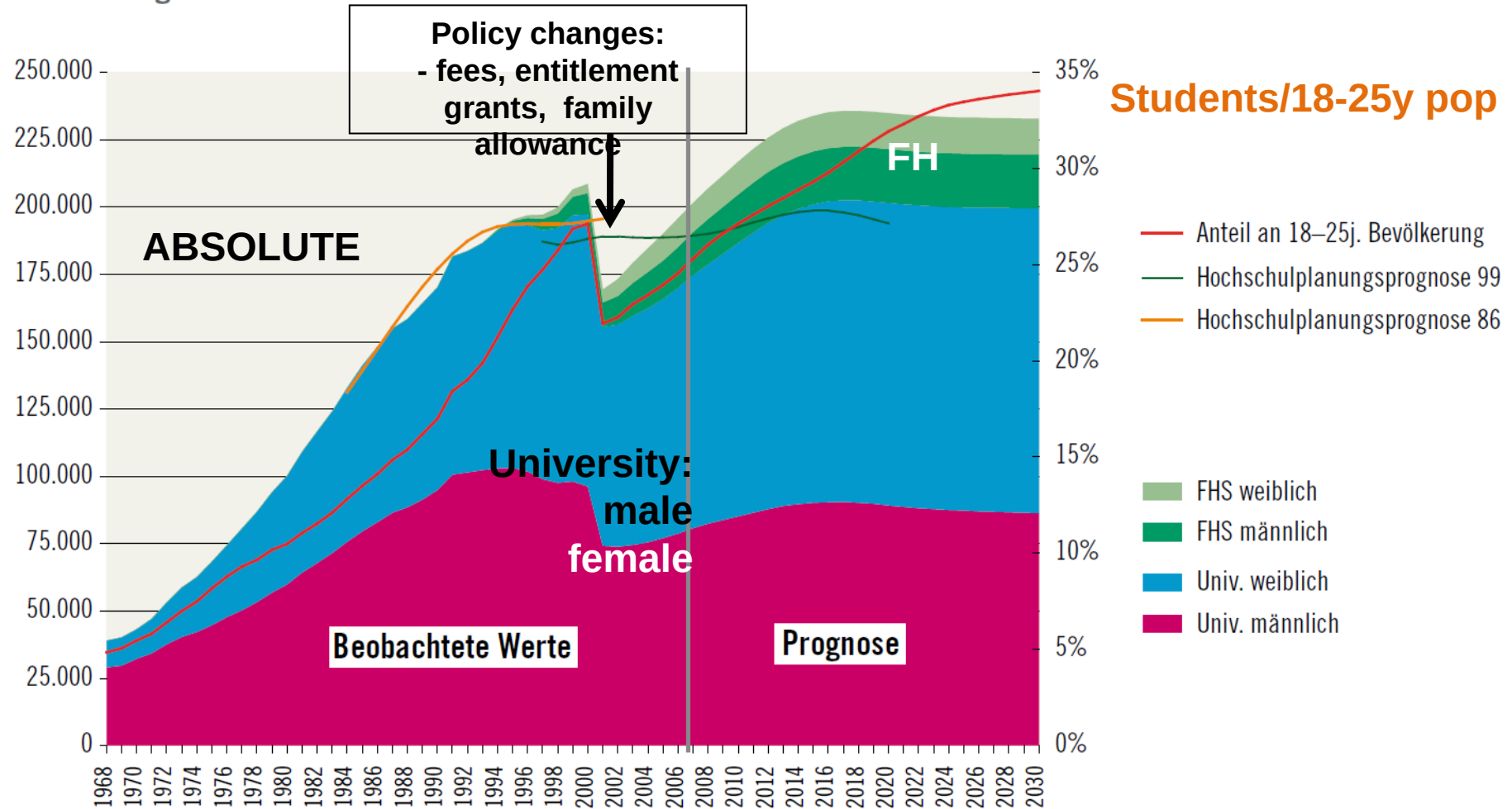


Entry into higher education A, B, C, Sum



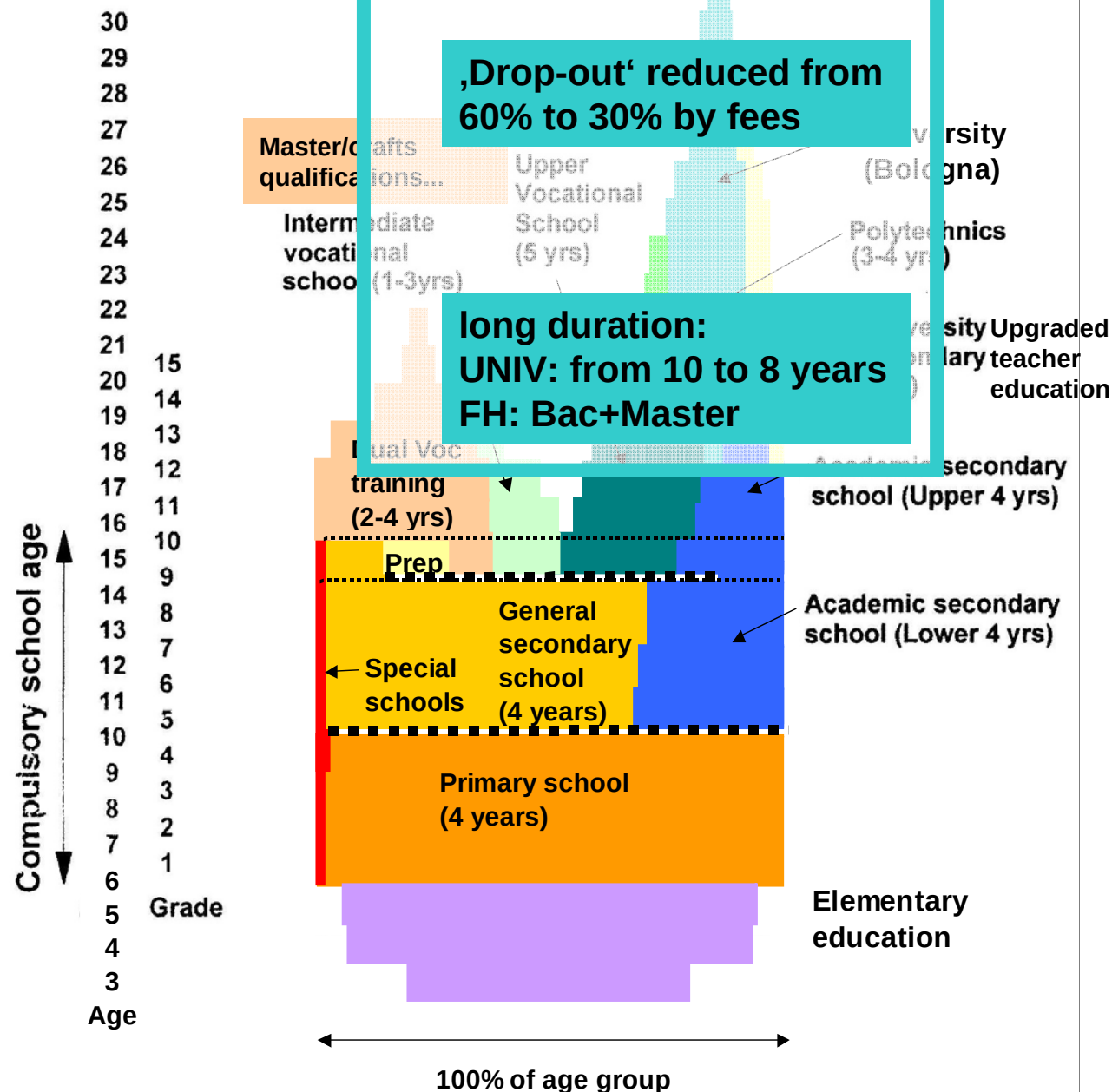
Students University and FH

Abbildung 3.9-2:
Entwicklung der Studierendenzahlen bis zum Jahr 2030

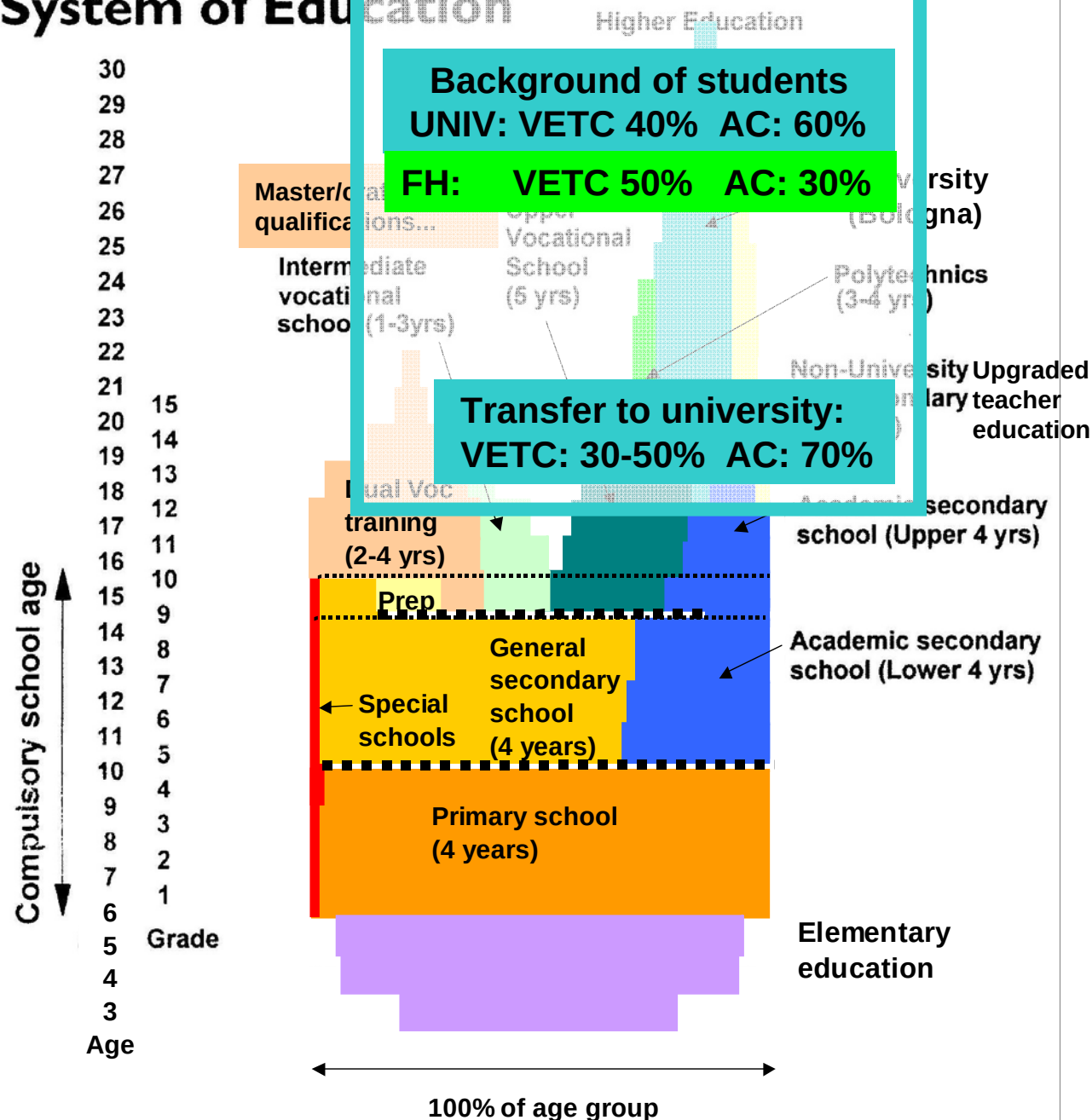


Quelle: Landler 2008

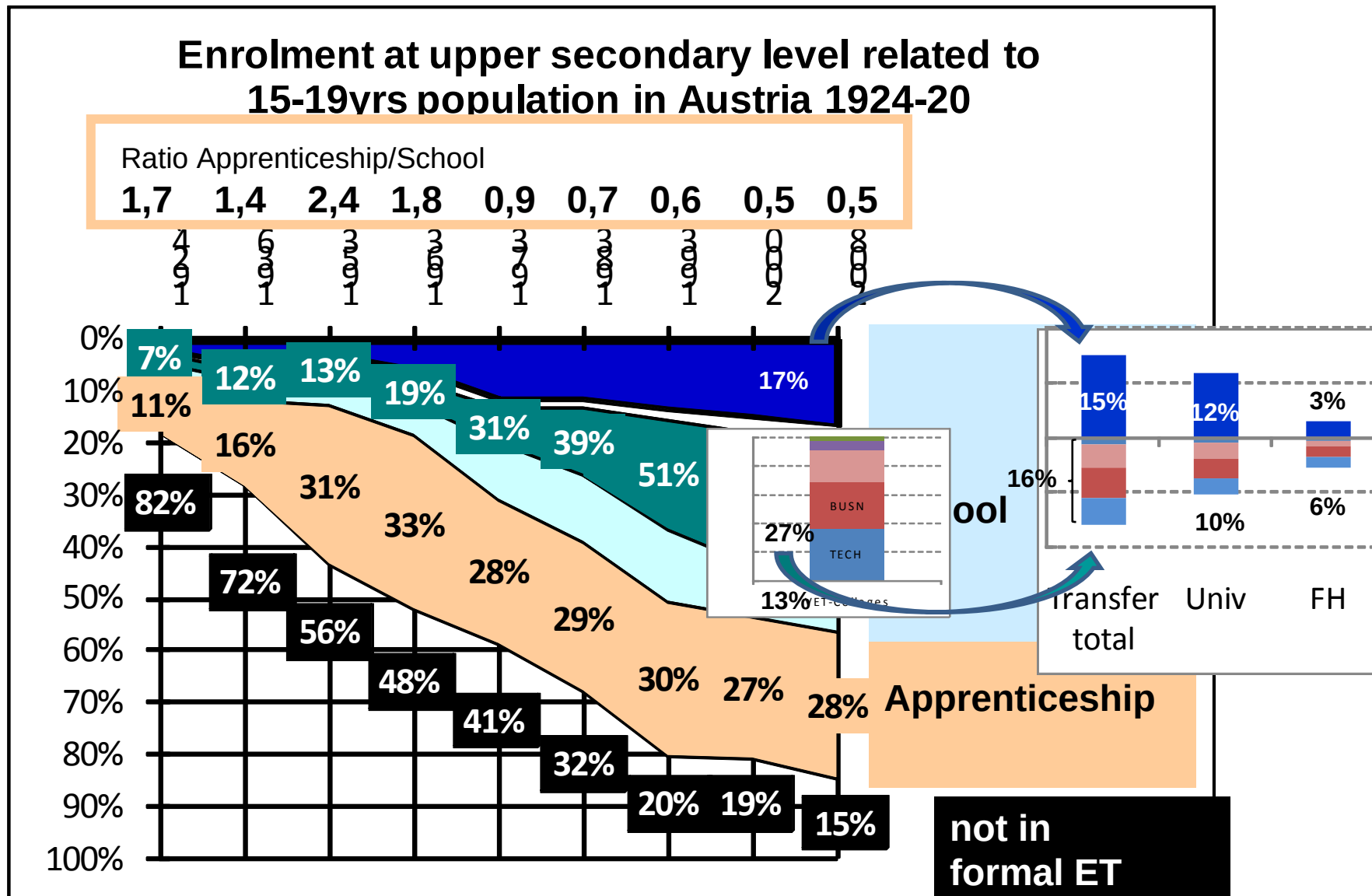
System of Education



System of Education



„Double qualifications“

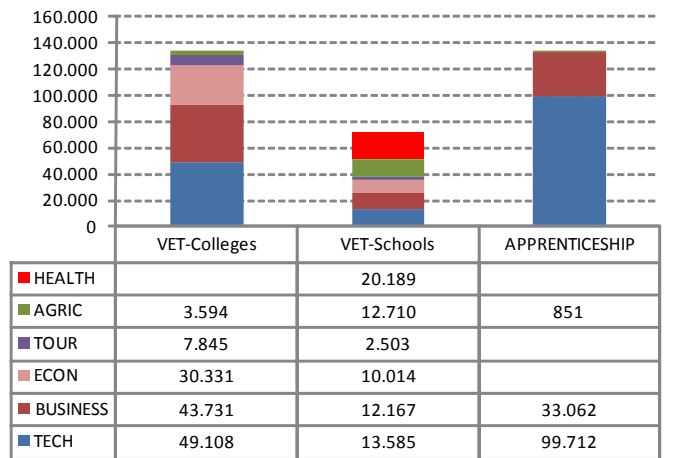
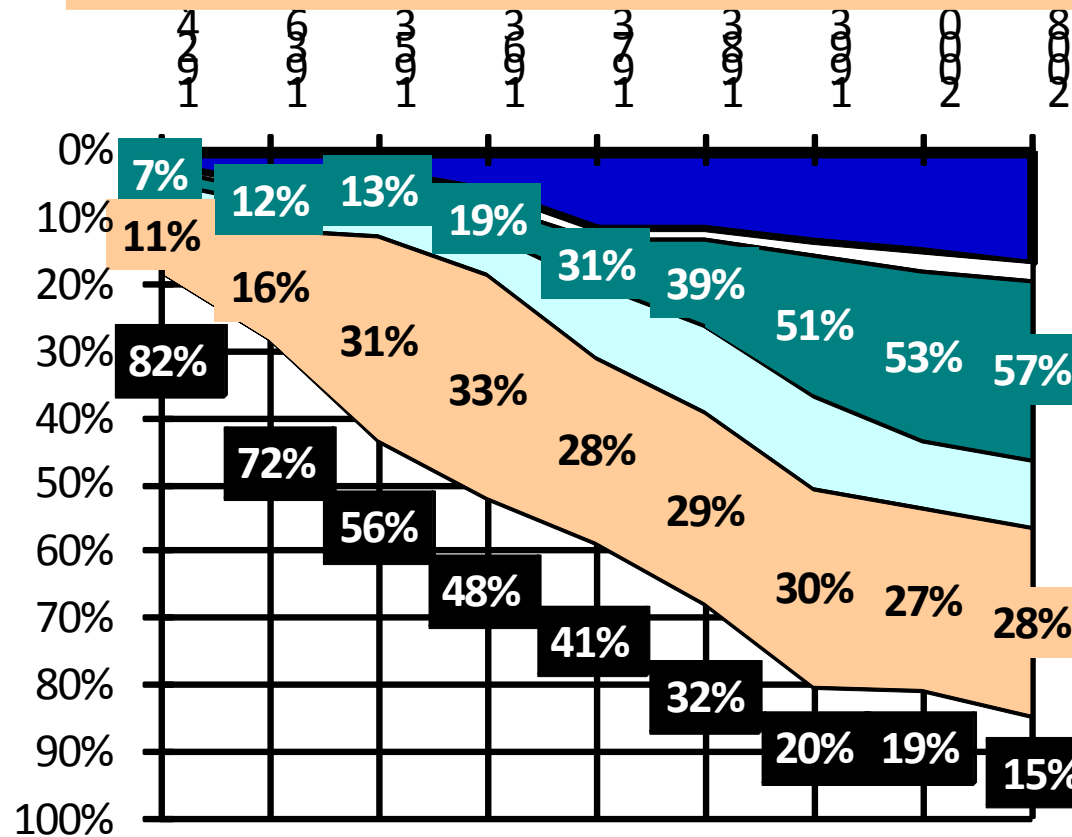


Dynamics in VET: ...since the 1970s

Enrolment at upper secondary level related to 15-19vrs population in Austria 1924-20

Ratio Apprenticeship/School

1,7 1,4 2,4 1,8 0,9 0,7 0,6 0,5 0,5



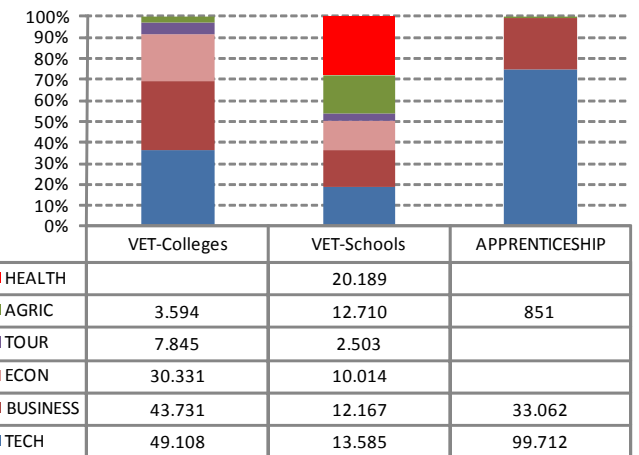
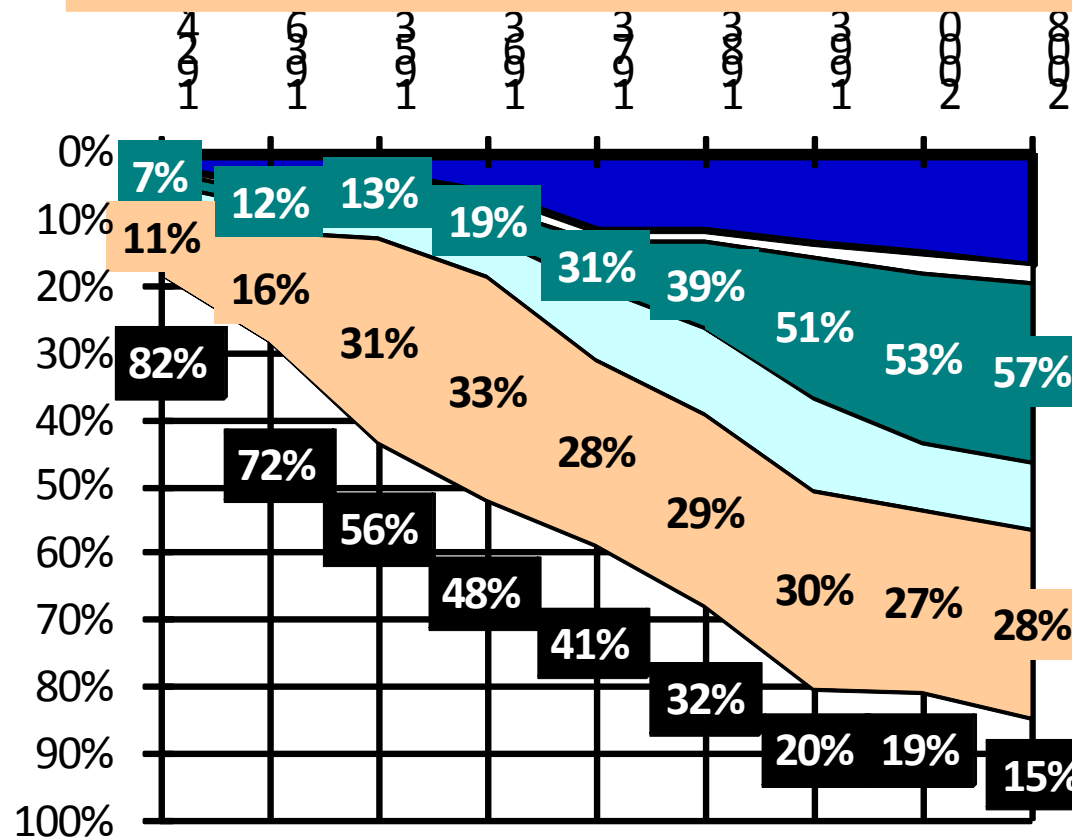
not in
formal ET

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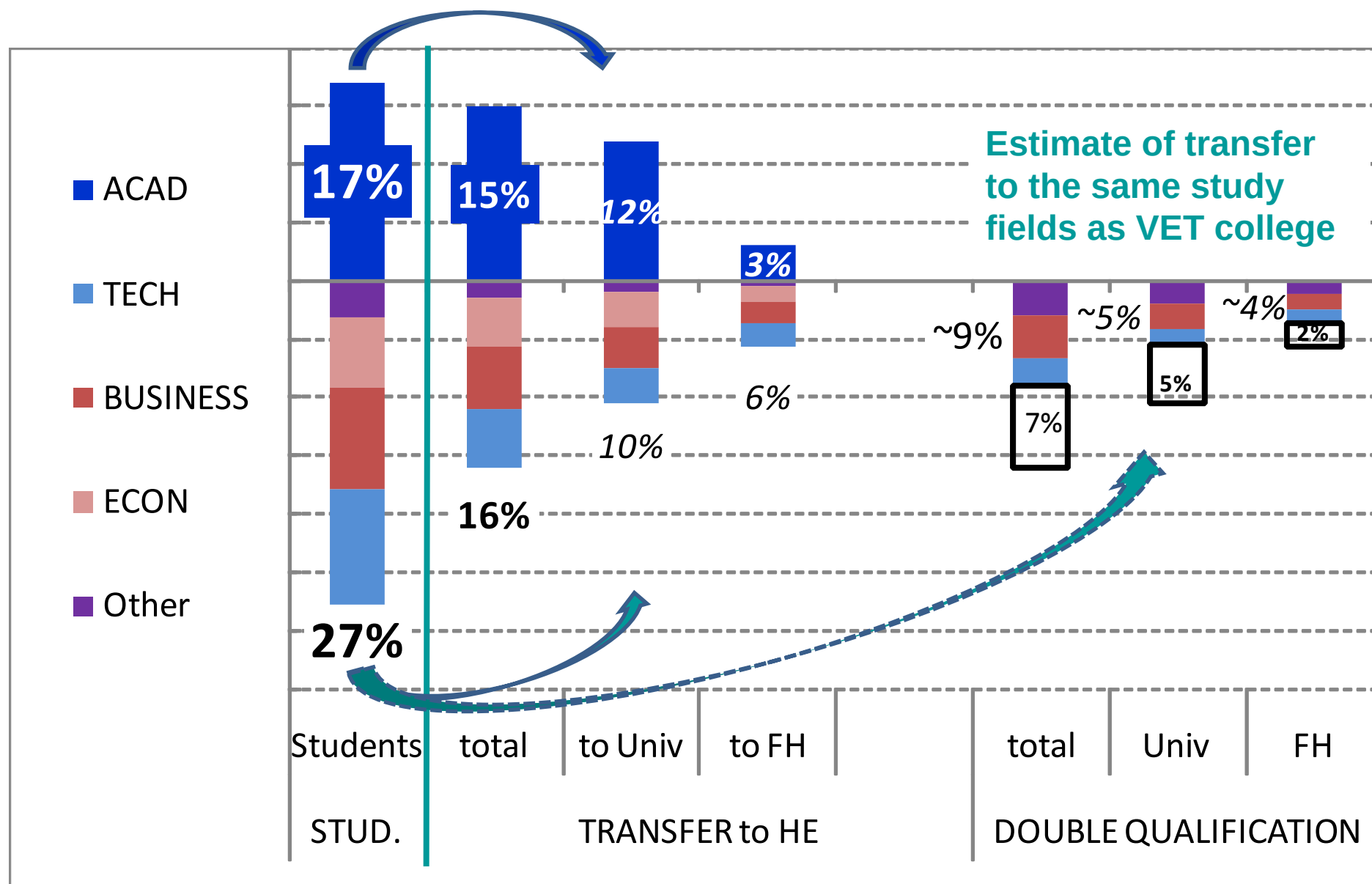
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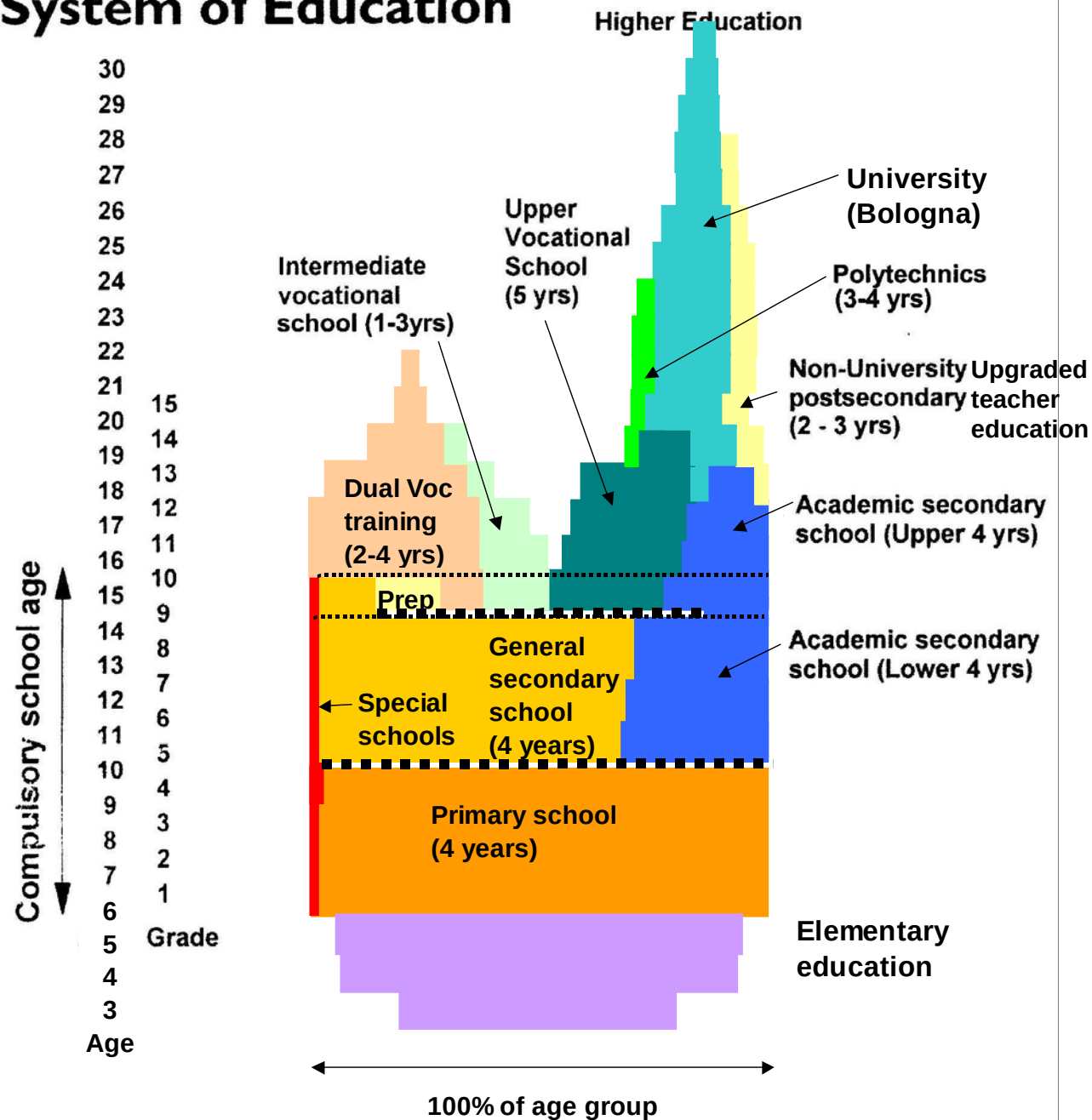
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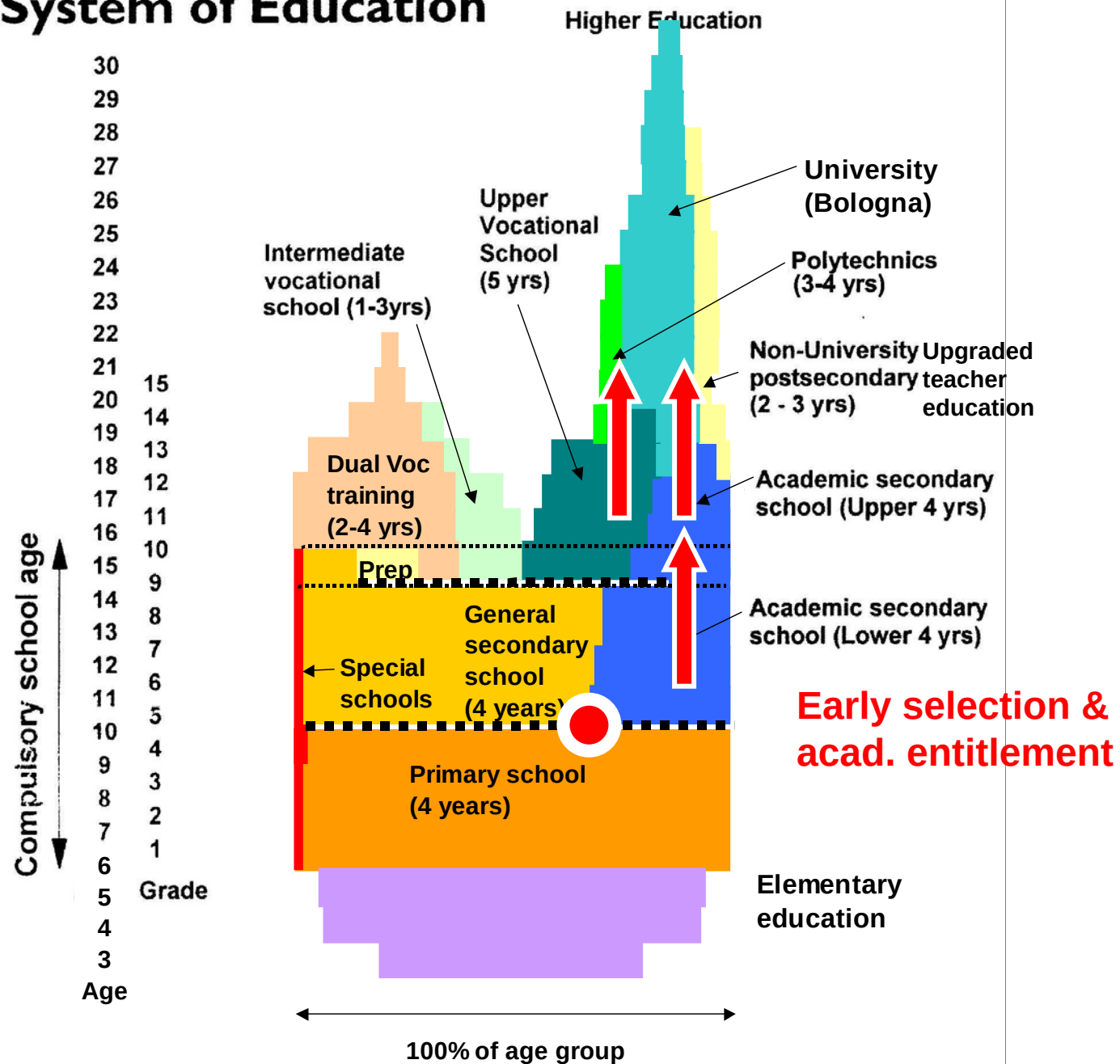


NQF

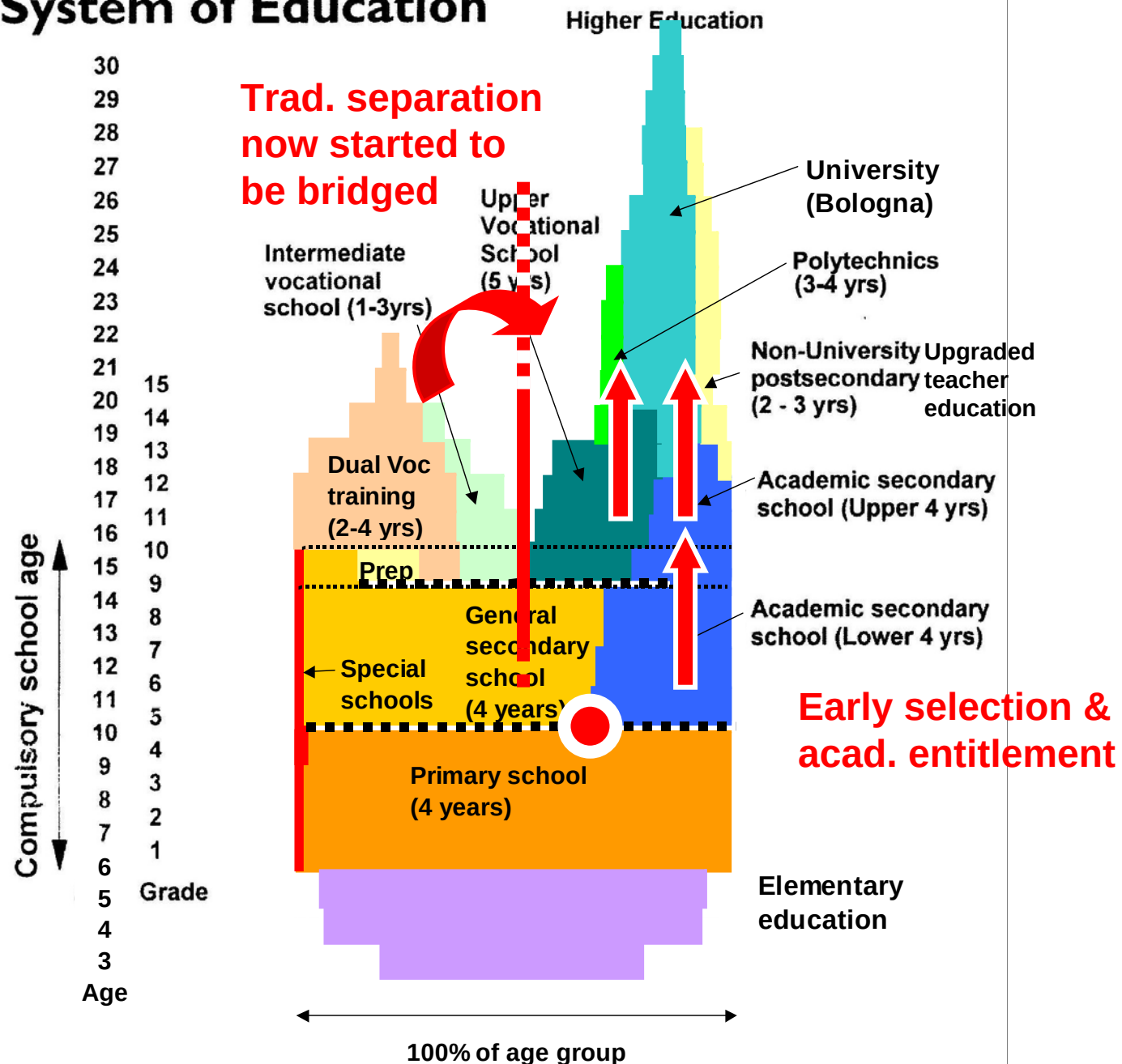
System of Education



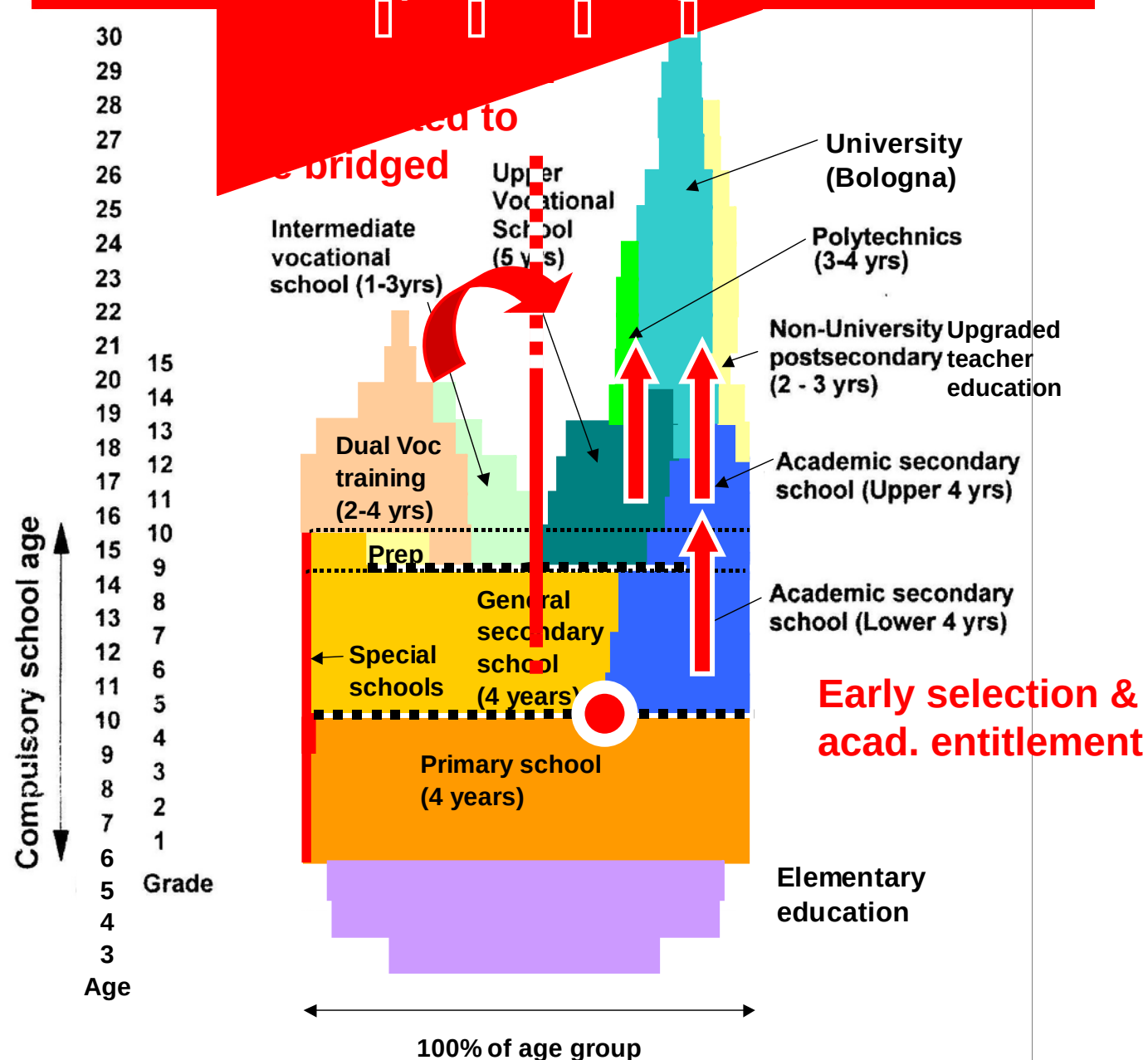
System of Education



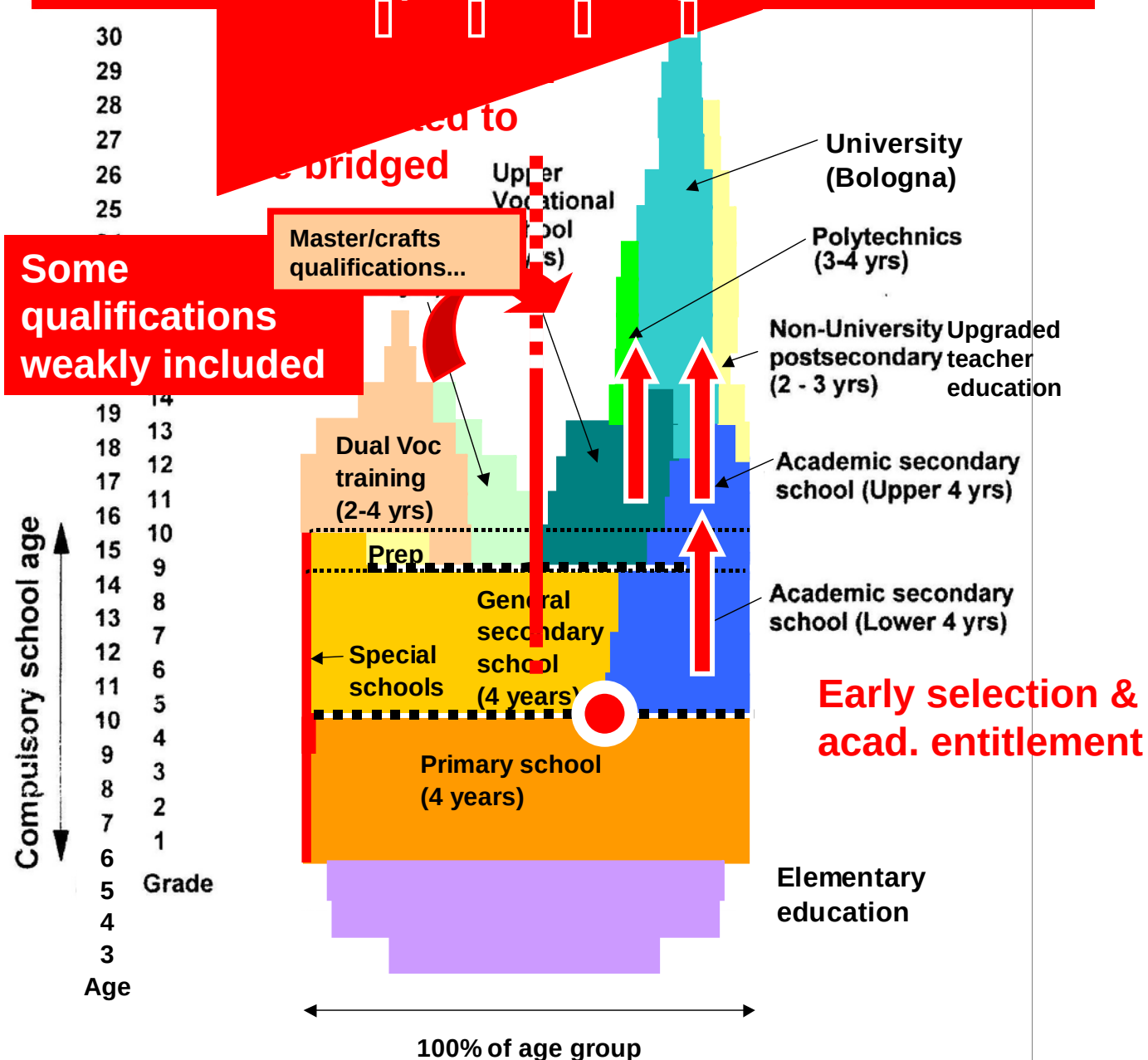
System of Education

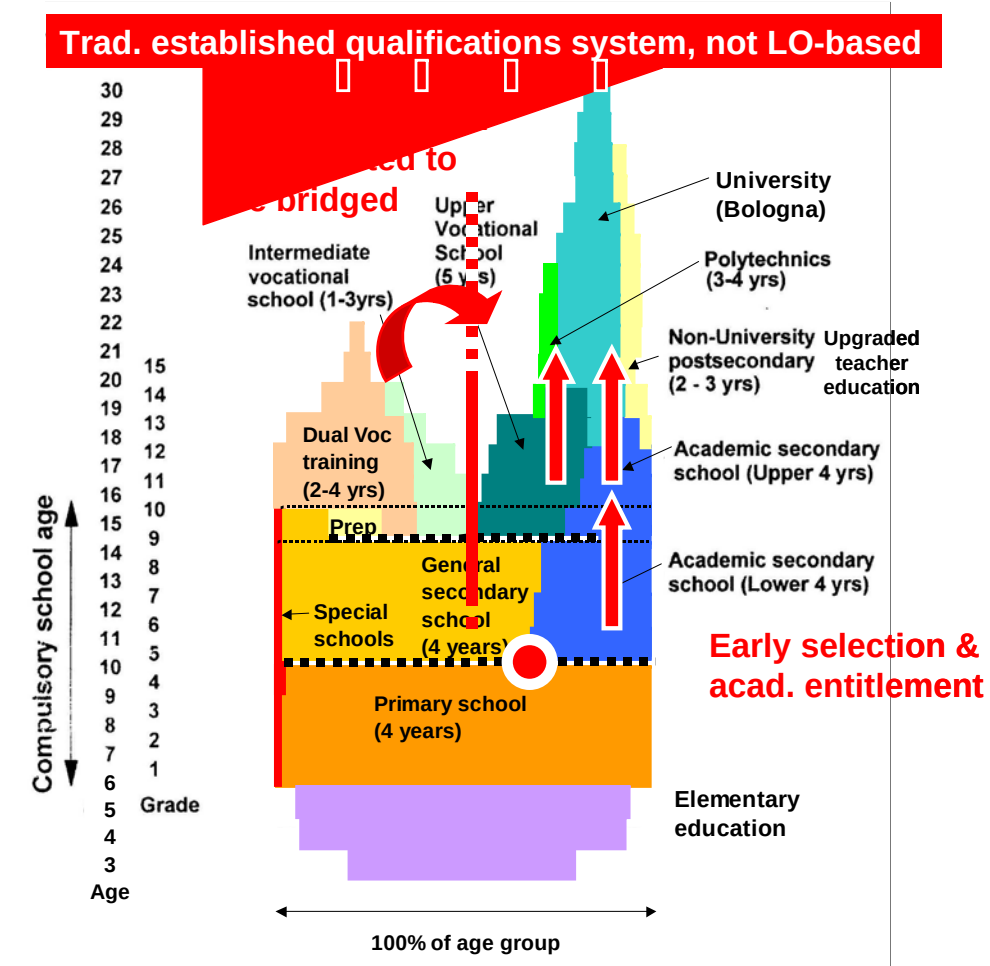


S Trad. established qualifications system, not LO-based



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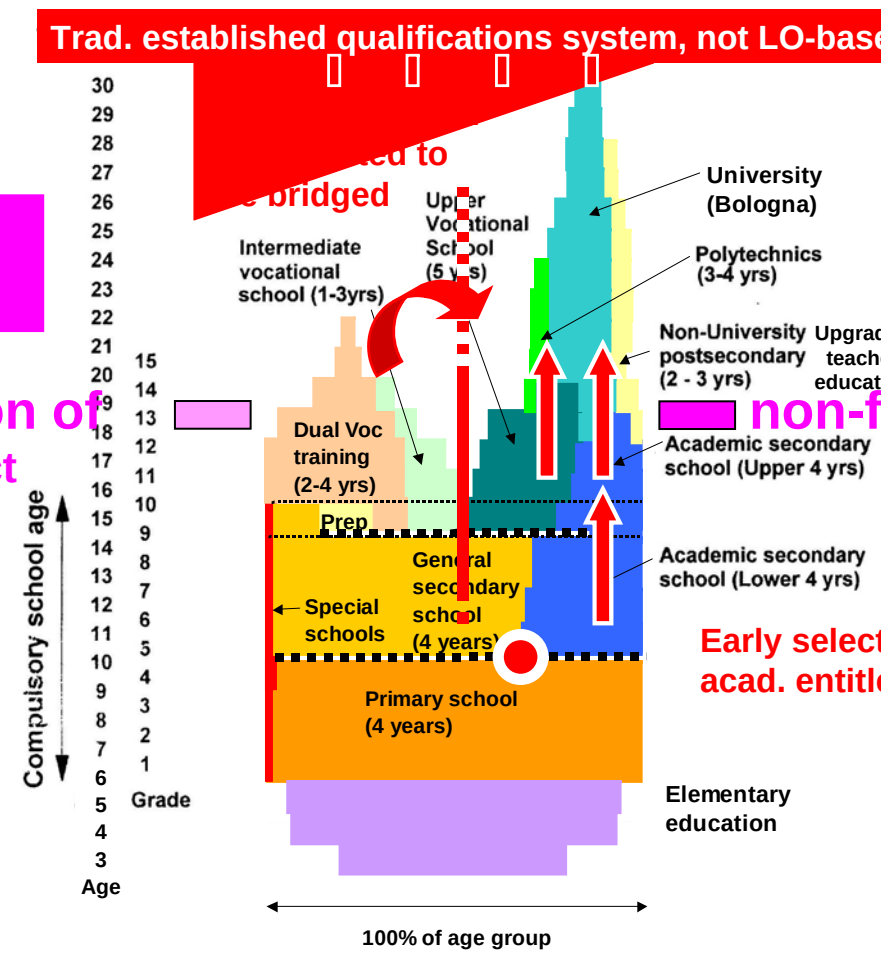


employment

Bypass

Recognition

- some impact
- mostly combined to exams



 non-formal, informal learning

Early selection & acad. entitlement

employment

NQF

competences

skills

knowledge

3

4

5

6

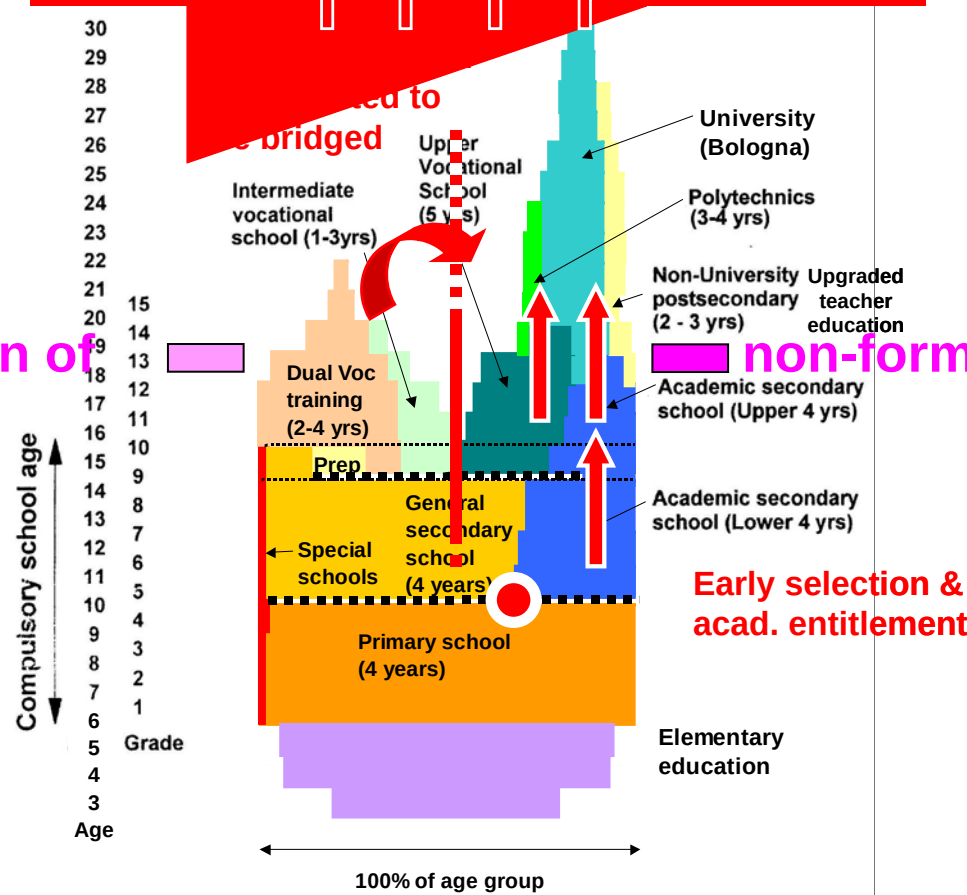
7

8

Trad. established qualifications system, not LO-based

Recognition of

non-formal, informal learning





employment



The chart illustrates the progression of three educational components over an 8-year period. The 'knowledge' layer (green) forms the base and shows the most significant growth. Above it, the 'skills' layer (orange) also shows growth but at a slower rate. The 'competences' layer (blue) is the thinnest and shows the least growth. The overall structure is a 3D bar that tapers slightly towards the end of the 8-year period.

The chart illustrates the progression of three domains across eight levels. The 'knowledge' domain shows the most rapid growth, starting as the smallest section at level 3 and becoming the largest by level 8. The 'skills' domain also shows significant growth, becoming the largest section at level 7. The 'competences' domain shows a steady but slower increase in height across the levels.

Level	Knowledge (Green)	Skills (Orange)	Competences (Blue)
3	Low	Low	Low
4	Medium-Low	Medium-Low	Medium-Low
5	Medium	Medium	Medium
6	Medium-High	Medium-High	Medium-High
7	High	Very High	High
8	Very High	High	Very High

Week	competences	skills	knowledge
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8

Week	competences	skills	knowledge
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8



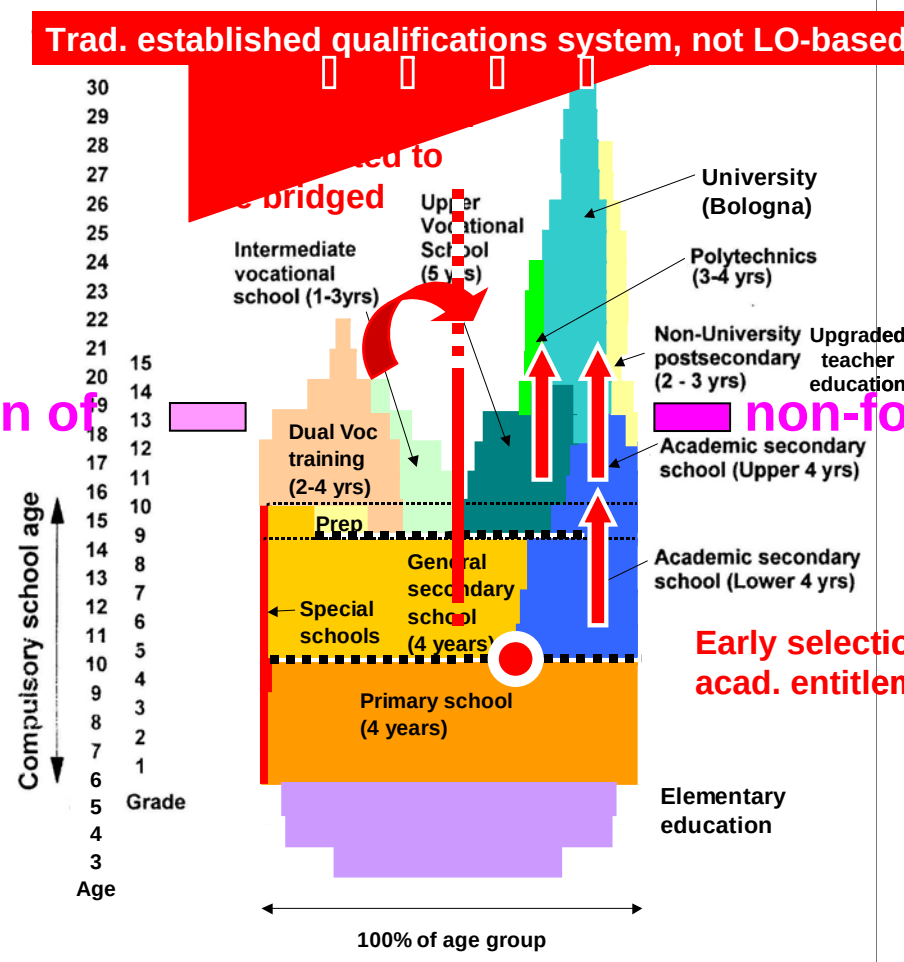
Learning outcomes

Big Question

Recognition of

non-formal, informal learning

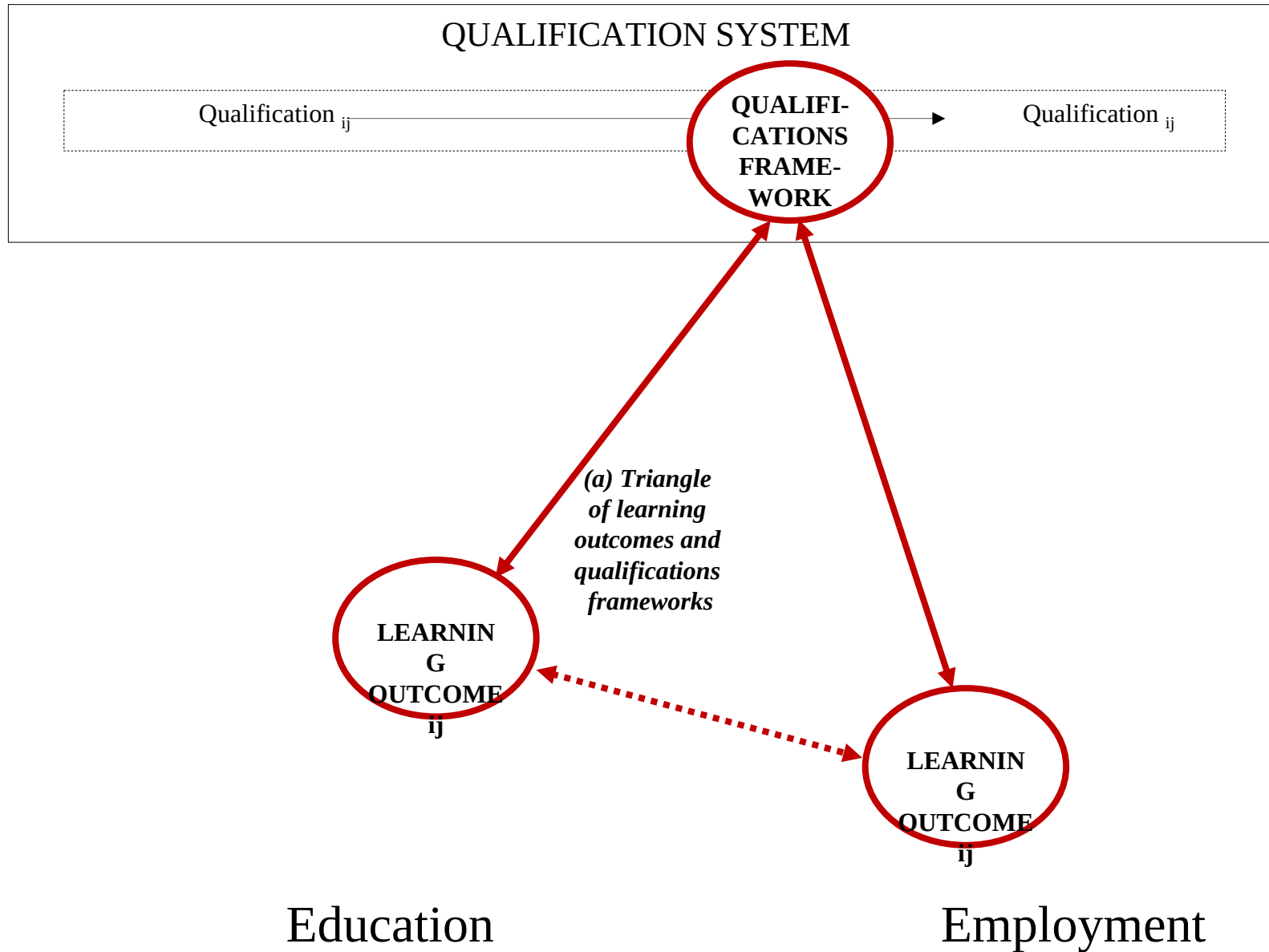
Early selection & acad. entitlement



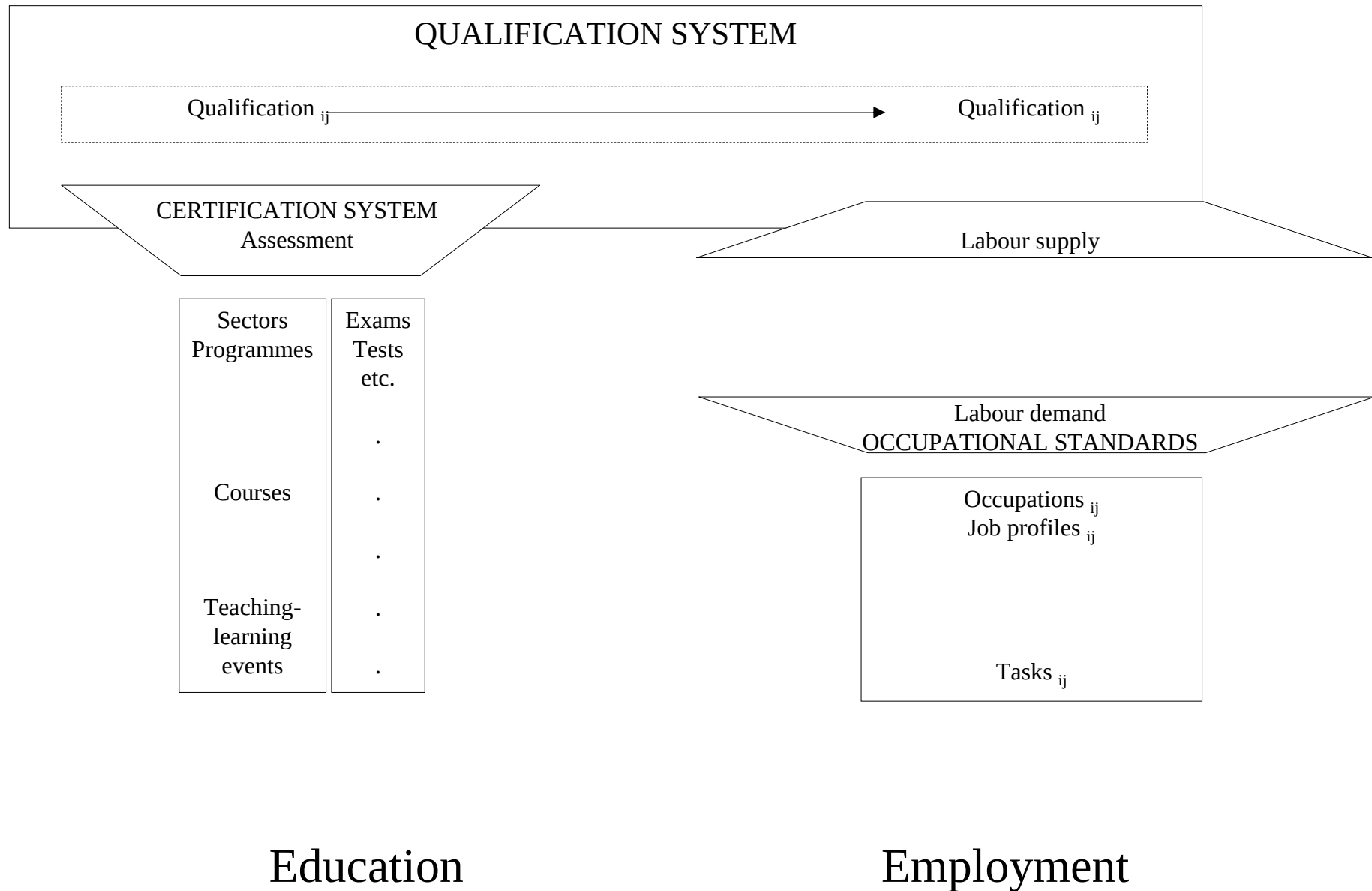
Logic of QF

- ‚Castle in the cyber space‘?

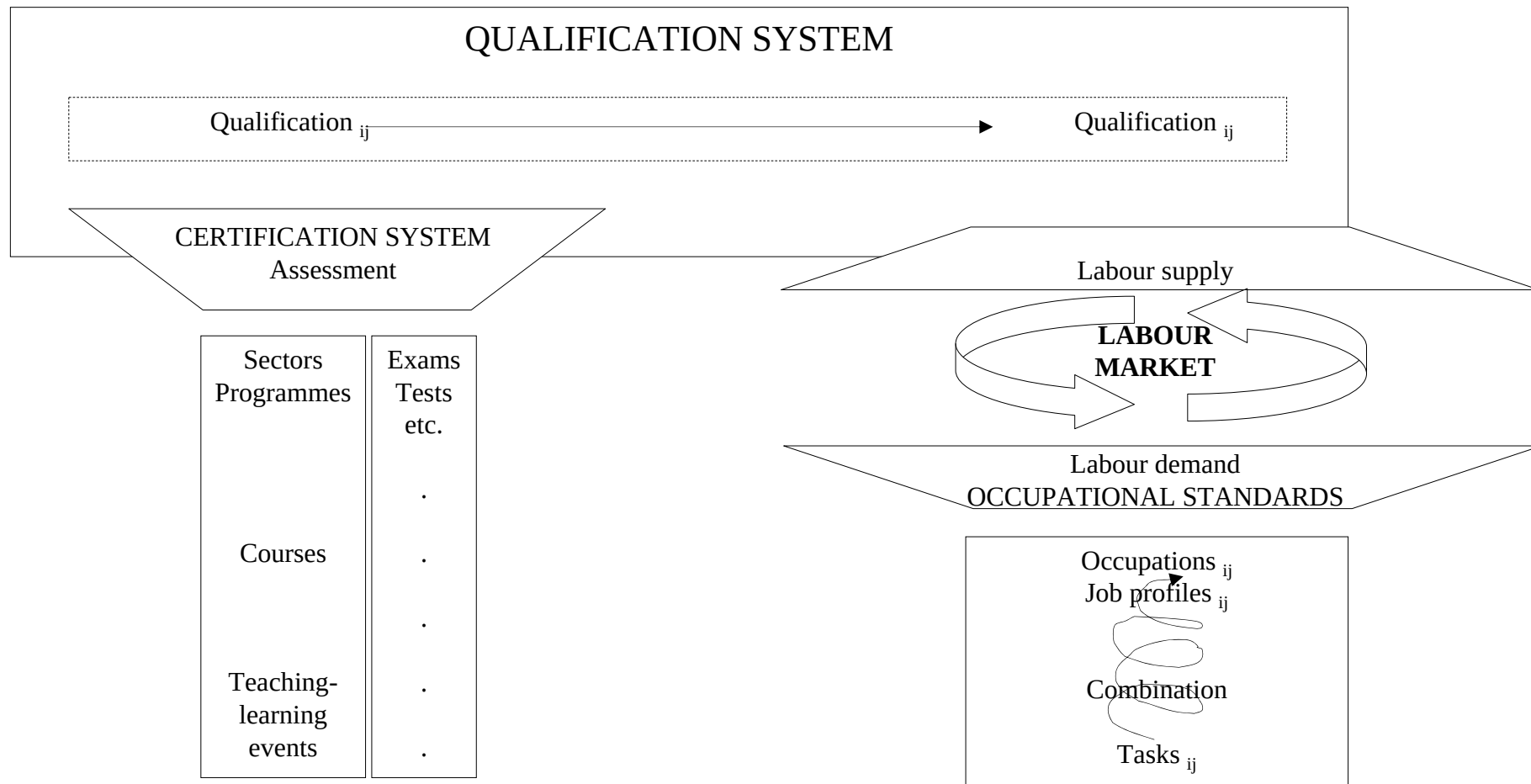
Model of QF



mikro-meso-macro, institutions



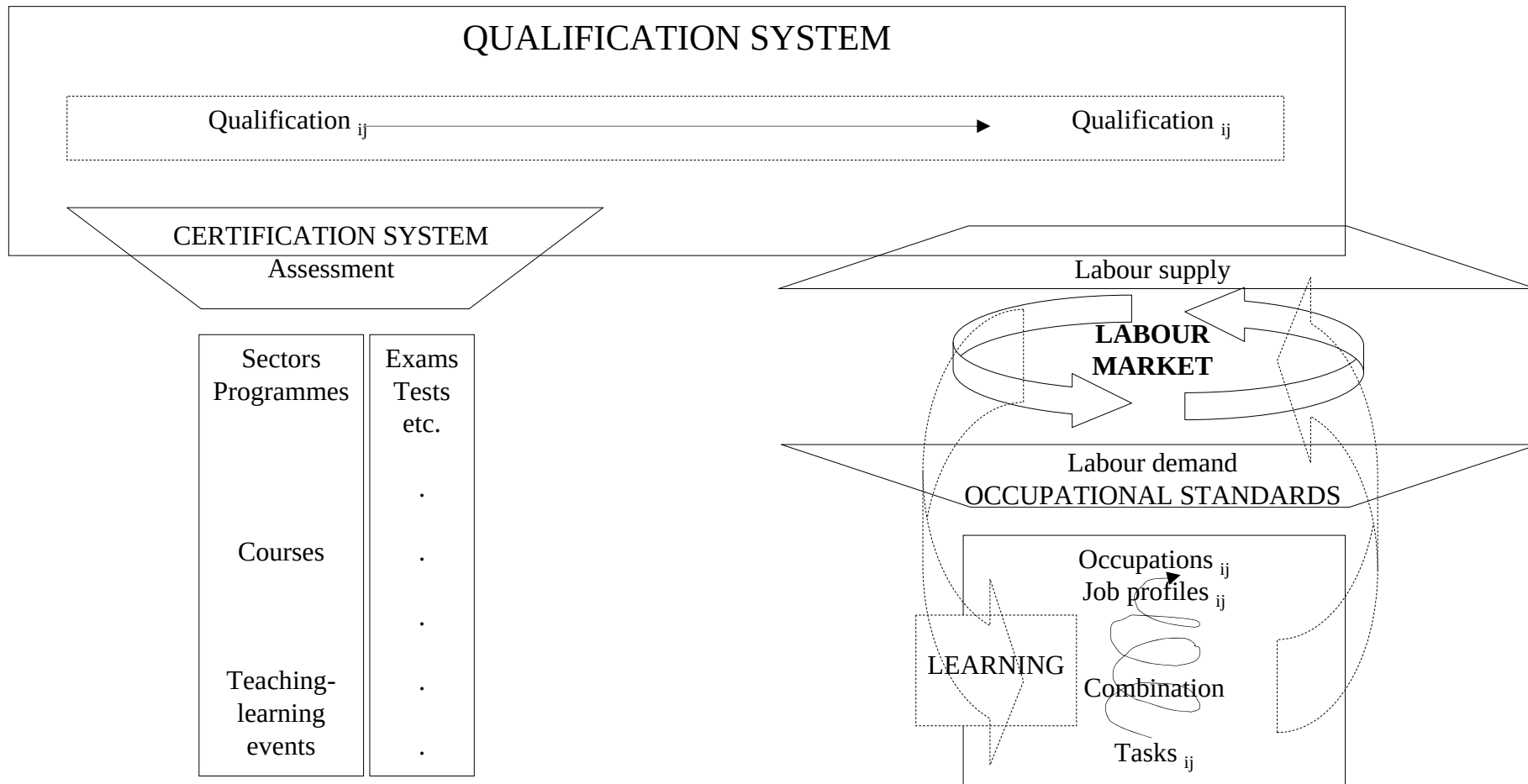
Labour markets, occupational profiles



Education

Employment

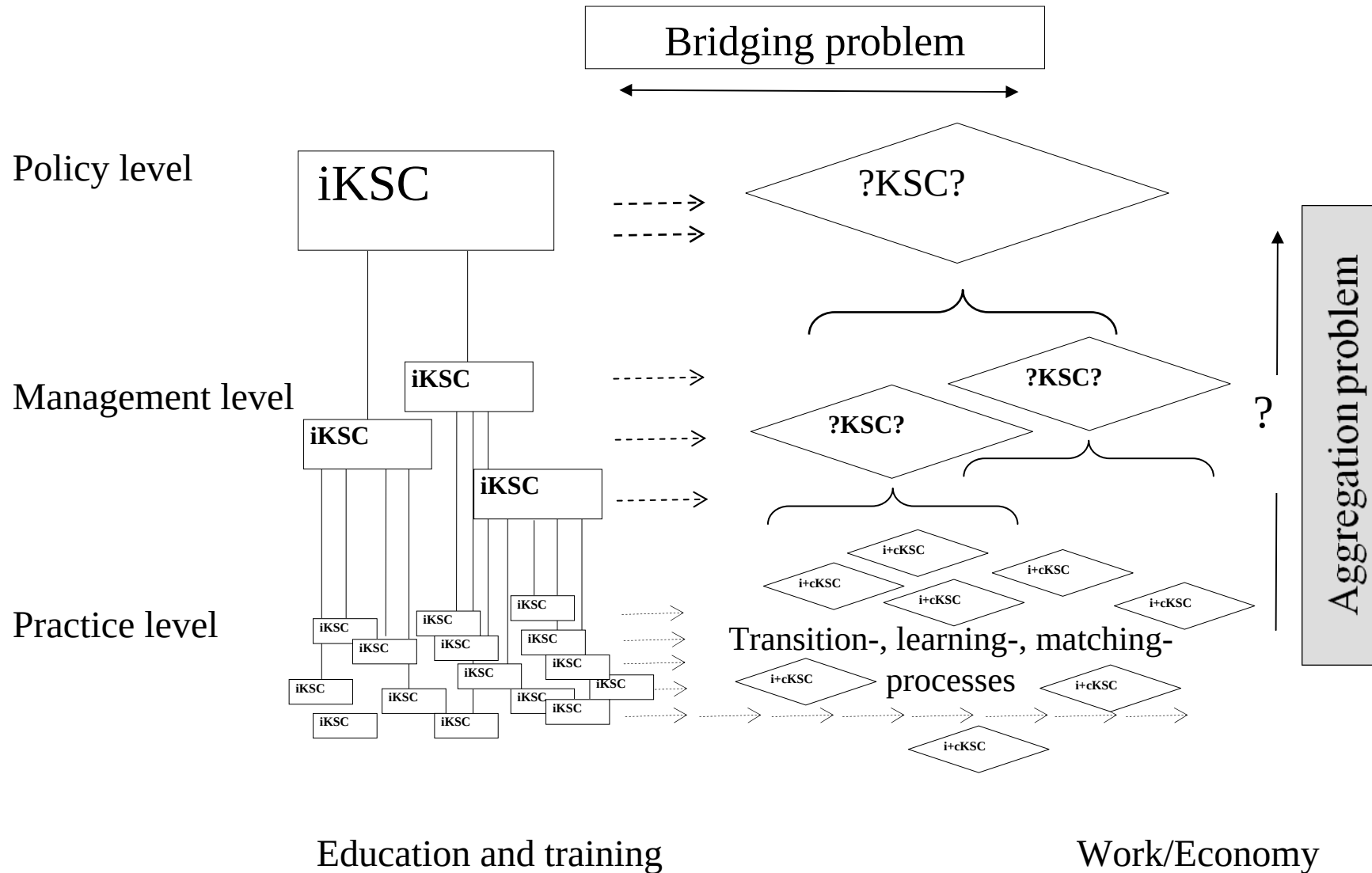
Learning, initial ET, continuing ET



Education

Employment

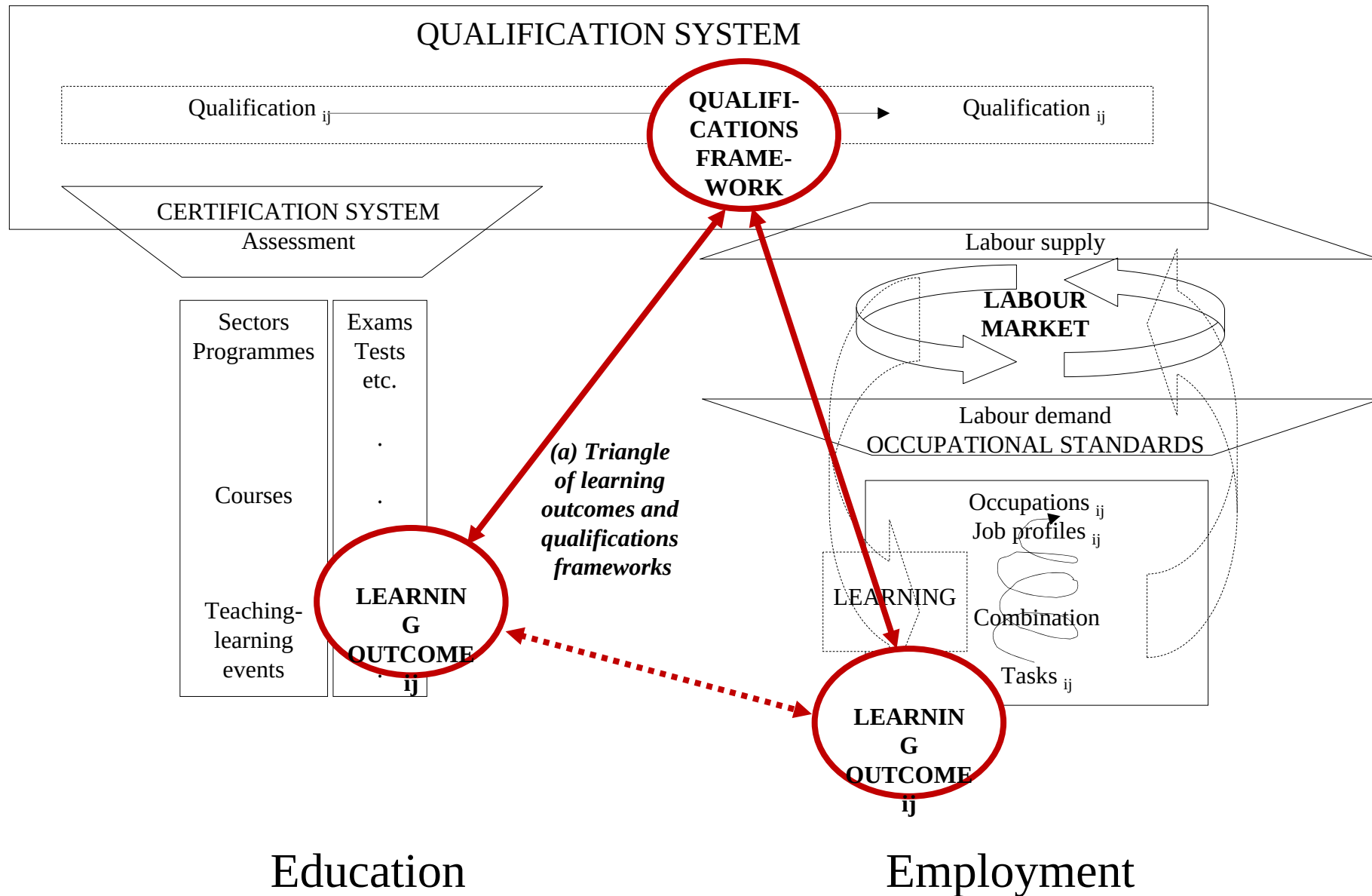
Divergence: 2 kinds of qualifications...



■ Initial ET (iKSC)

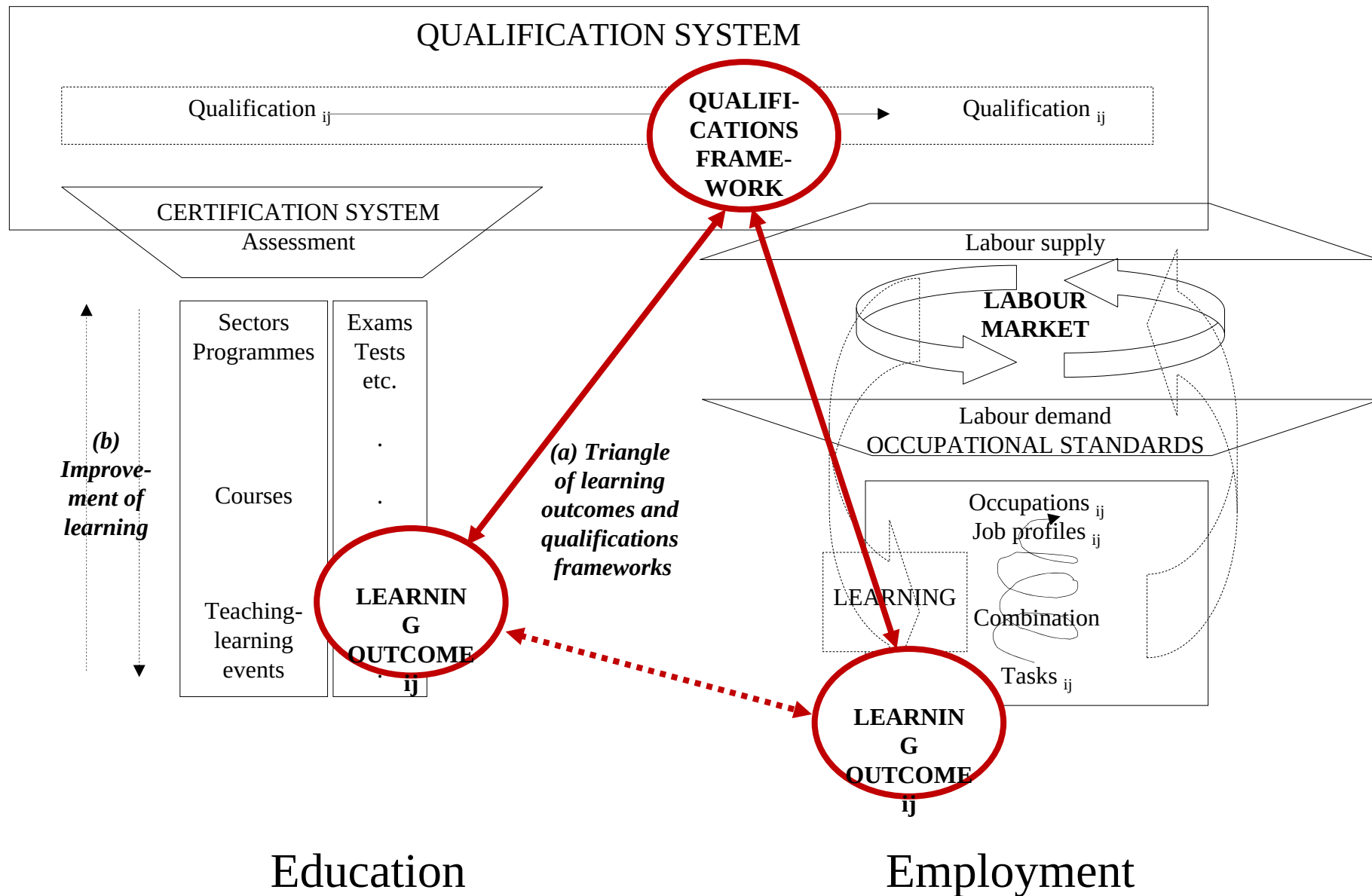
initial + continuing learning (i+cKSC)

...lead to two kinds of learning outcomes

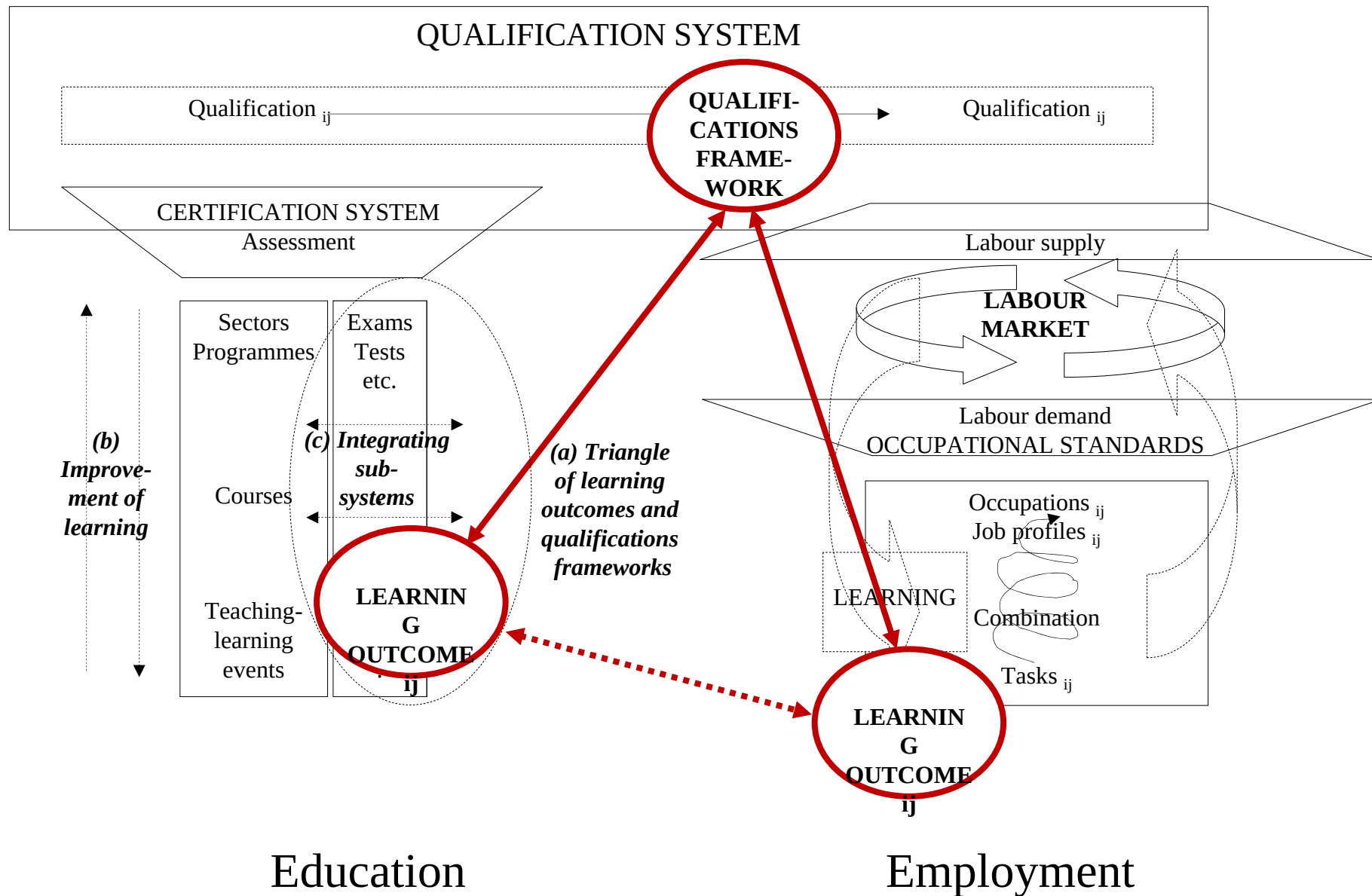


...and a set of further problems...

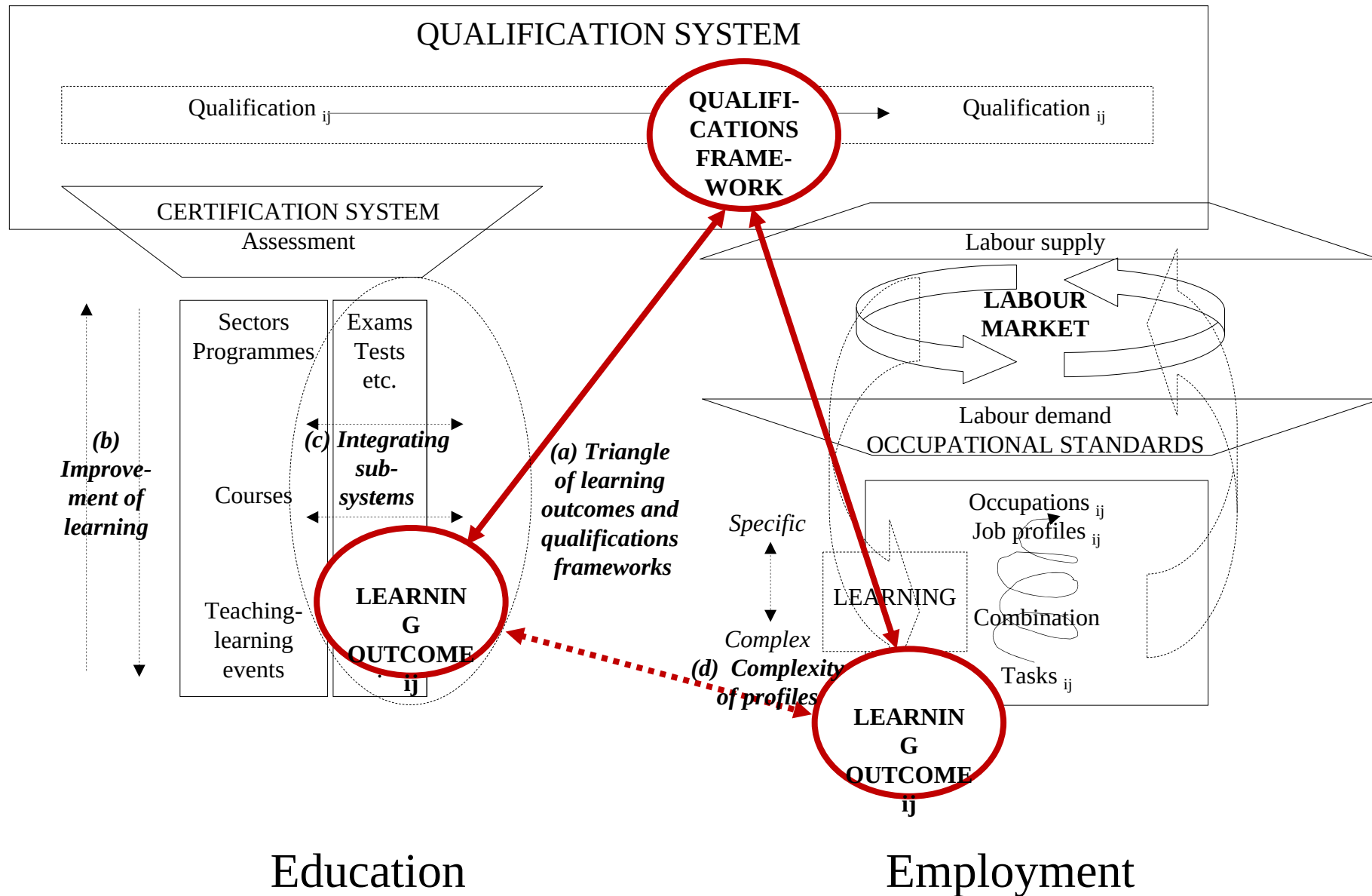
(1) Improvement of learning questionable



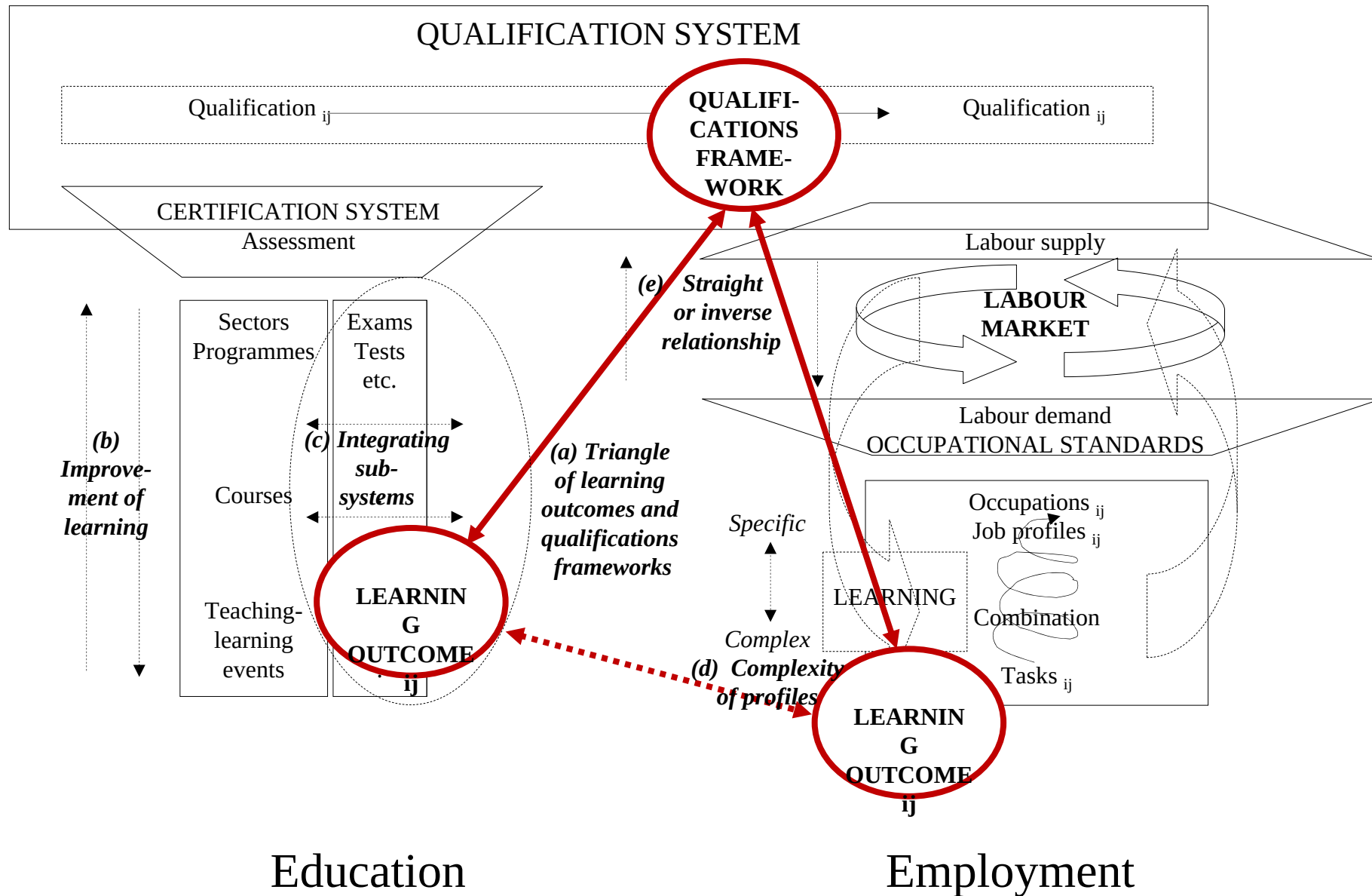
(2) integration of ET subsystems not likely



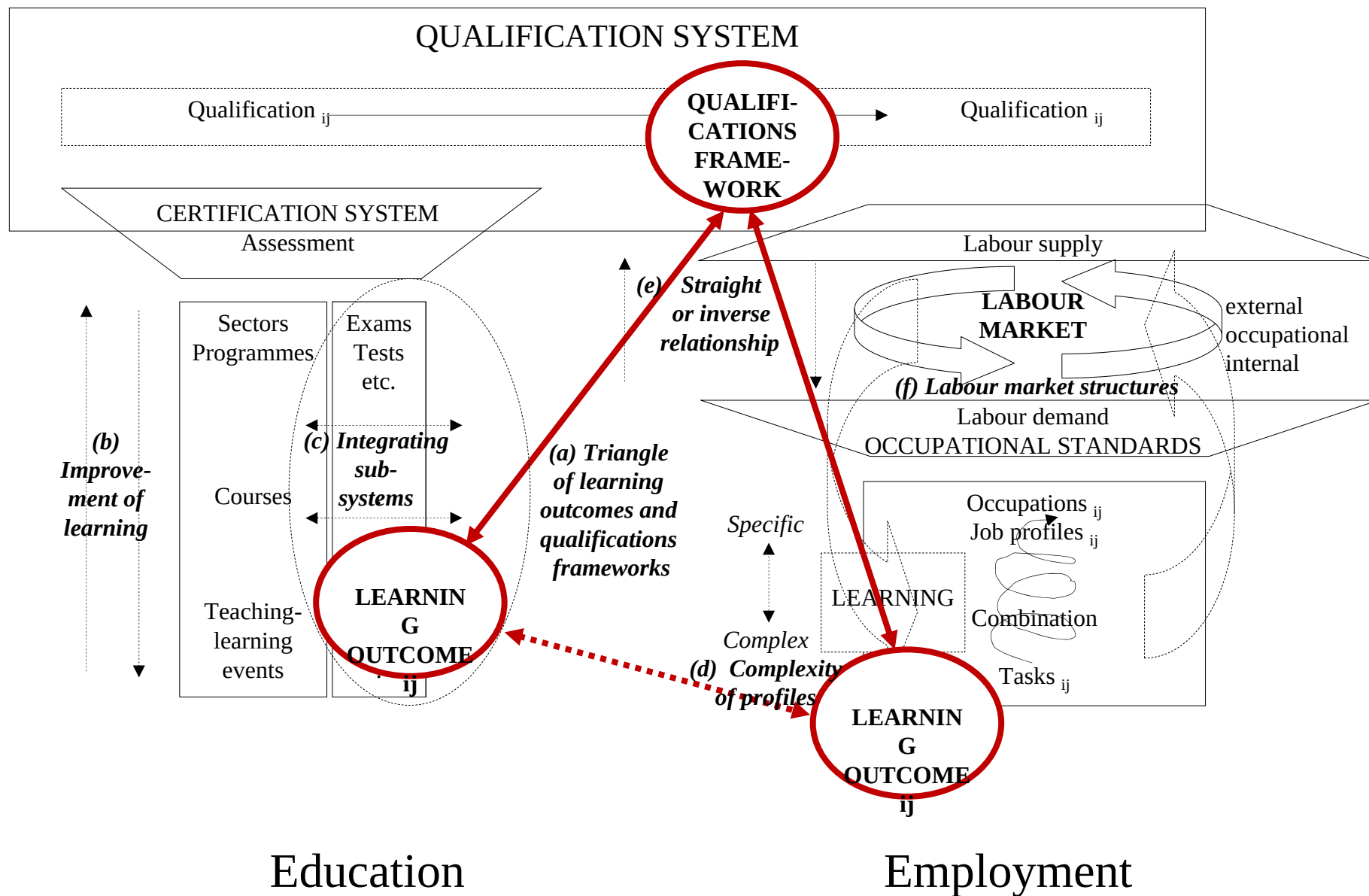
(3) complexity of employment profiles



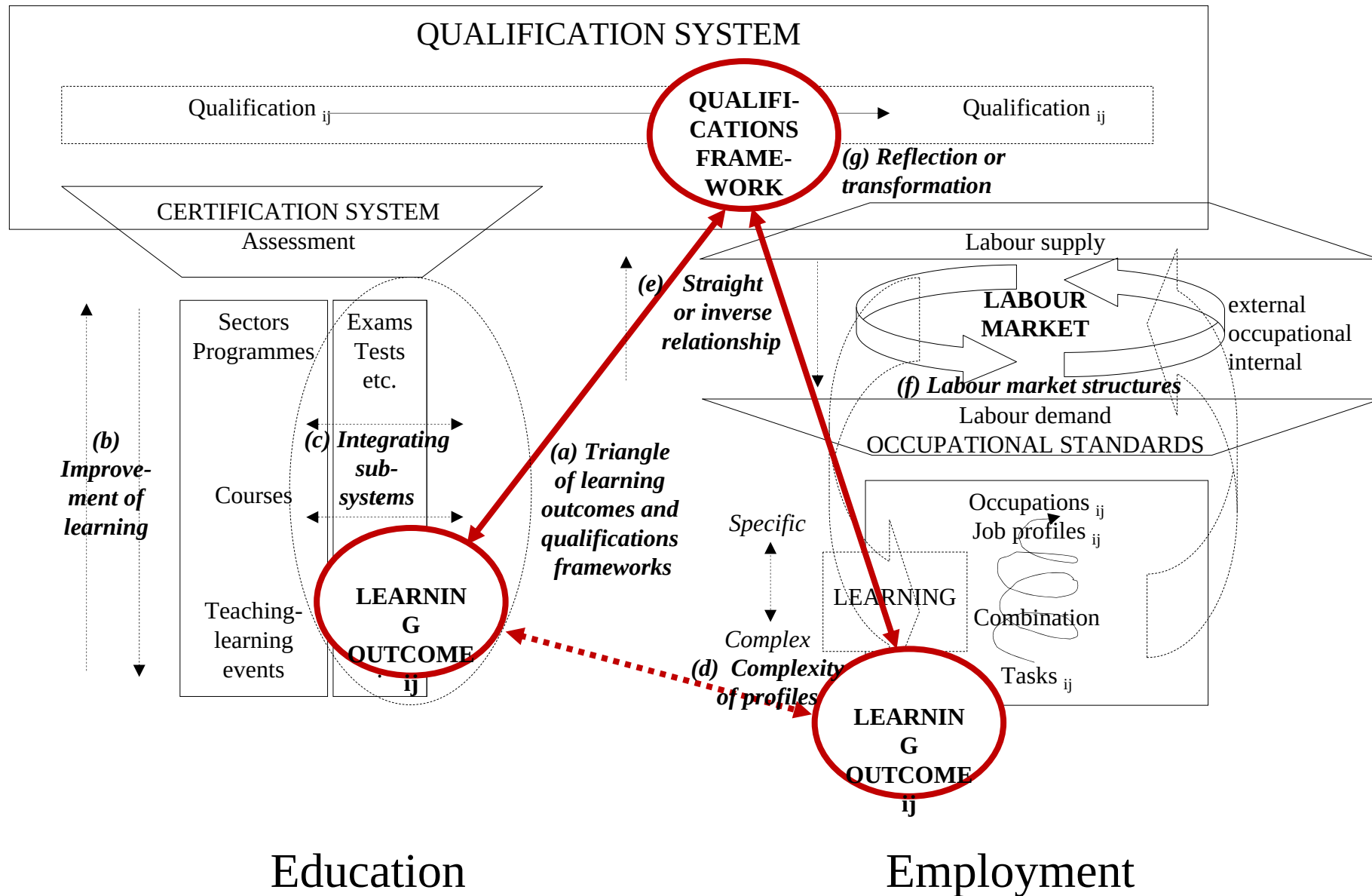
(4) ET-Empl: straight or inverse relationship?



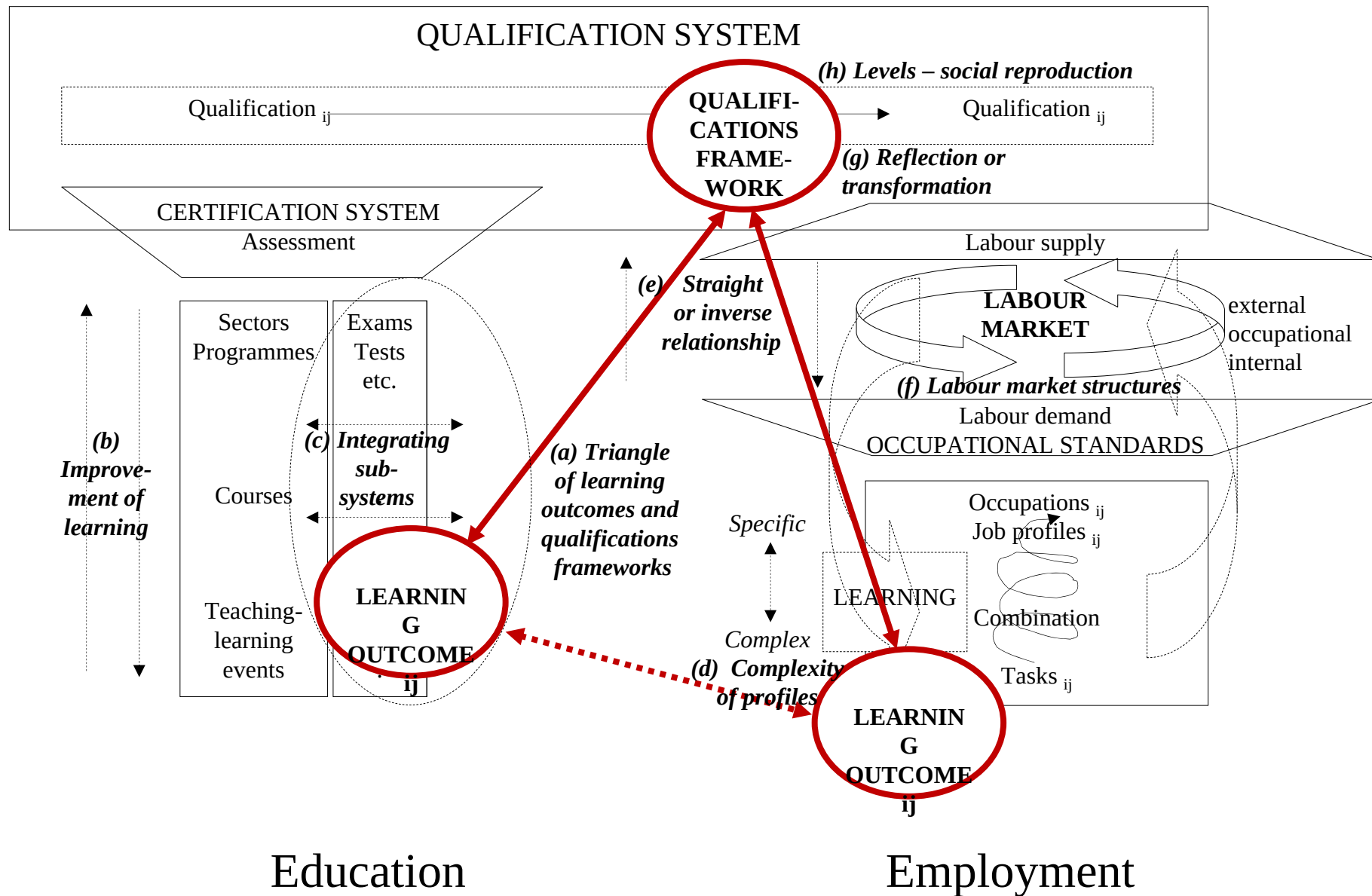
(5) labour market structures



(6) reflection or transformation?



(7) social reproduction through levels



Social reproduction



Conceptual issues 1

- Old-fashioned view about ,convincing arguments':
 - Systems are ladders providing increasing opportunities by climbing up
 - Everybody wants to climb as far as possible
 - Potentials and aspirations are expanding and always bigger than provision
they are also distributed according to background (social capital)
 - Systems are rationing potentials and aspirations
 - The question is how they do that?
 - The answer is a combination of ,cooling out' and ,heating up'
 - The classical case of cooling out is the US HE system,
differentiation of elite, mass, and universal HE
 - The classical case of ,heating up' is early differentiation in compulsory school followed up through VET to elite HE systems
the more steep the ladder, the more aspirations are rising
 - ,Convincing arguments' are always related to context, and to perspectives
 - Climbing the ladder is not a smooth individual activity, but involves fights between those (more) up and those (more) down
 - The combination of ,cooling out' and ,heating up' includes the fight about moving and setting distinctions and demarcations
 - These distinctions and demarcations are set by the sectors of VET and HE, and the increasing additional differentiations and regroupings (postsec, tert., n h....)

Classical case: US HE

- Preservation of Elite-Institutions during mass expansion, basis 2yr-, 4yr-colleges, full universities (graduate, professional schools)
- Invention of 2 yr.community-colleges as more distributed institutions to provide access to 4yr.colleges and universities
- Long-term project of vocationalisation of community colleges
- Establishing the system of three sectors
- Cooling out: providing lower level alternatives brings expansion & shading of the elite sector
- How assess change of permeability of the system?
 - Overall increase of access (some would have had no access)
 - Within that , some can be expected to have taken a lower level than otherwise

US Higher education

Mass

**Uni-
versal**

Elite



Permeability: VET and HE

- Higher education in Austria: small elite-system, dominated by traditional universities
 - University access+admission still controlled by upper secondary institutions
 - Speciality: VET-colleges provide similar entitlement as academic secondary schools
- Second tier (Fachhochschule-FH) established in 1990s
 - New framework, established from scratch (no upgrading of existing institutions)
 - New governance framework based on accreditation and institutional autonomy
 - Should provide new advanced VET-qualifications for industry and services
 - Should provide additional opportunities for access from apprenticeship, did not work, instead has shifted on top of VET colleges
 - Substantial 'academic drift' (main qualification after Bologna: master)
- Consequences
 - VET-colleges are substantial pipeline to higher education (non engineering; fem.)
 - Many students are 'doubling-up' their upper secondary qualifications in same field (VET-college 5y + Bachelor 3y + Master 2y = 10y)
 - FH only partly 'real' new business related opportunities for additional students
 - Substantial increase of costs of educational pathways

Different models of permeability

- Key issue: how is ‚professionalism‘ institutionalised within higher education, in particular position of universities?
 - within higher education: example Ireland
 - within VET, separate from higher education: example Austria
- Debates about Bologna focus on the ‚Humboldt Ideal‘ of the unity of research and teaching and the devaluation of VET and Professionalism
- New proposals: to create intermediate and short-cycle programmes outside higher education, with possibility to transfer into bachelor programmes

Ireland 1

EQF NQF-IRL

8	10
7	9
6	8
	7
5	6
4	5
3	4
2	3
1	2
	1

Leaving Cert.

Leaving Cert.

Junior Cert.

General Educ

Advanced
Cert.

Level 5 Cert.

Level 4 Cert.

Level 3 Cert.

Level 2 Cert.

Level 1 Cert.

Further Educ

Postgrad.Dipl.
1y

Higher
Diploma 1y

Higher Cert.
2y

Doctorate

taught/research
Master 1-2/2y

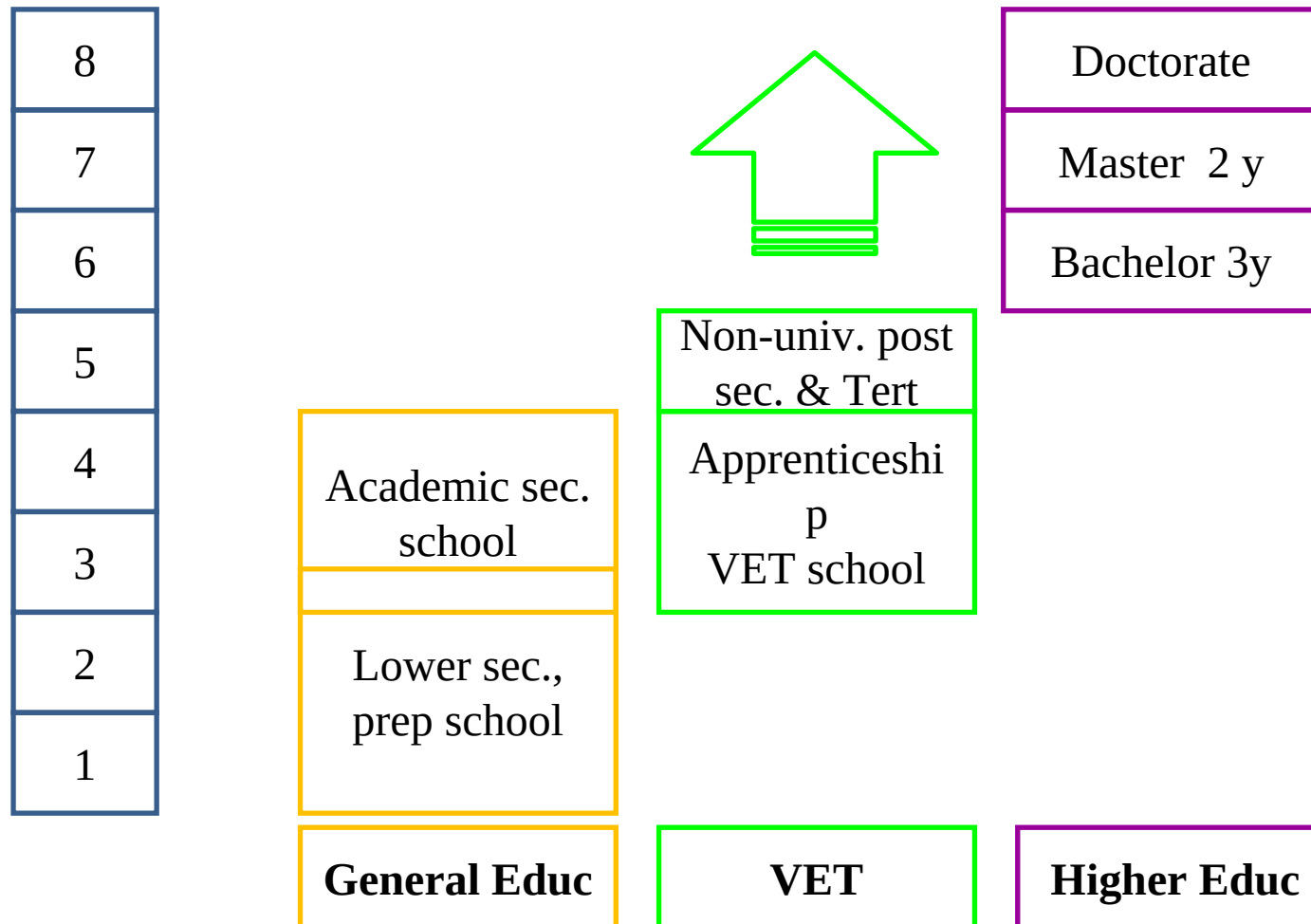
Honours Bac.
3-4y

Ordinary Bac.
3y

Higher Educ

Austria 1

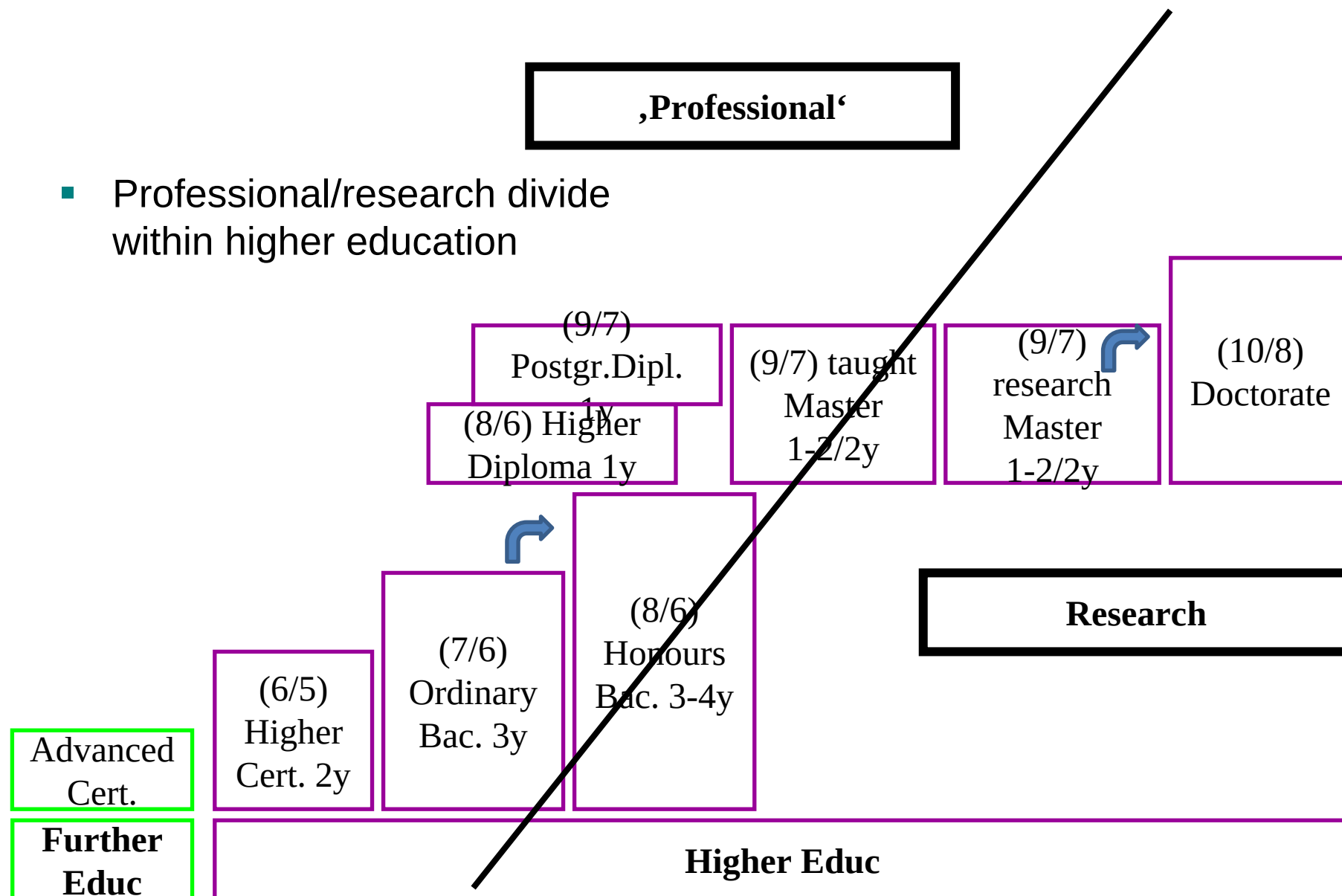
EQF NQF-A



Ireland 2, EQF 5-8

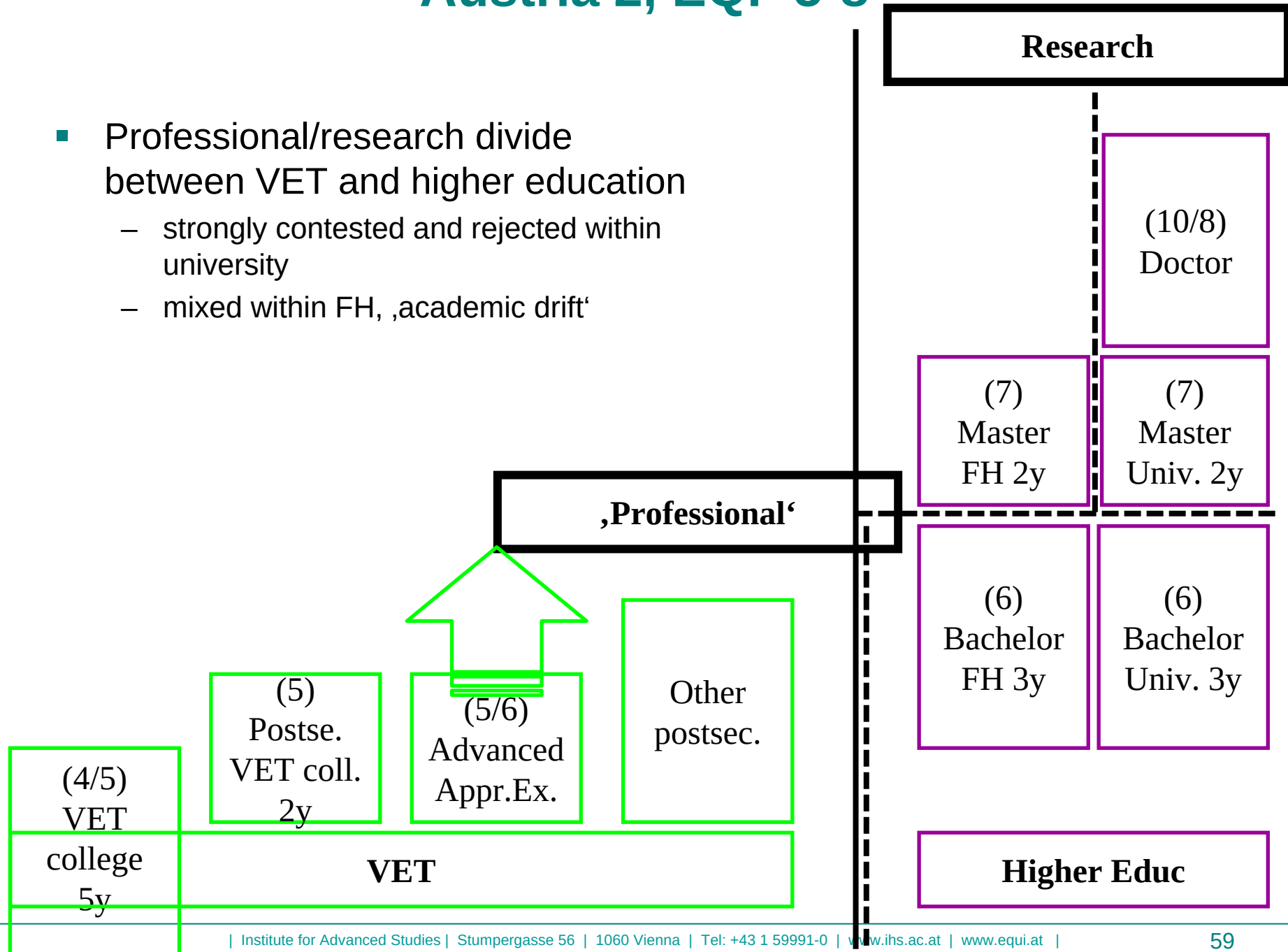
„Professional“

- Professional/research divide within higher education



Austria 2, EQF 5-8

- Professional/research divide between VET and higher education
 - strongly contested and rejected within university
 - mixed within FH, „academic drift“



Convincing arguments for permeability?

- Social reproduction and rationing waste potentials and aspirations
- Permeability can potentially reduce that waste
- There are different possible approaches: mainstream and bypass
- Both will provoke counter-similar arguments („quality problems“)
- Answer must be political (selection of strategy) ...
- ...and technical
- Thorough analysis of barriers and devising measures...
- ...and evaluation of results to reduce „ilusión“

Don't forget...



The End

A stylized graphic of a globe, composed of a white circle with a horizontal line through the center. The top and bottom halves of the circle are filled with a dark red color. The globe is divided into four vertical sections by three white vertical bars. The text "Thank you for your attention !" is centered over the globe.

**Thank you
for your attention !**

Material

