

Convincing arguments for permeability?

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 Input: to CEDEFOP Expert Workshop

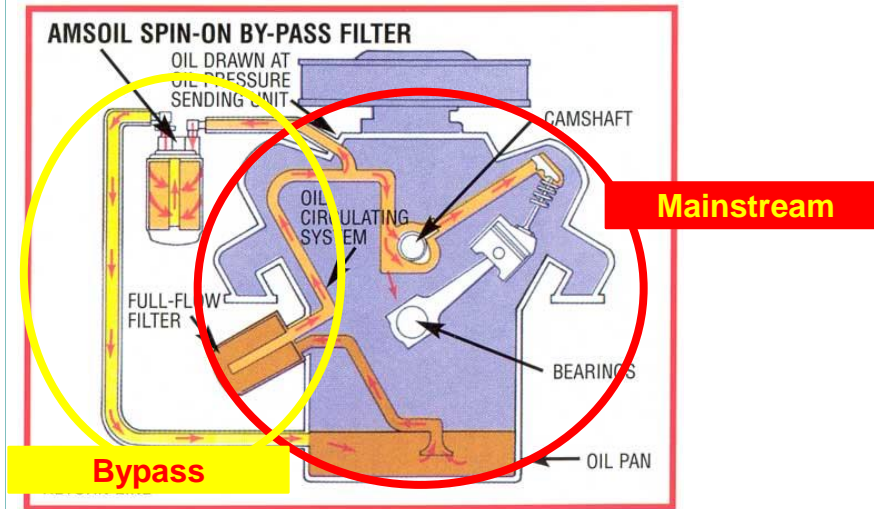
“Sustaining permeability, implementing mechanisms, testing credits”
 Brussels, 23.-24. January 2012

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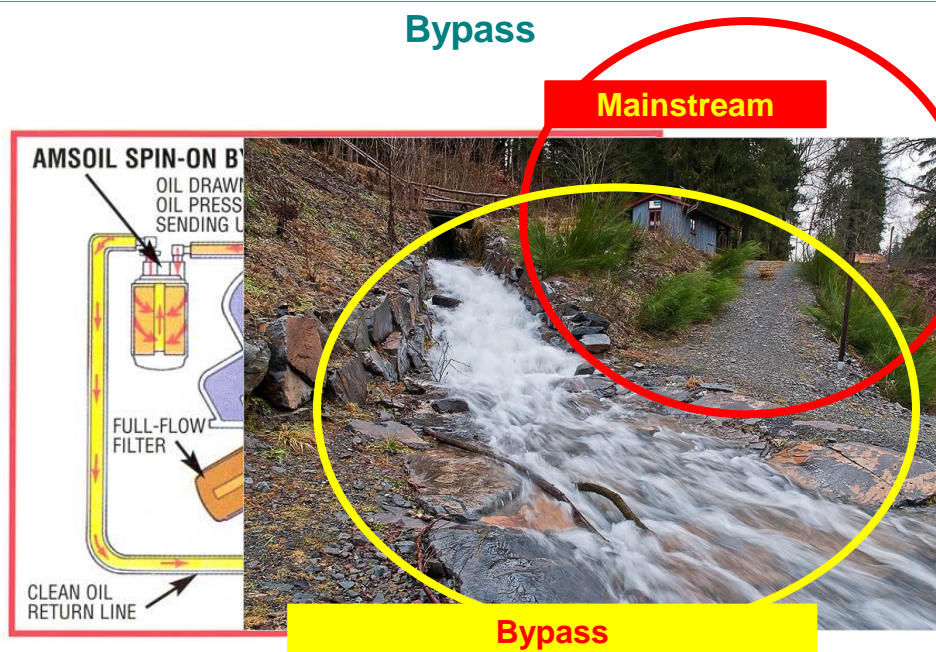
What I have learned

- 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



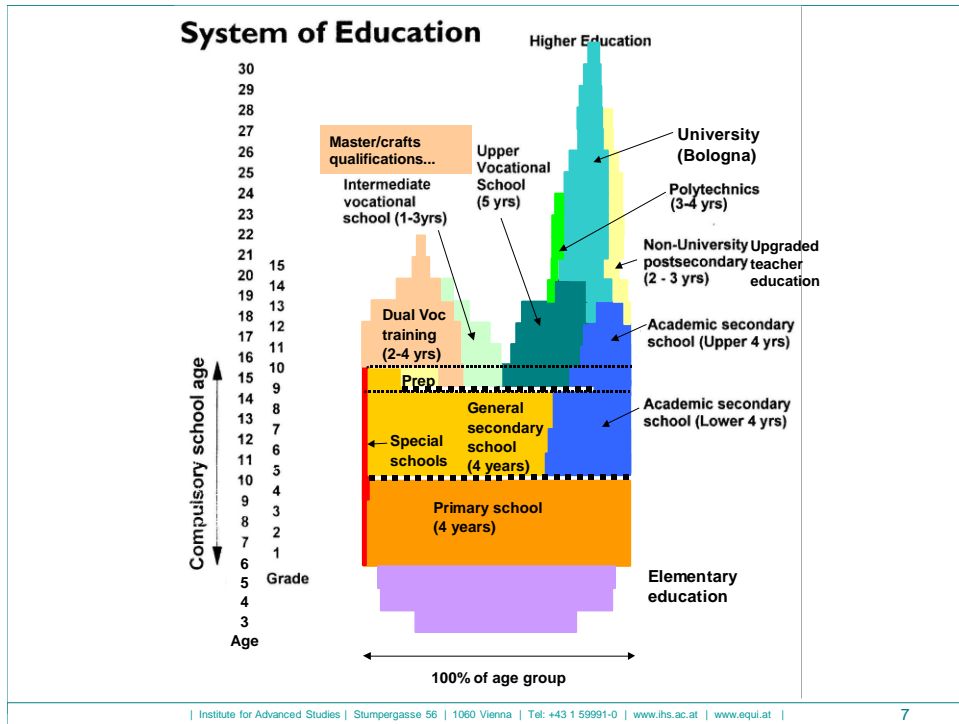
Bypass



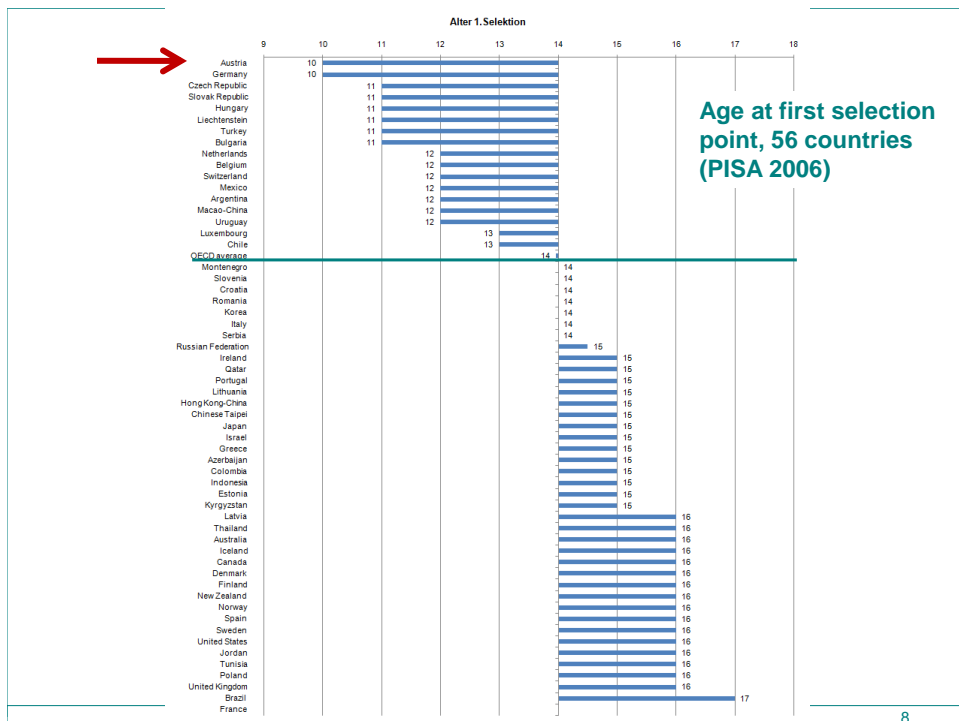
What I have learned

- 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?

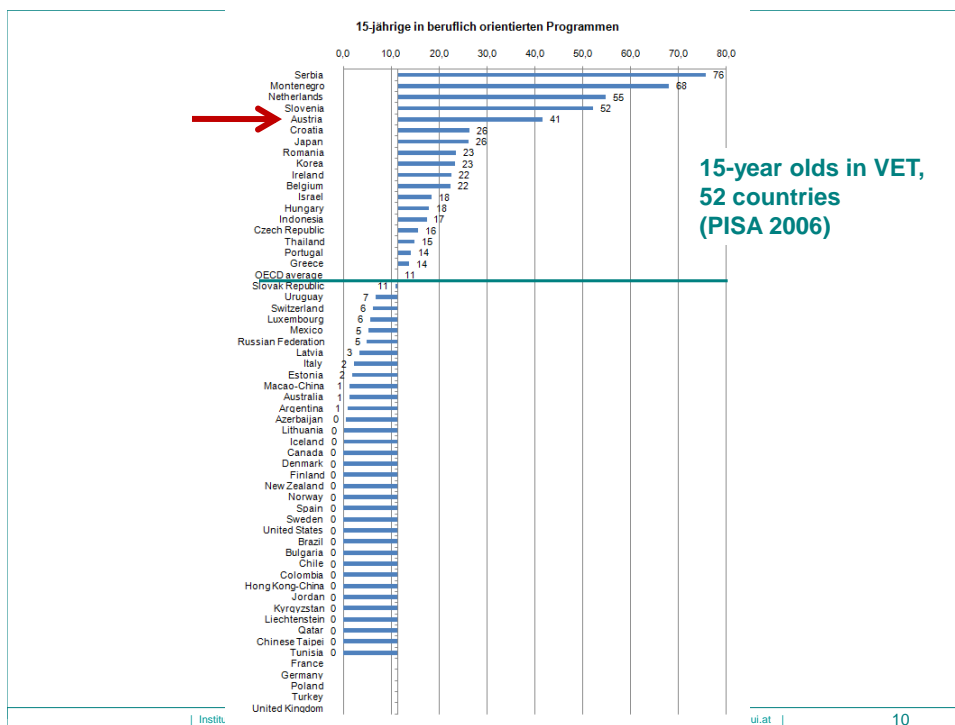
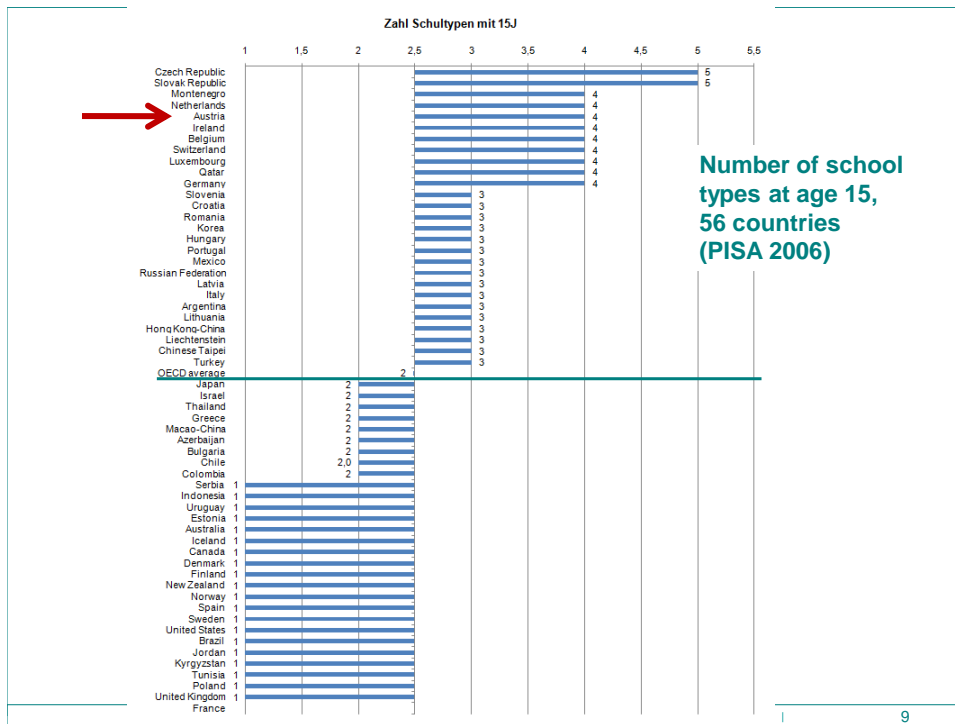
Example Austria

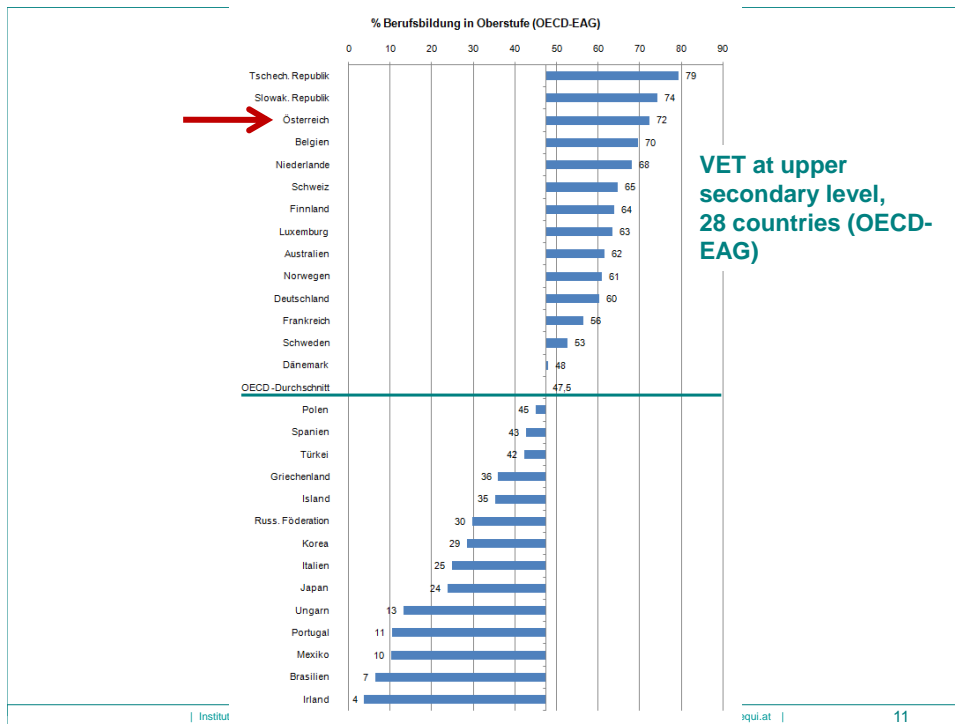


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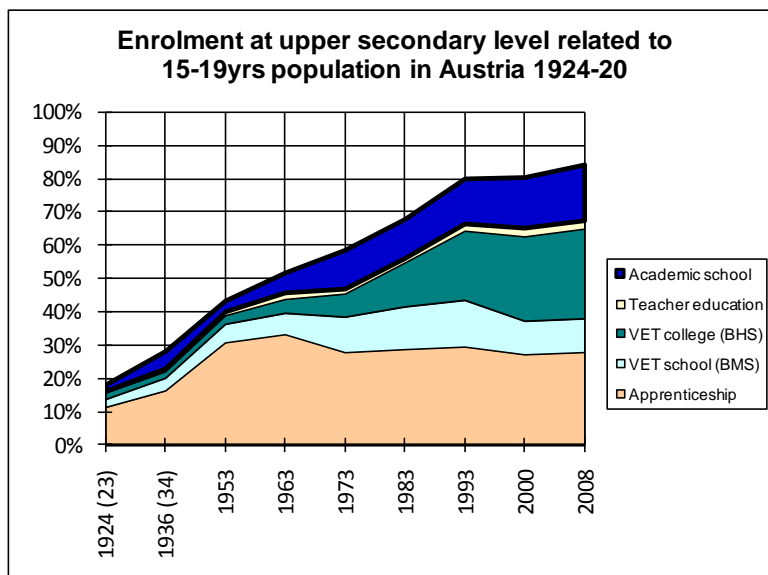


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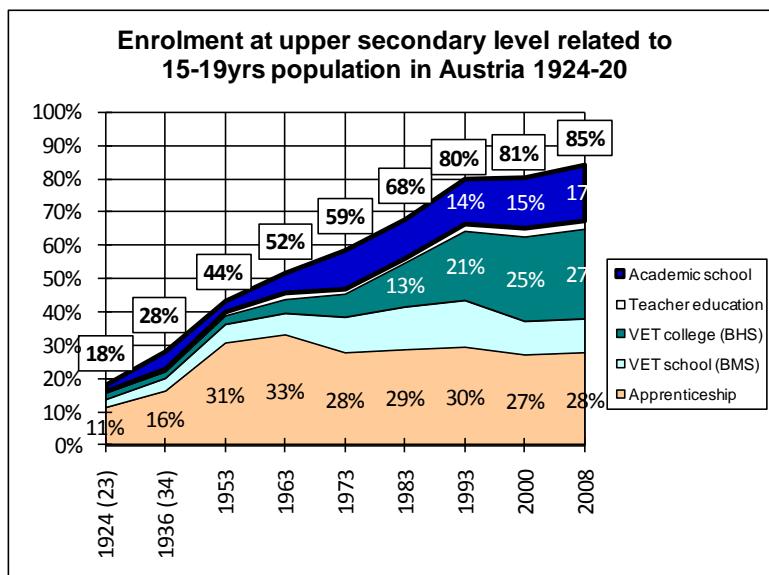




Dynamics in VET: Evolution of tracked school-based VET



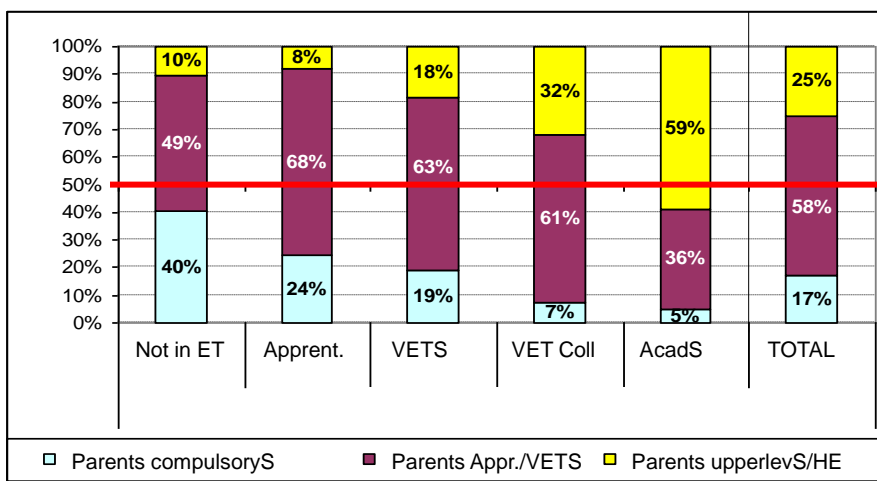
Dynamics in VET: HE-related VET-colleges main track



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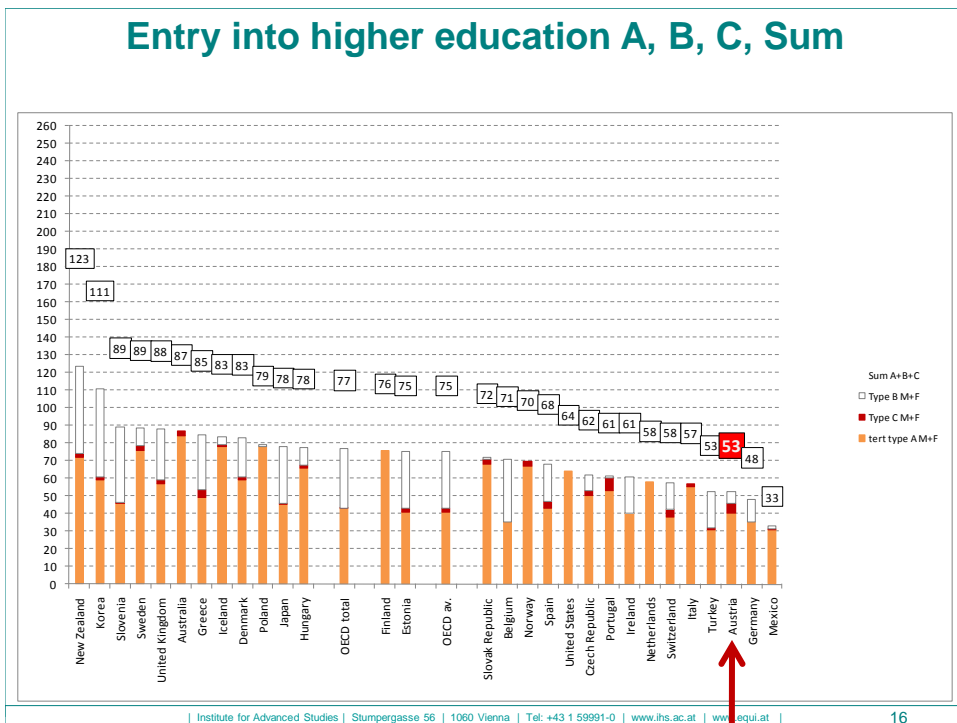
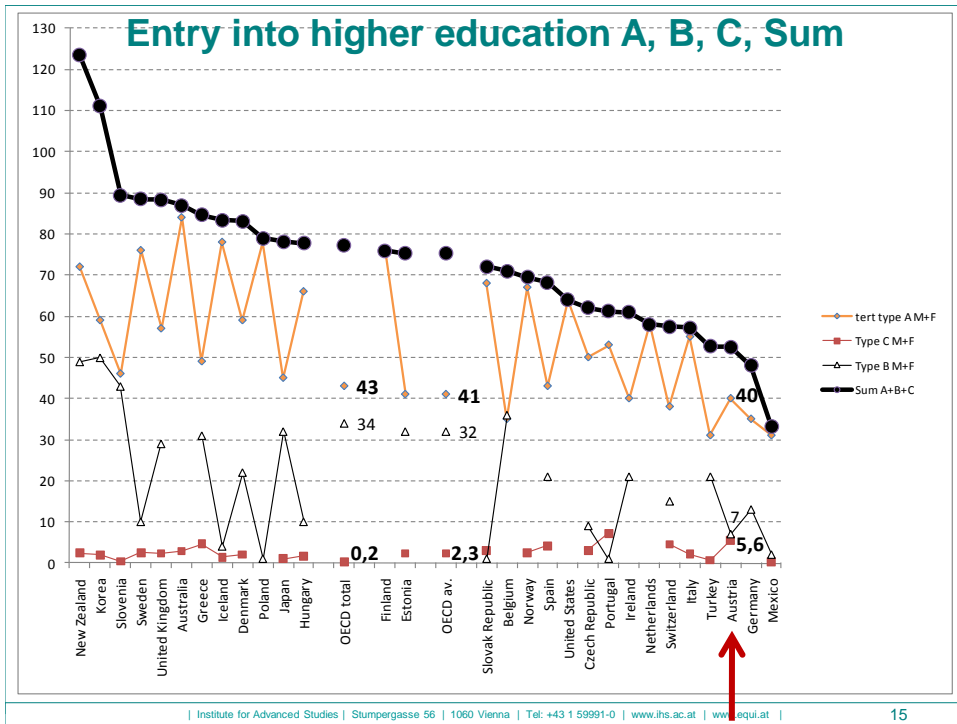
Parents' education of 17y.old students in different schooltypes



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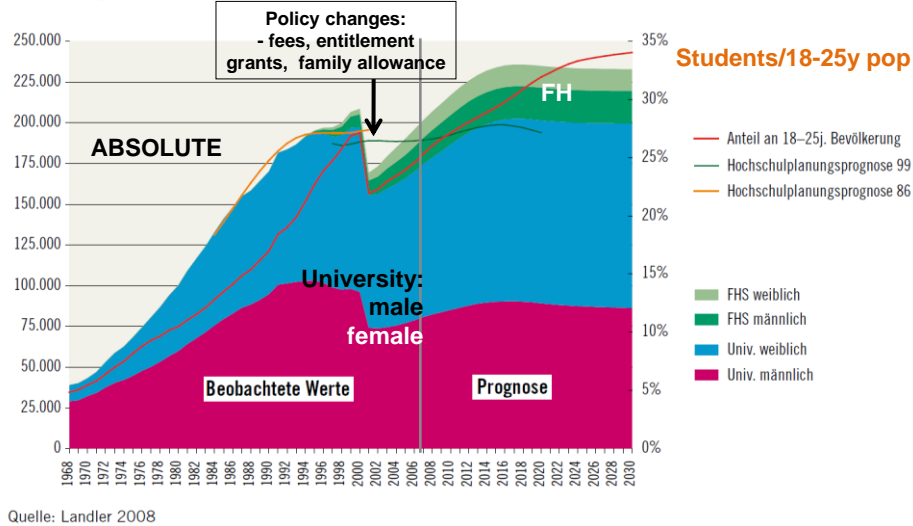
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Students University and FH

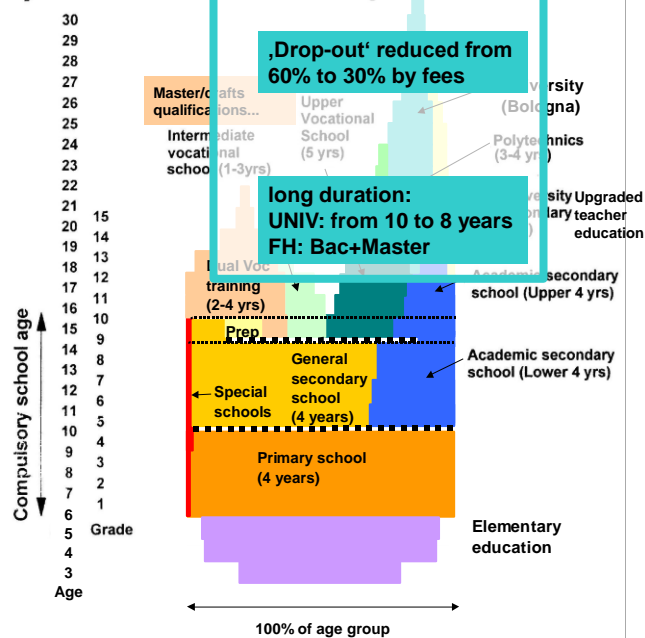
Abbildung 3.9-2:
Entwicklung der Studierendenzahlen bis zum Jahr 2030



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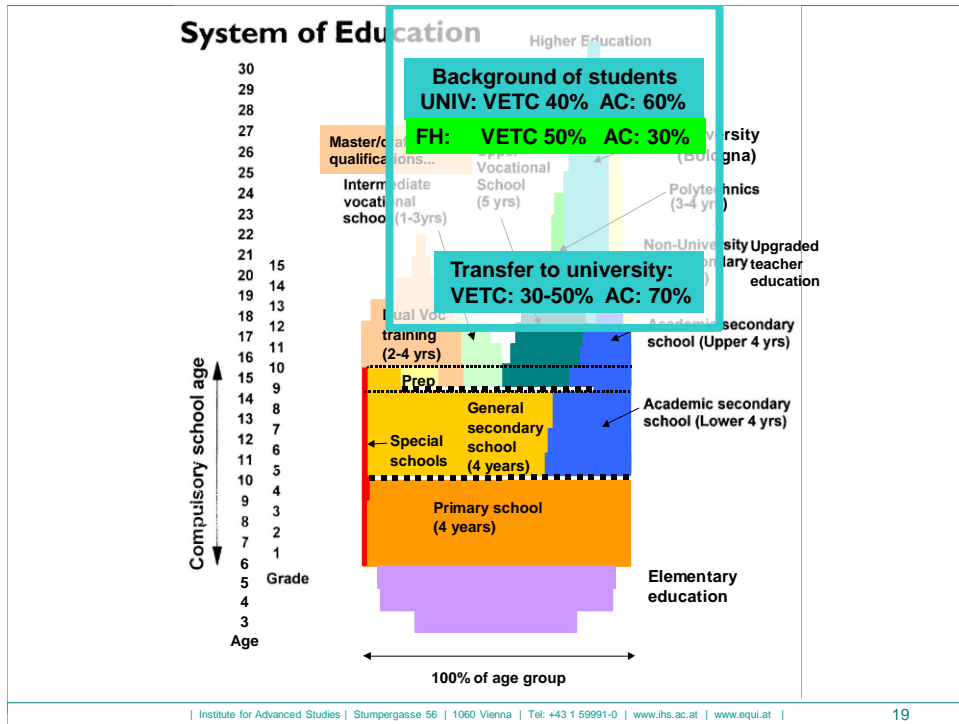
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System of Education



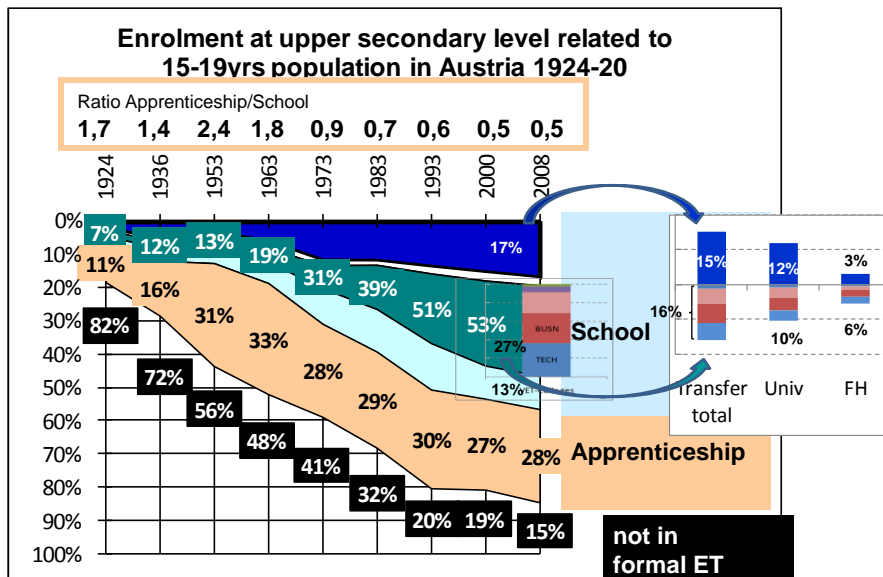
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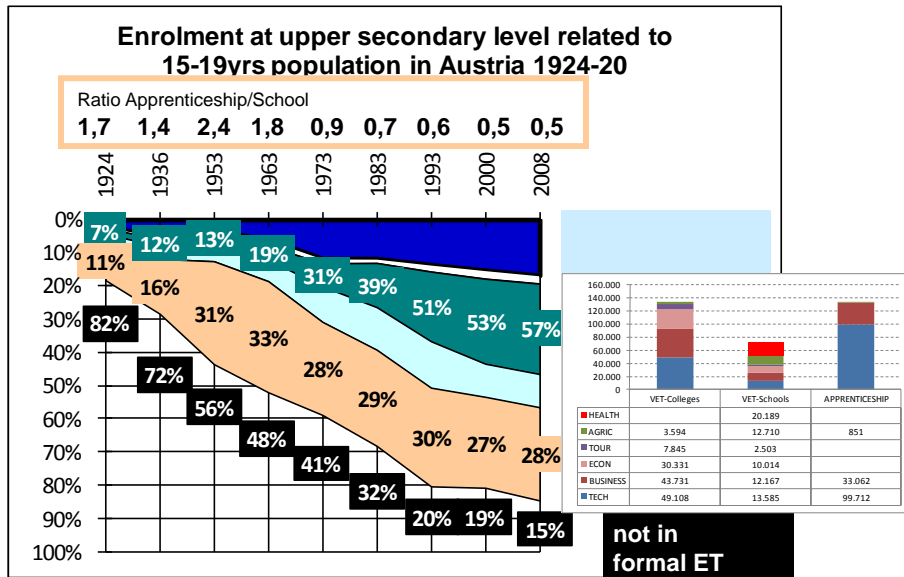


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‘Double qualifications’



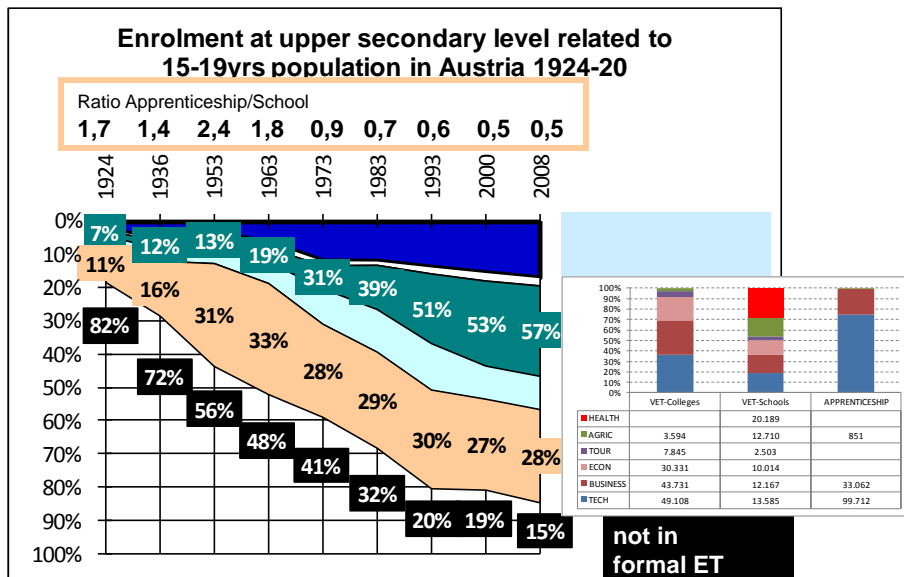
Dynamics in VET: ...since the 1970s



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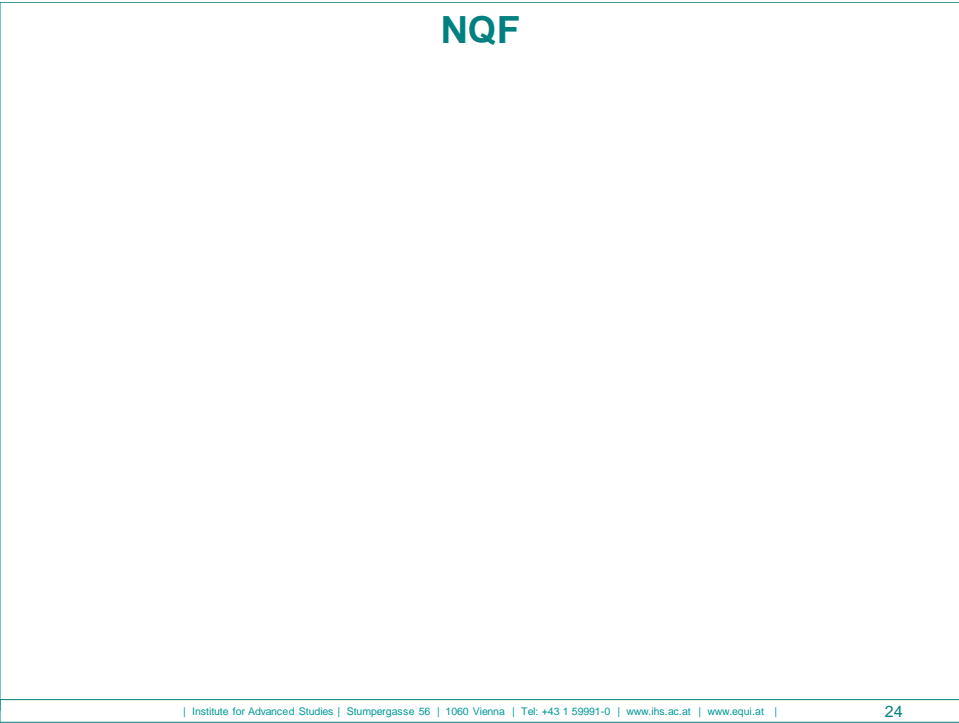
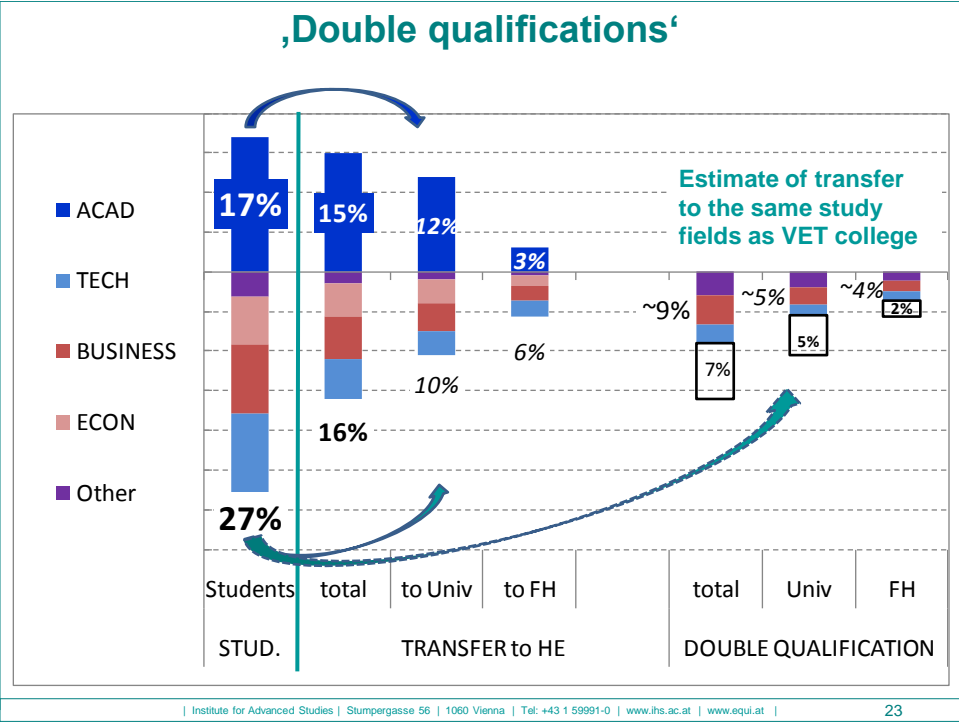
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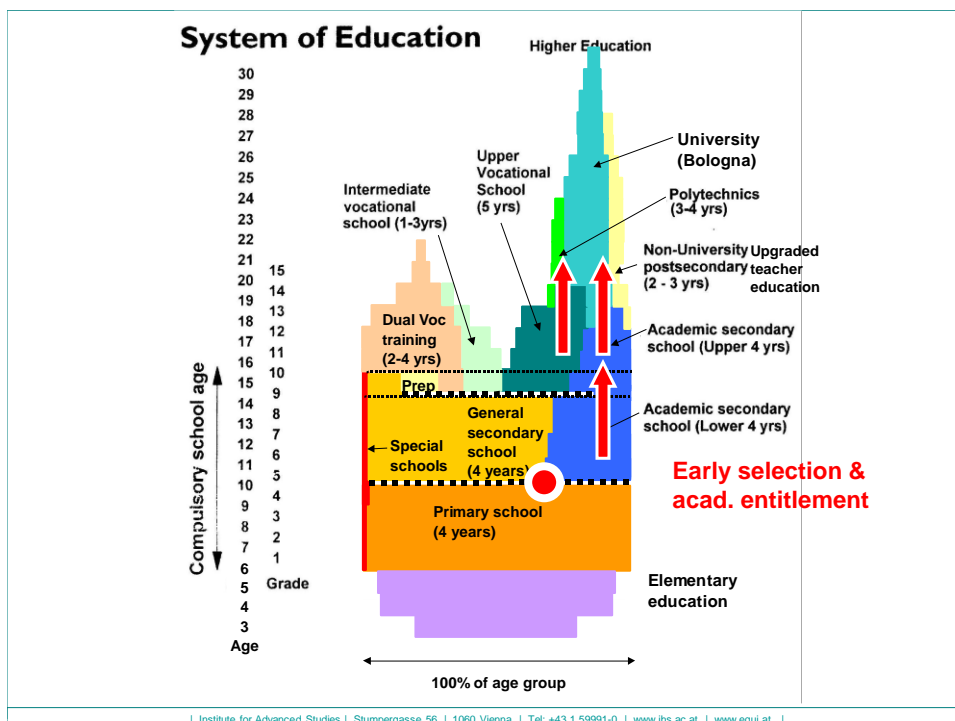
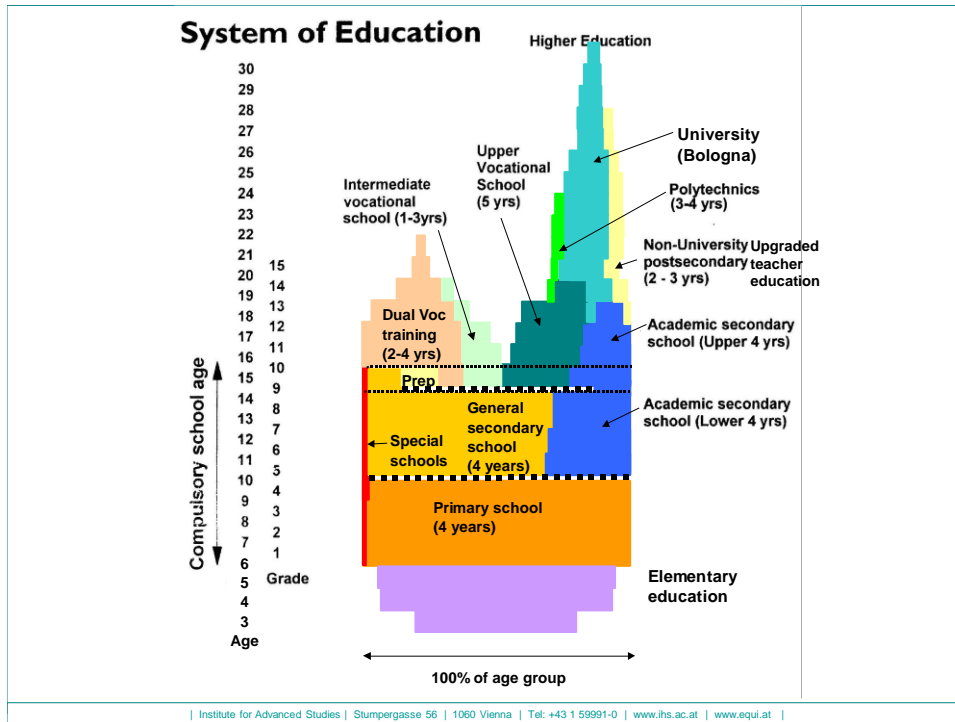
Dynamics in VET: ...since the 1970s

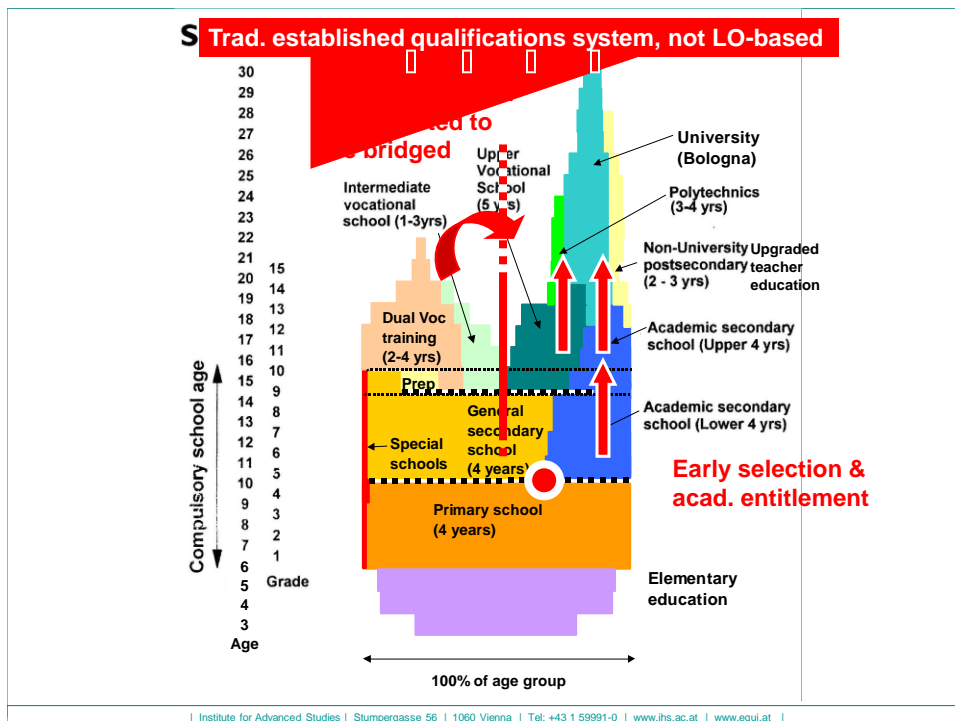
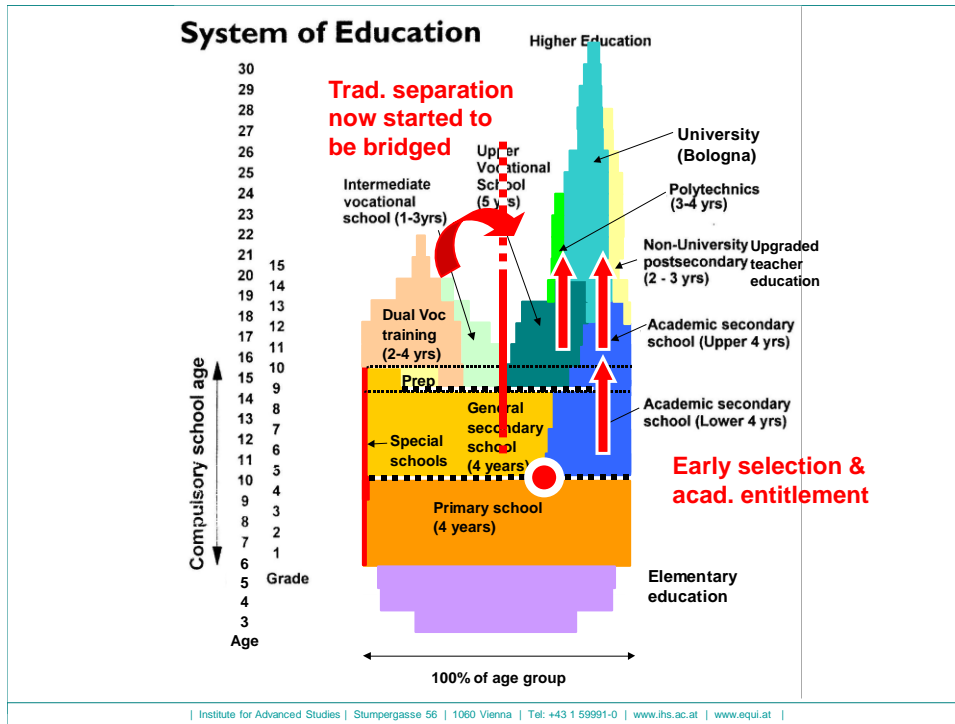


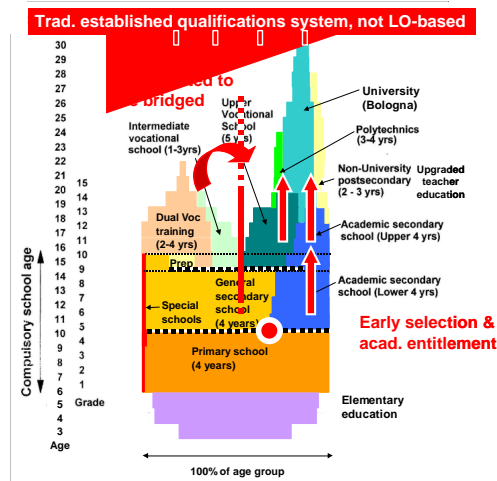
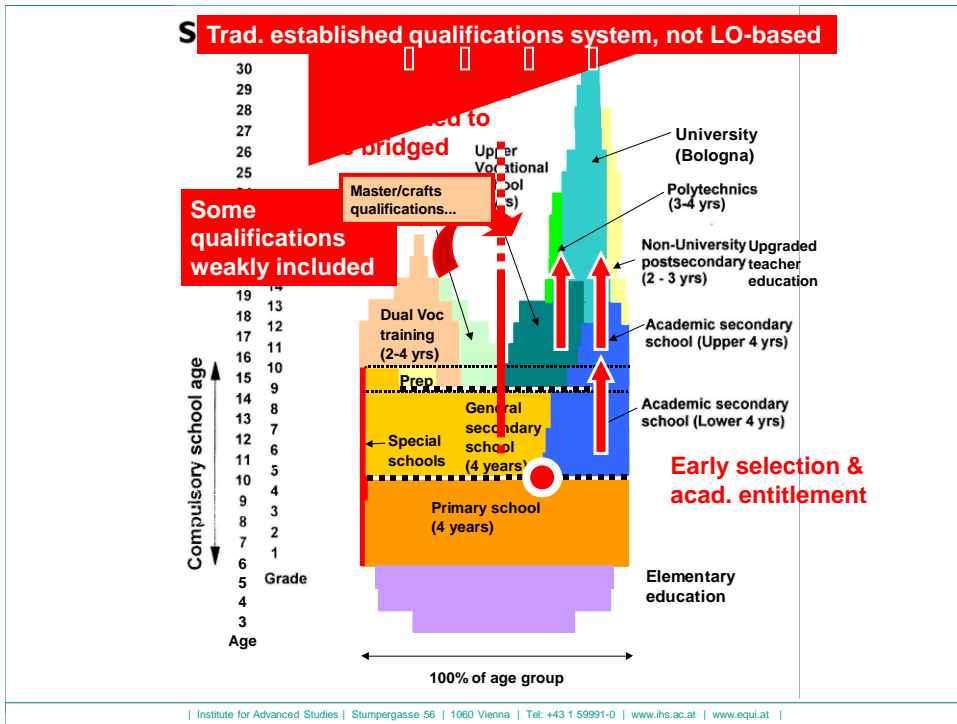
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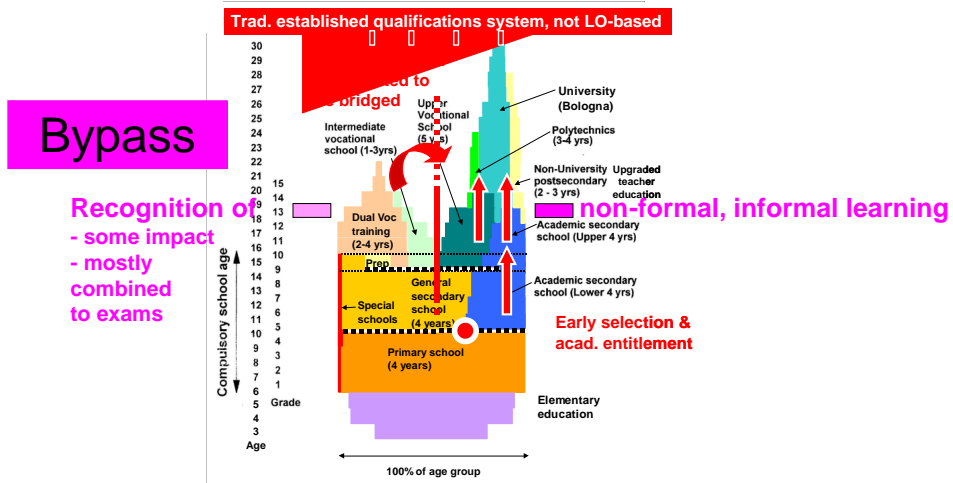
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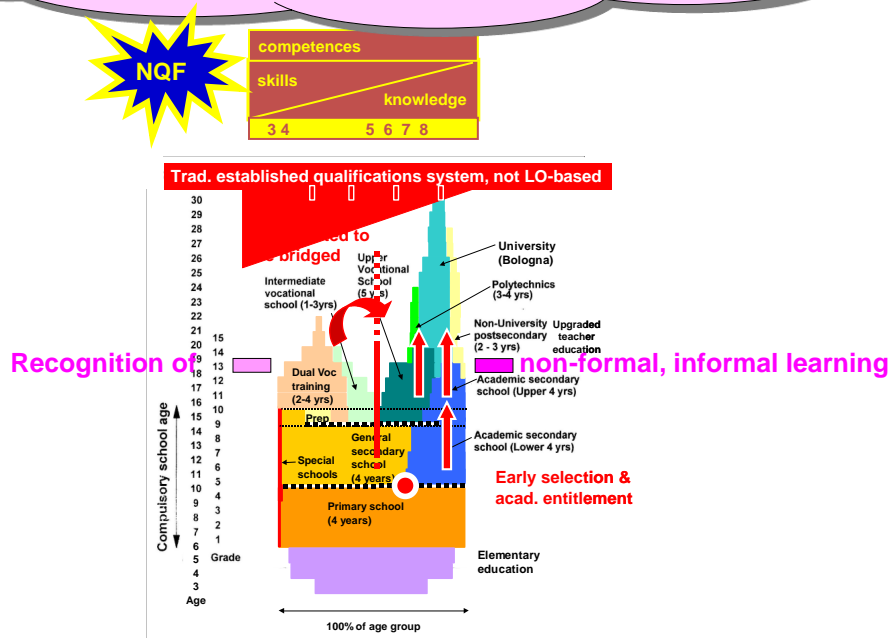
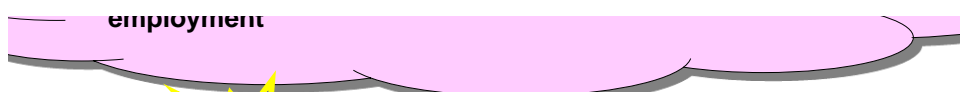




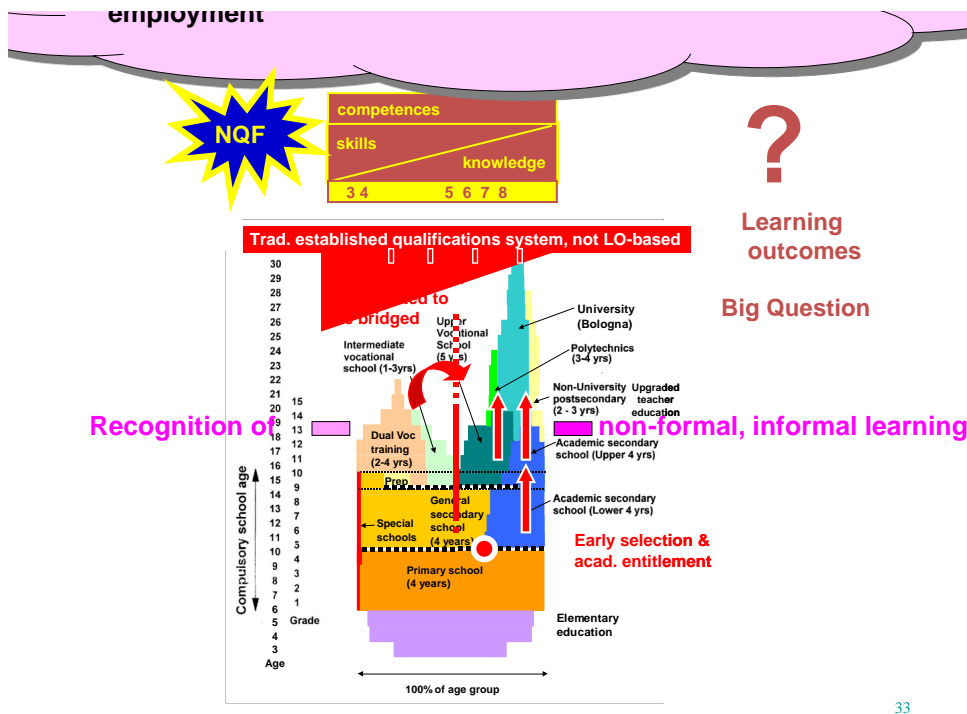




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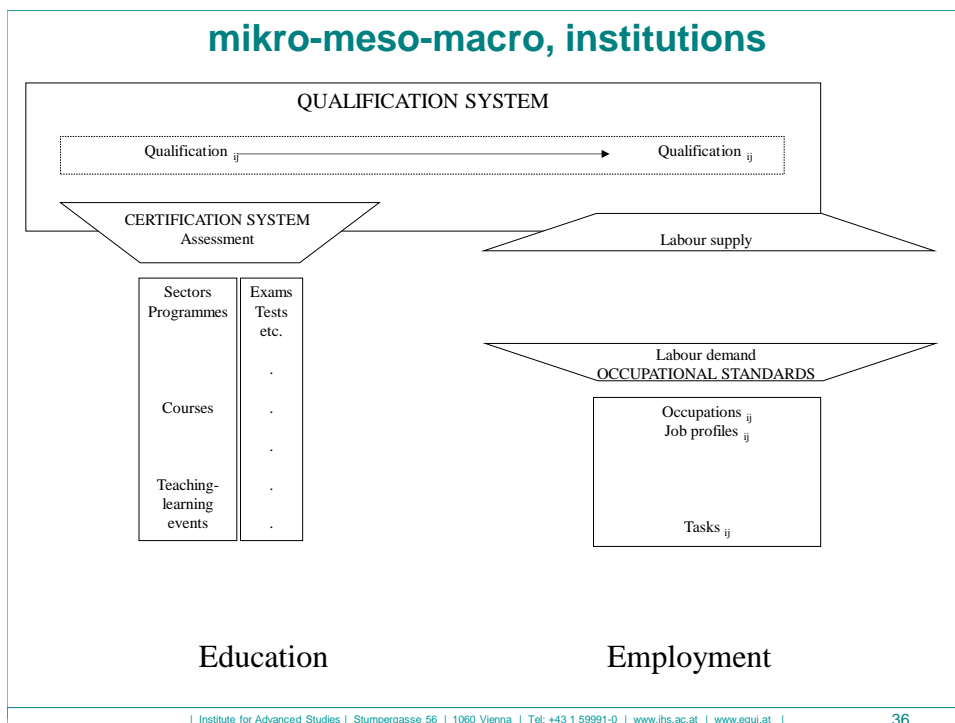
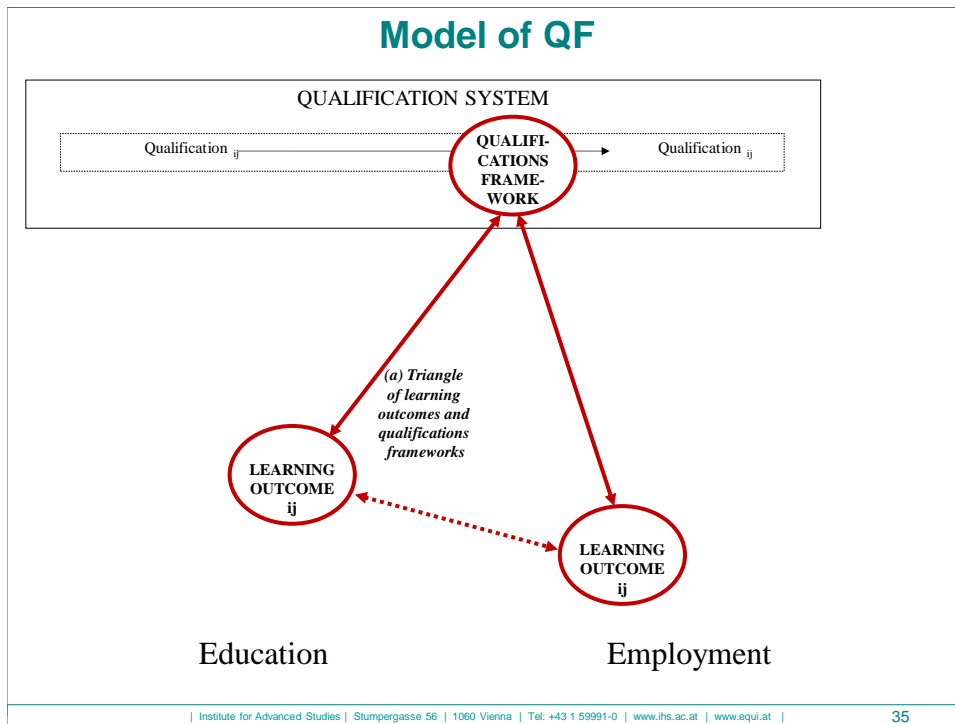
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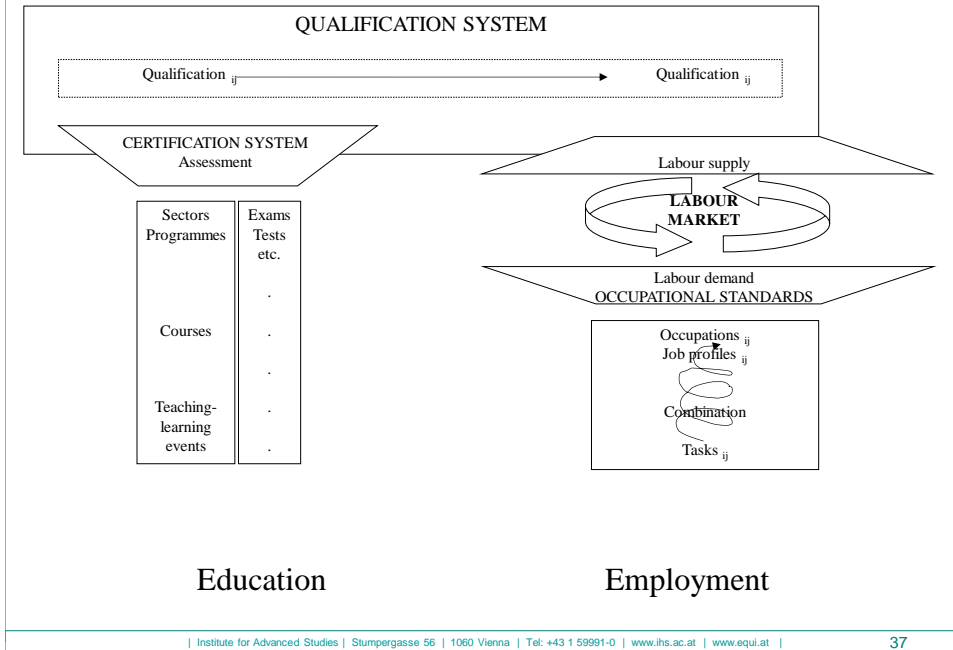
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Logic of QF

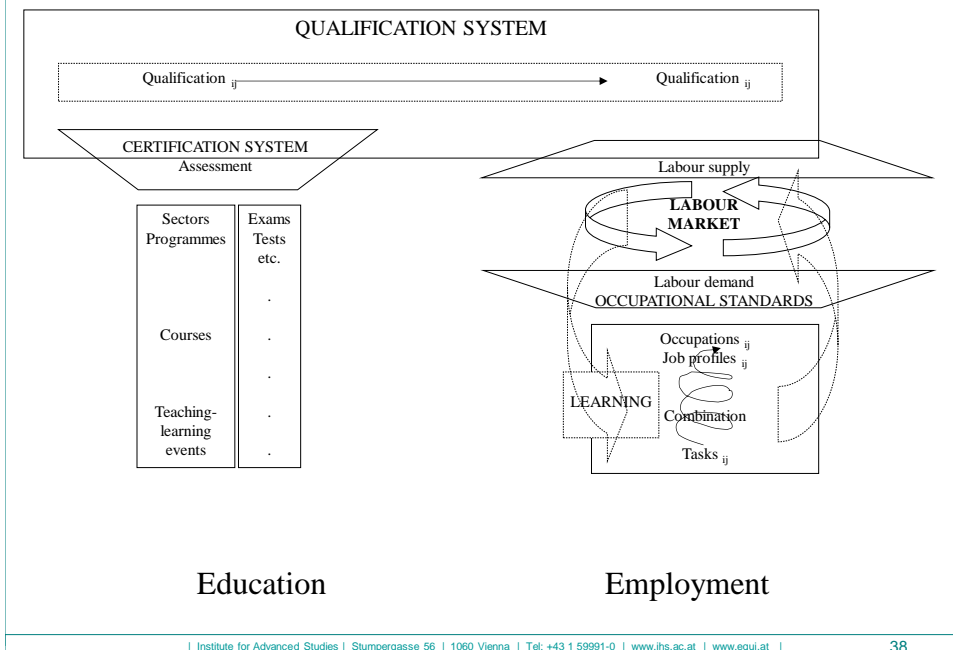
- 'Castle in the cyber space'?



Labour markets, occupational profiles

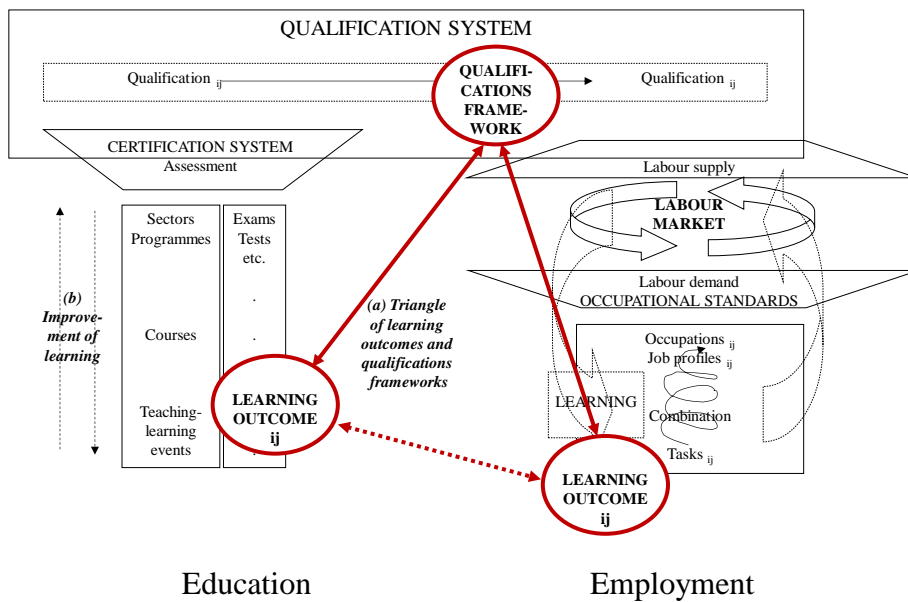


Learning, initial ET, continuing ET

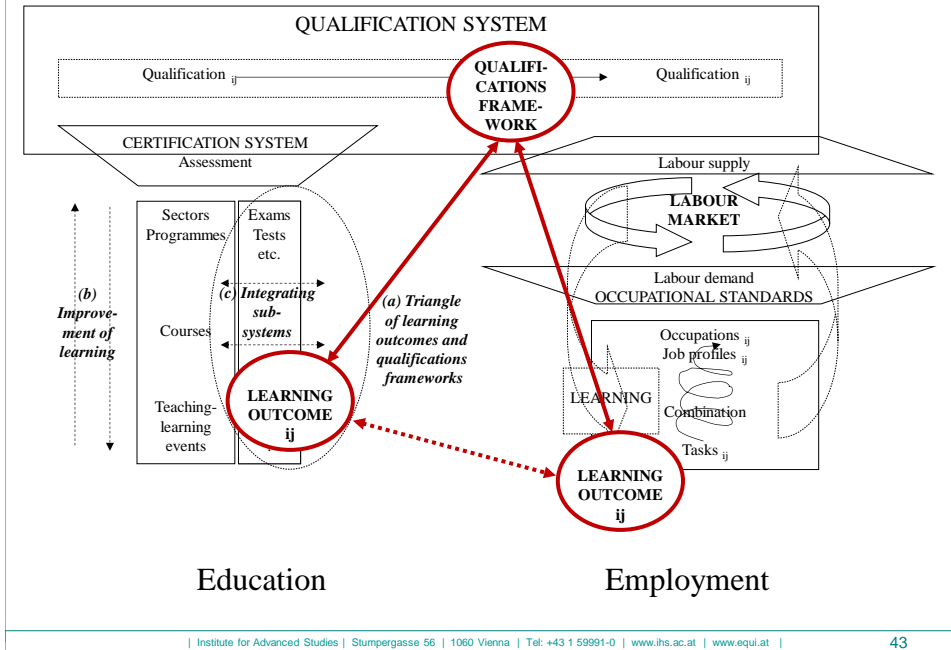


...and a set of further problems...

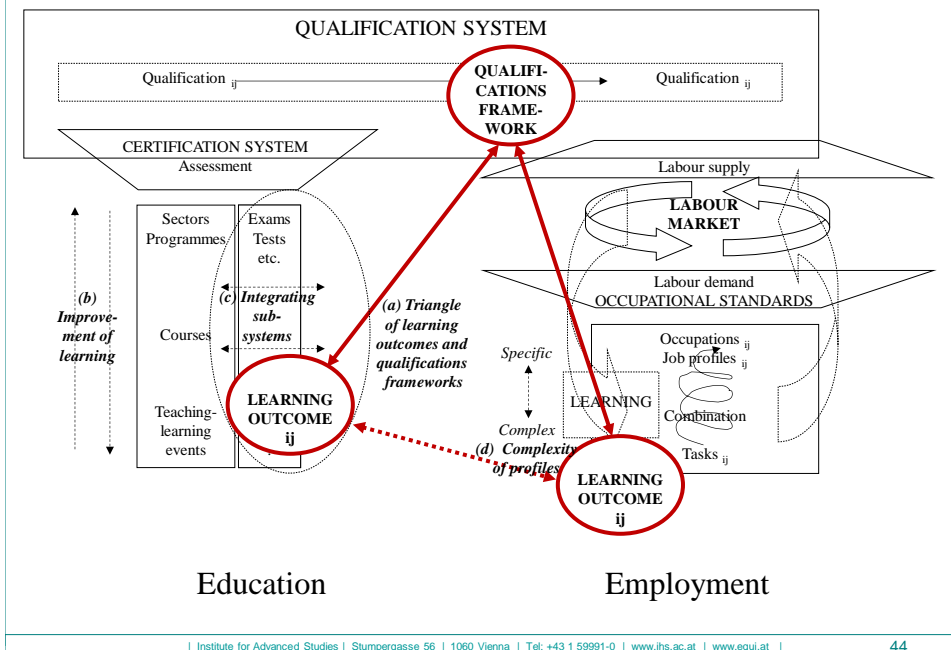
(1) Improvement of learning questionable



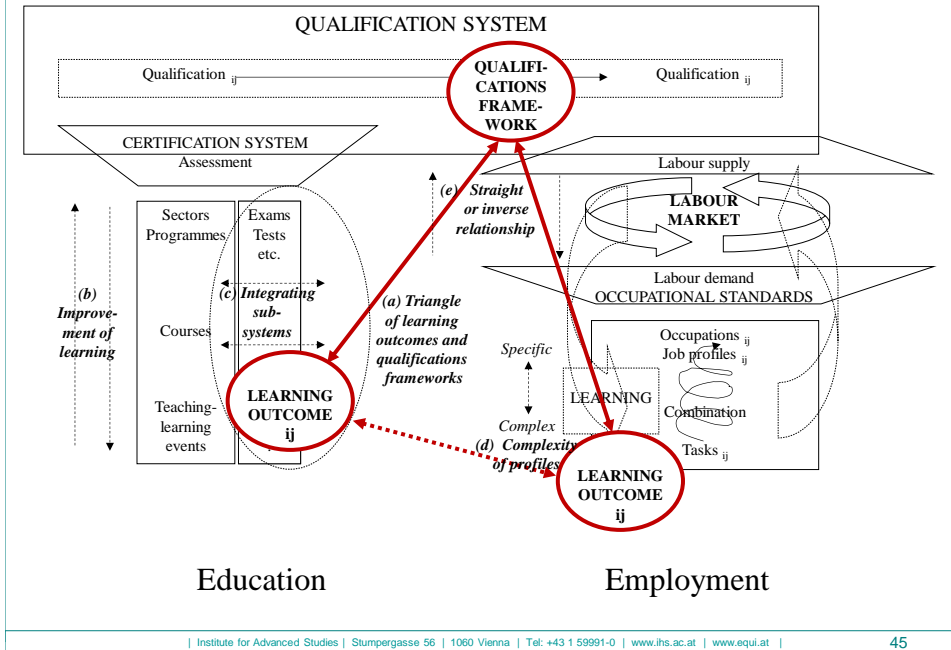
(2) integration of ET subsystems not likely



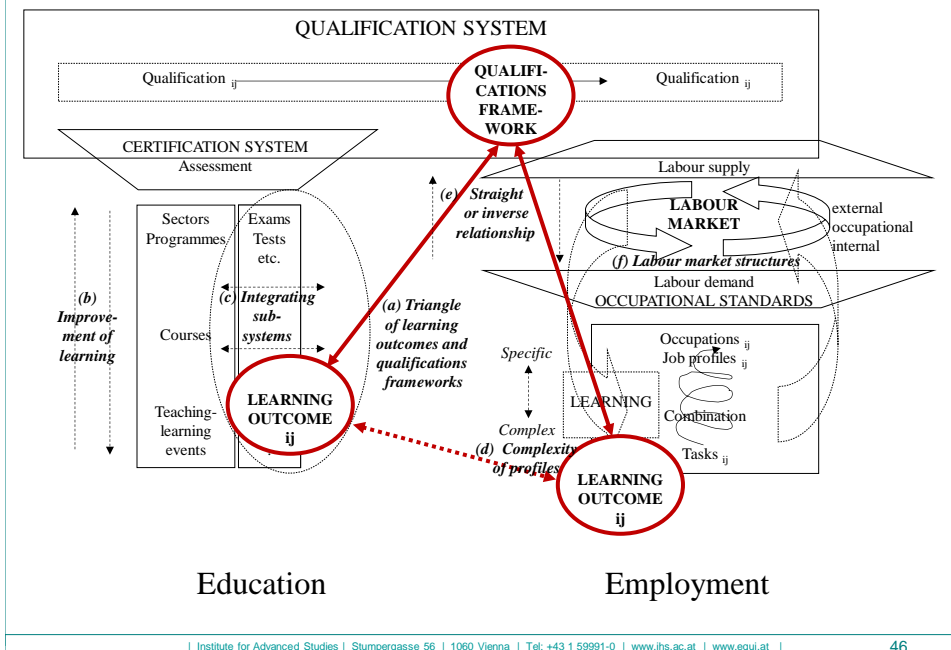
(3) complexity of employment profiles



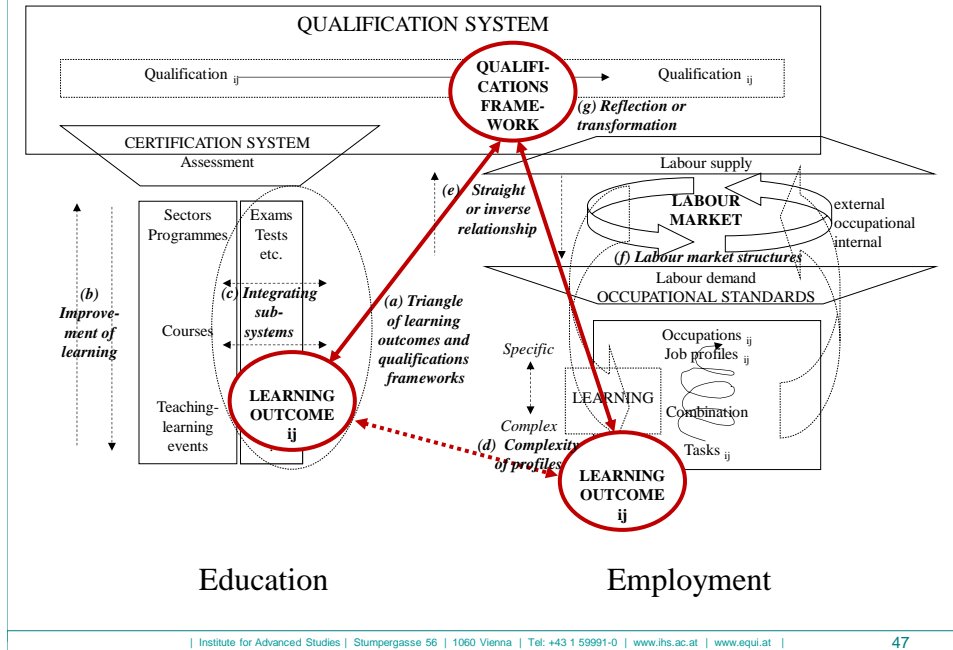
(4) ET-Empl: straight or inverse relationship?



(5) labour market structures

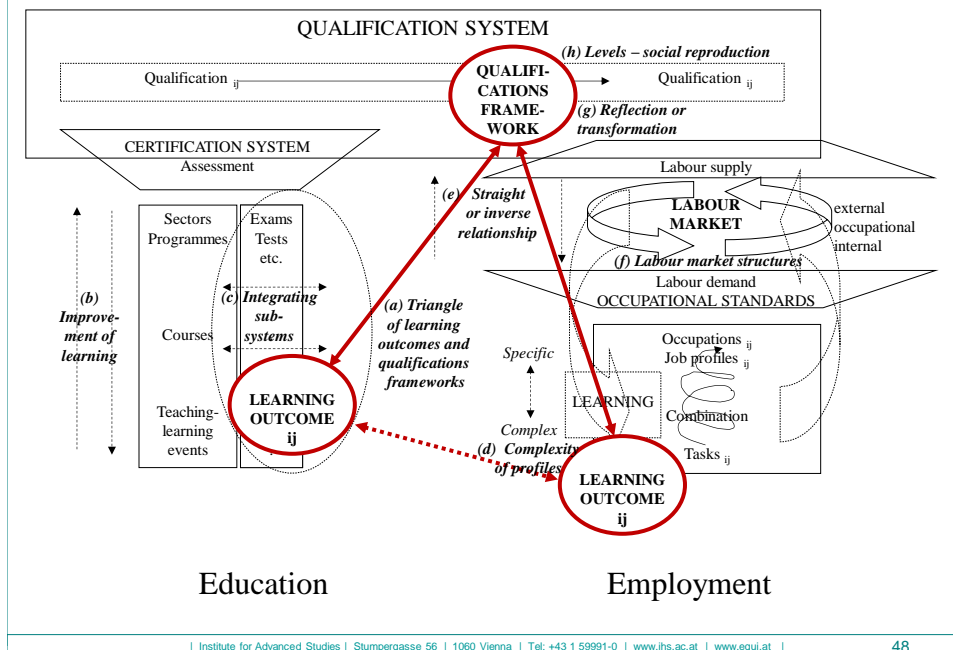


(6) reflection or transformation?



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(7) social reproduction through levels



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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...)

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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

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US Higher education



Mass

Elite

Uni-versal

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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

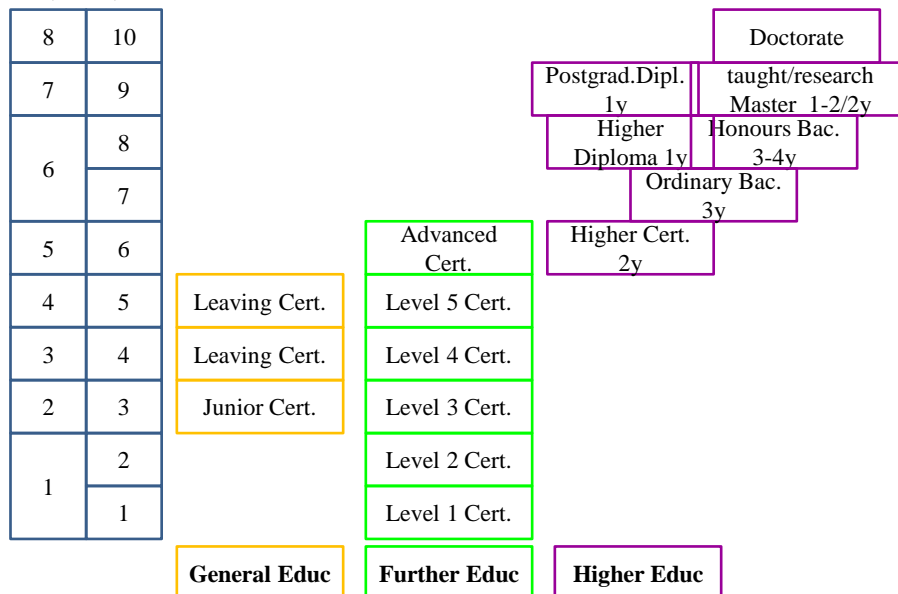
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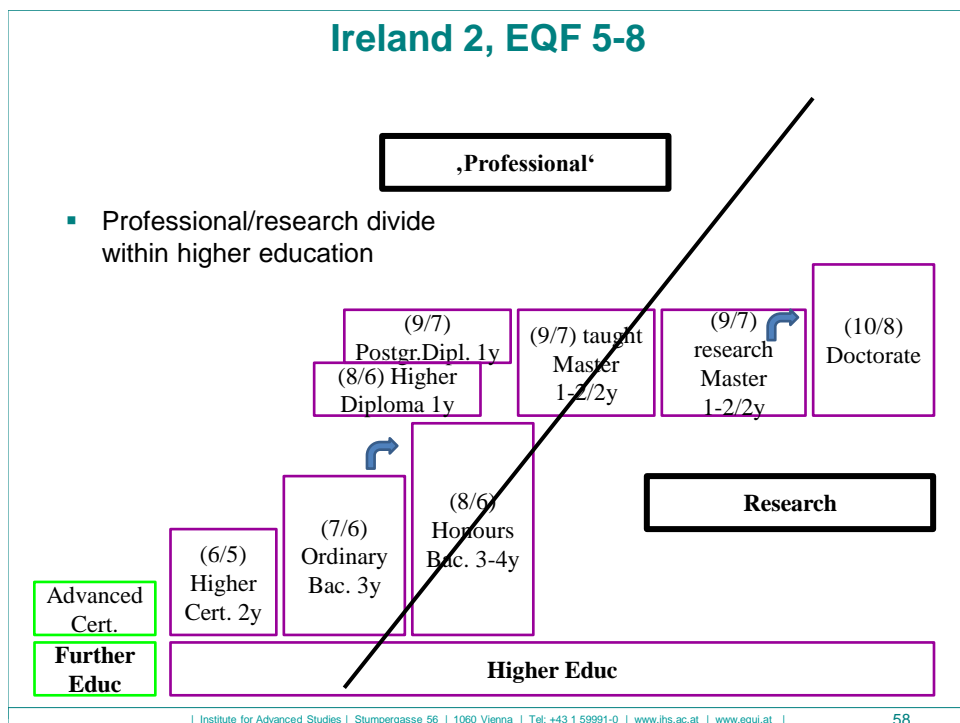
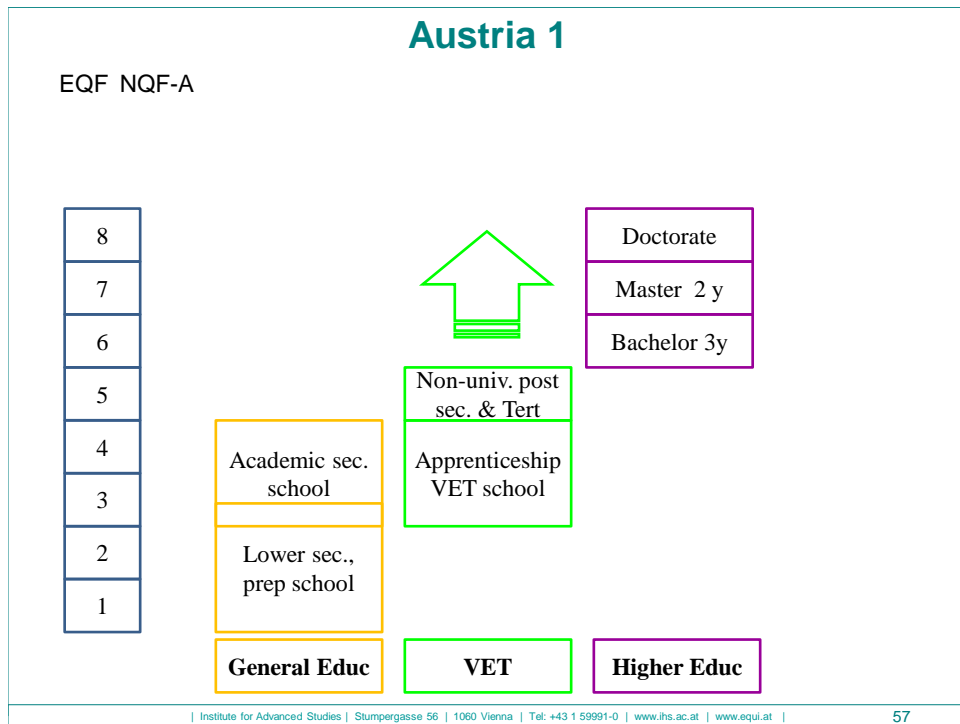
Different models of permeability

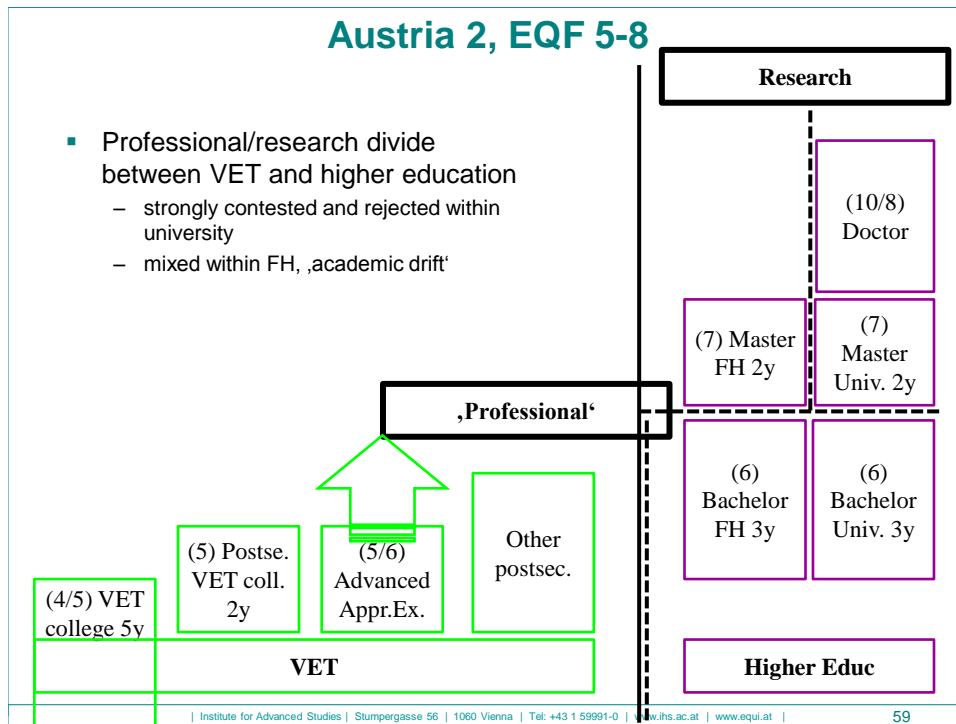
- Key issue: how is 'professionalism' institutionalised within higher education, in particular position of universities?
 - within higher education: example Ireland
 - within VET, separate from higher education: example Austria
- Debates about Bologna focus on the 'Humboldt Ideal' of the unity of research 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







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 'ilusion'

Don't forget...



The End



Material

