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Linking vocational to higher education

Johannes Karl Schmees

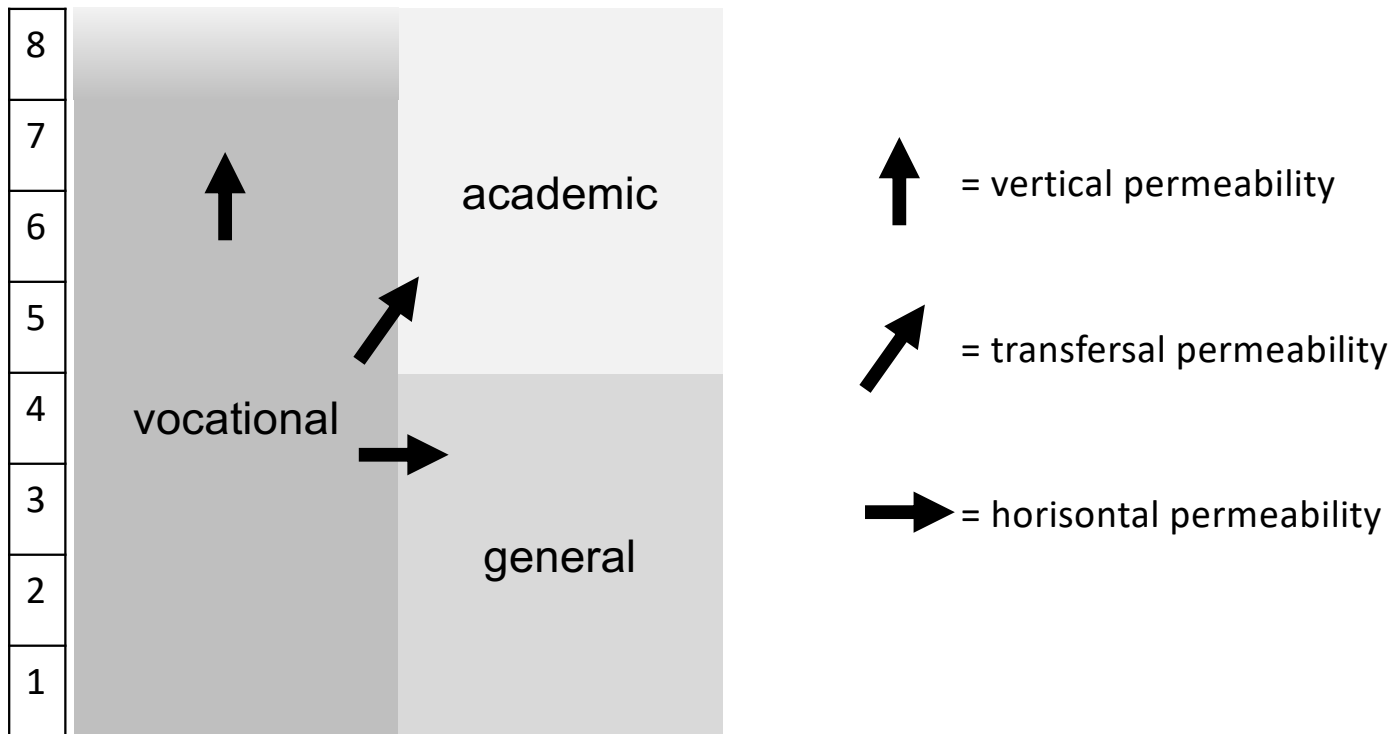
ADB Serendipity Knowledge Program in Sri Lanka
Colombo, 16 November 2023

Objectives for linking vocational (VET) and higher/tertiary education (HE)

- Enabling upward social mobility through education – no dead ends
- Hybrid skills are required in the labour market
- Making HE more relevant for the (local) economy
- Elevating the attractiveness of VET
- Because other countries are doing it 😊

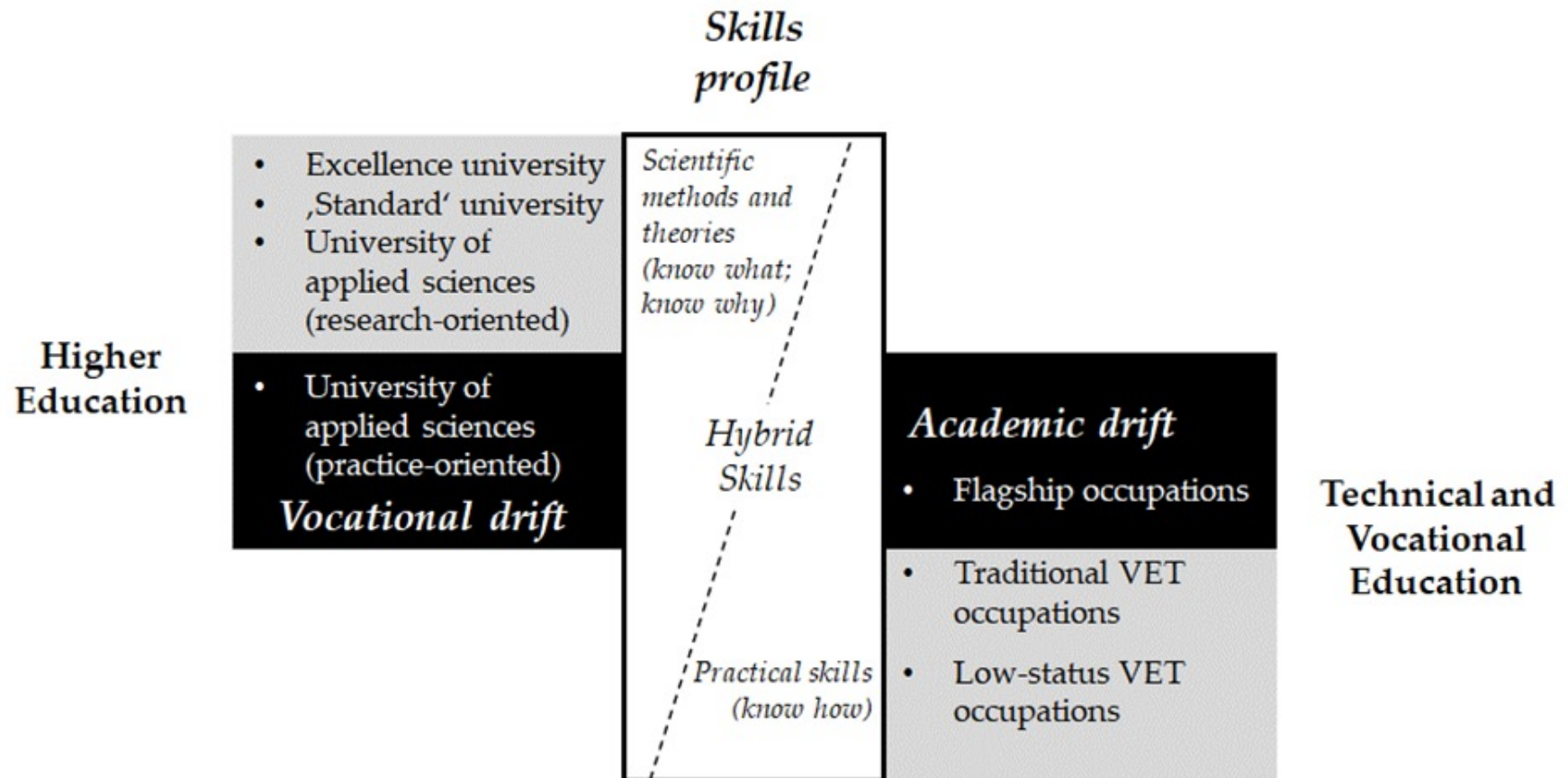
(partly based on Entemann et al., 2022)

Three types of permeability



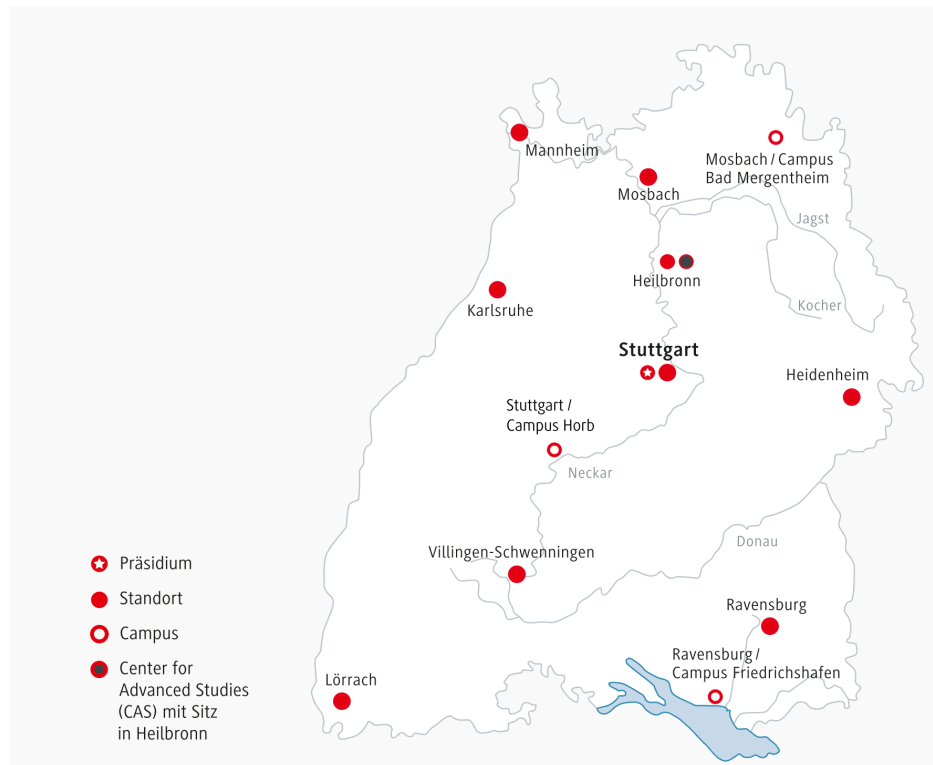
(based on Schmees, 2022; Hemkes 2018)

Hybrid Skills



(Euler 2021, in Entemann et al., 2022)

Baden-Wuerttemberg as industrial powerhouse of Germany



- Baden-Wuerttemberg Cooperative State University was founded to support the development of the local industry and their required skills
- In the so-called dual study programmes students combine a VET qualification with a HE degree

(<https://www.dhbw.de/die-dhbw/standorte>)

Dual study programmes in the Palestinian territories

- Al-Quds University in East Jerusalem, in partnership with more than 250 companies and with the support of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the Baden-Wuerttemberg Cooperative State University, offers five dual studies programmes.
- Steering committee incl. representatives of the private sector suggest amendments of the curricula etc. to the university management
- The practical in-company training accounts for 40% to 50% of the dual study programmes



(<https://www.giz.de/en/worldwide/121832.html>)

Objectives for linking VET and HE in Sri Lannka?

Questions & Comments

Dimensions for linking VET and HE

Access	Recognition	Connections	(Diversity)
unlimited qualifications/ certificates entrance examinations <i>combinations</i>	case-based (mutual) recognition of qualifications <i>combinations</i>	programme-/subject- related organisation-related <i>combinations</i>	career/academic counselling financing support structure culture for/of diversity <i>etc.</i>

(based on Bernhard 2017, 42–62)

Access

Supplementary Year for VET students (NO)

Students in the vocational track (2+2 system) at the upper secondary level can change their track after the second school-based year in order to access higher education directly after three years.

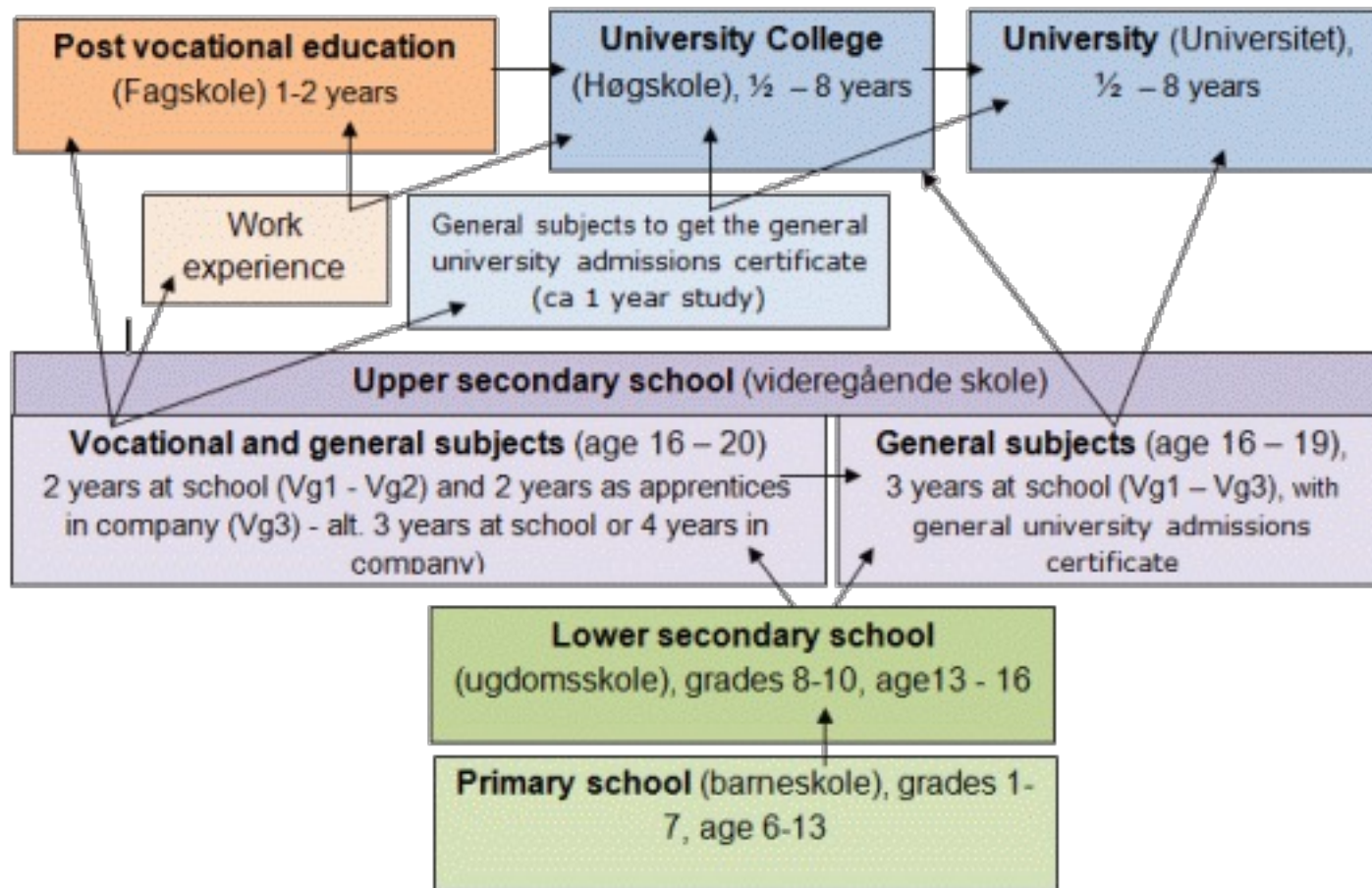
Stepping towards Hogeschool (NL)

Permeability between vocational education and training (MBO) and higher education (HBO) is firmly anchored in the education system.

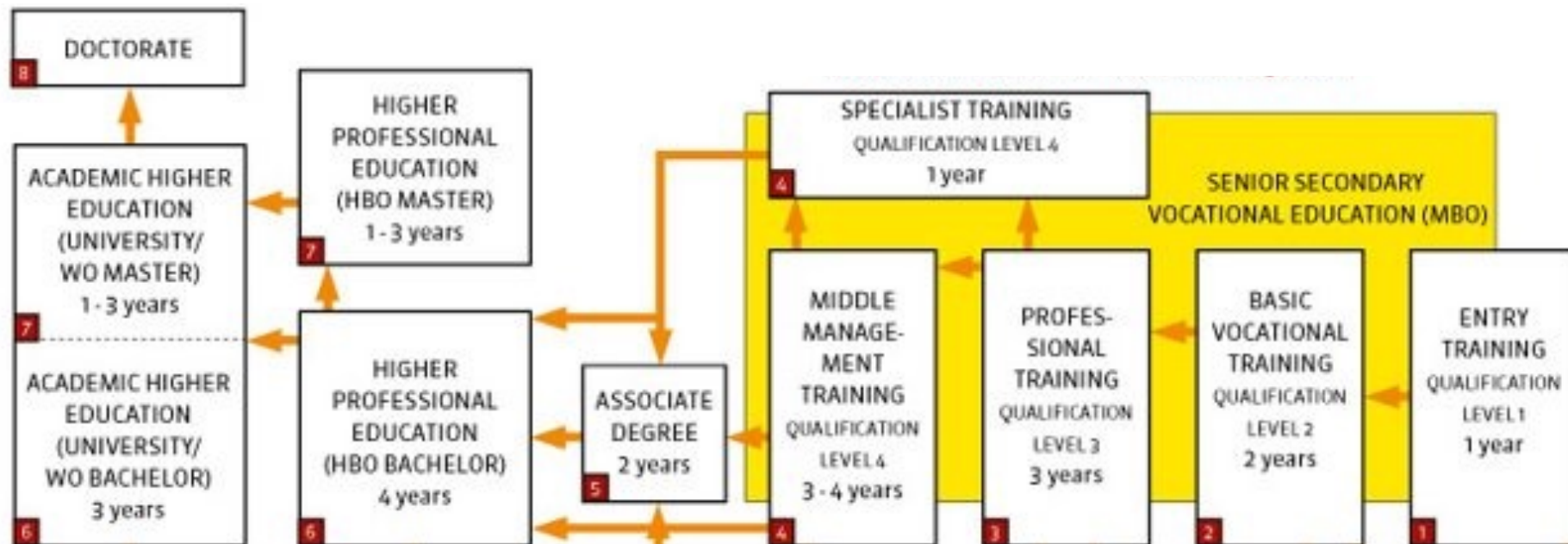
Open University (UK)

Generally no barriers to entry a particular degree programme. Readiness to study is determined *ex-post* instead of predicted *ex-ante*.

Supplementary Year for VET students (NO)



Stepping towards Hogeschool (NL)



(<https://www.tio.nl/en/companies/educational-levels/>)

Where access is limited and non-functional in the Sri Lankan education system?

Questions & Comments

Recognition

Training for early childhood educators (DE)

Recognition of educator training (in VET schools) towards a degree programme in education possible (at HE institutions) in a pilot project in Lower Saxony, Germany.

Australian Qualification Framework (AU)

Transitions between the qualifications are specifically anchored in the Australian Qualification Framework.

Higher National Certificate/Diploma (UK)

Hybrid certificates can be acquired on the path to a Bachelor's degree. These certificates can be acquired at Further Education Colleges but can be recognised at universities.

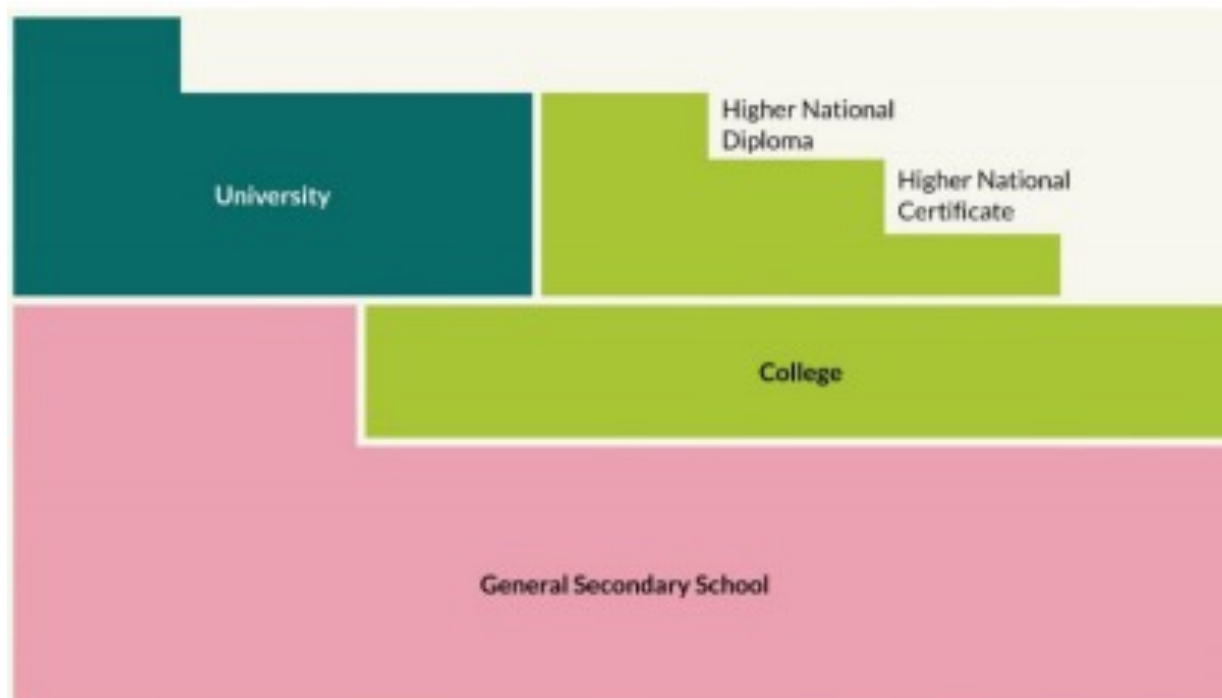
(see Müller & Geiger 2013; Schmees et al. 2019; Pilz 2019)

Australian Qualification Framework (AU)

Credit agreements negotiated between issuing organisations for credit for students towards higher level AQF qualifications in the same or a related discipline, having taken into account 2.1.9, should use the following as the basis of negotiations:

- 50% credit for an Advanced Diploma or Associate Degree linked to a 3 year Bachelor Degree
- 37.5% credit for an Advanced Diploma or Associate Degree linked to a 4 year Bachelor Degree
- 33% credit for a Diploma linked to a 3 year Bachelor Degree
- 25% credit for a Diploma linked to a 4 year Bachelor Degree.

Higher National Certificate/Diploma (UK)



Where recognition is needed in
the Sri Lankan education system?

Questions & Comments

Connection

Dual study programmes (DE)

Companies together with universities of applied sciences offer programmes where a training qualification is combined with a higher education degree.

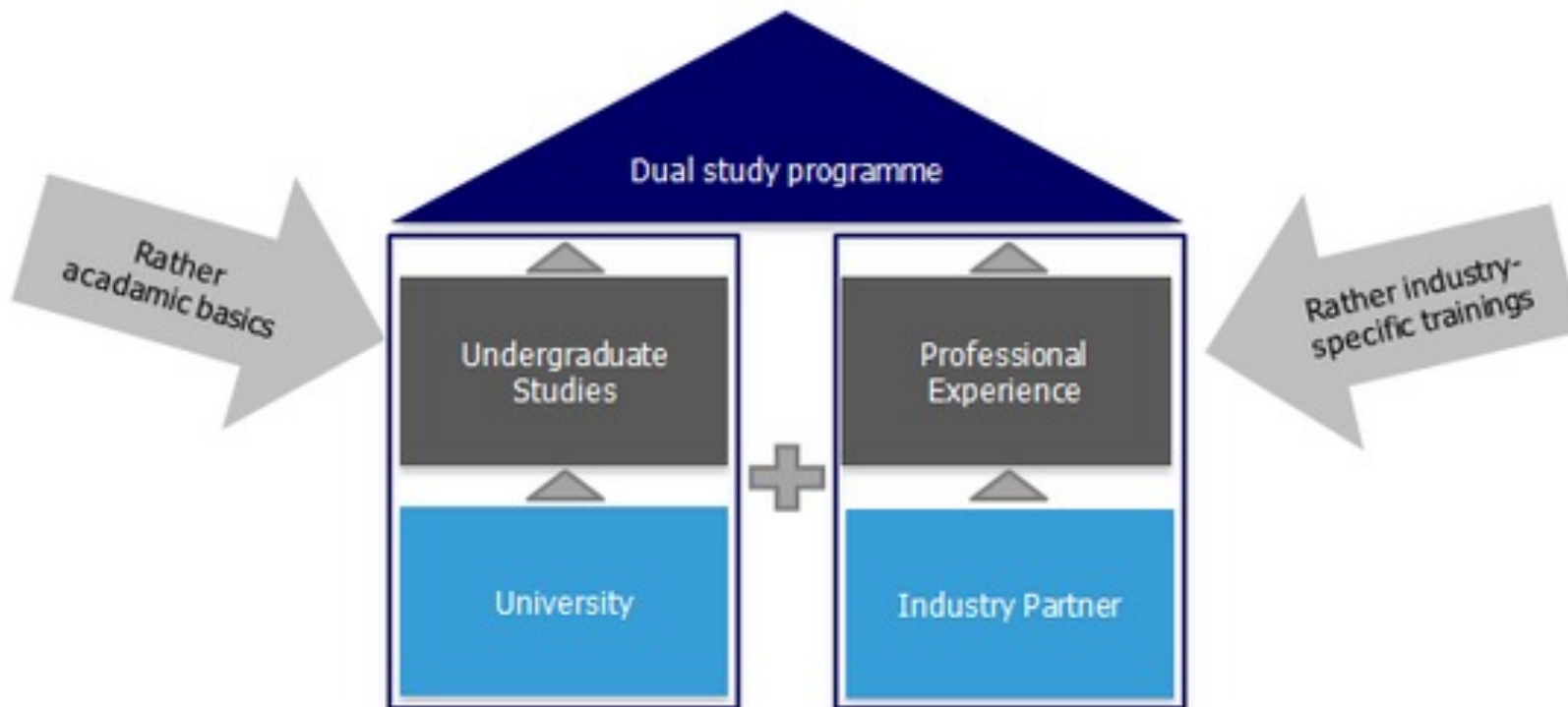
Associate Degree (NL)

VET schools together with universities of applied sciences (hogeschool) offer associate degrees that are later fully recognised towards a bachelor at hogeschools.

Connected curriculum (NL)

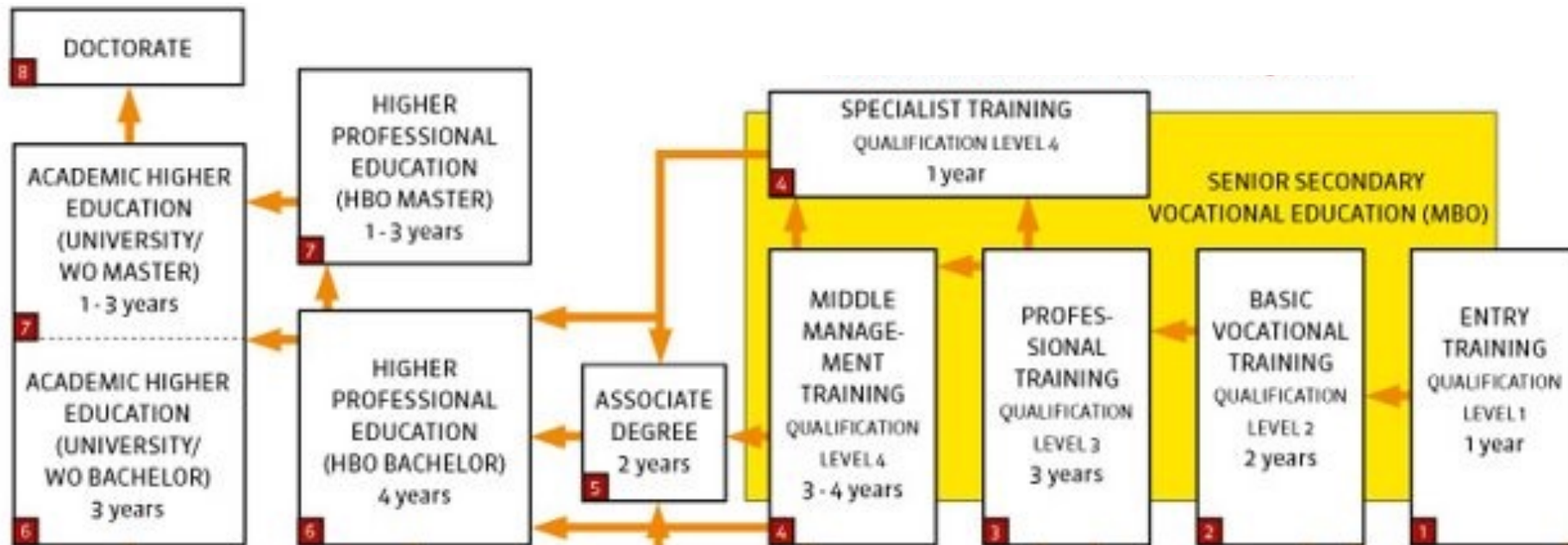
The curriculum is designed in a way that integrates different qualification levels with each other. When progressing to the next qualification level fewer .

Dual Study programmes in Germany



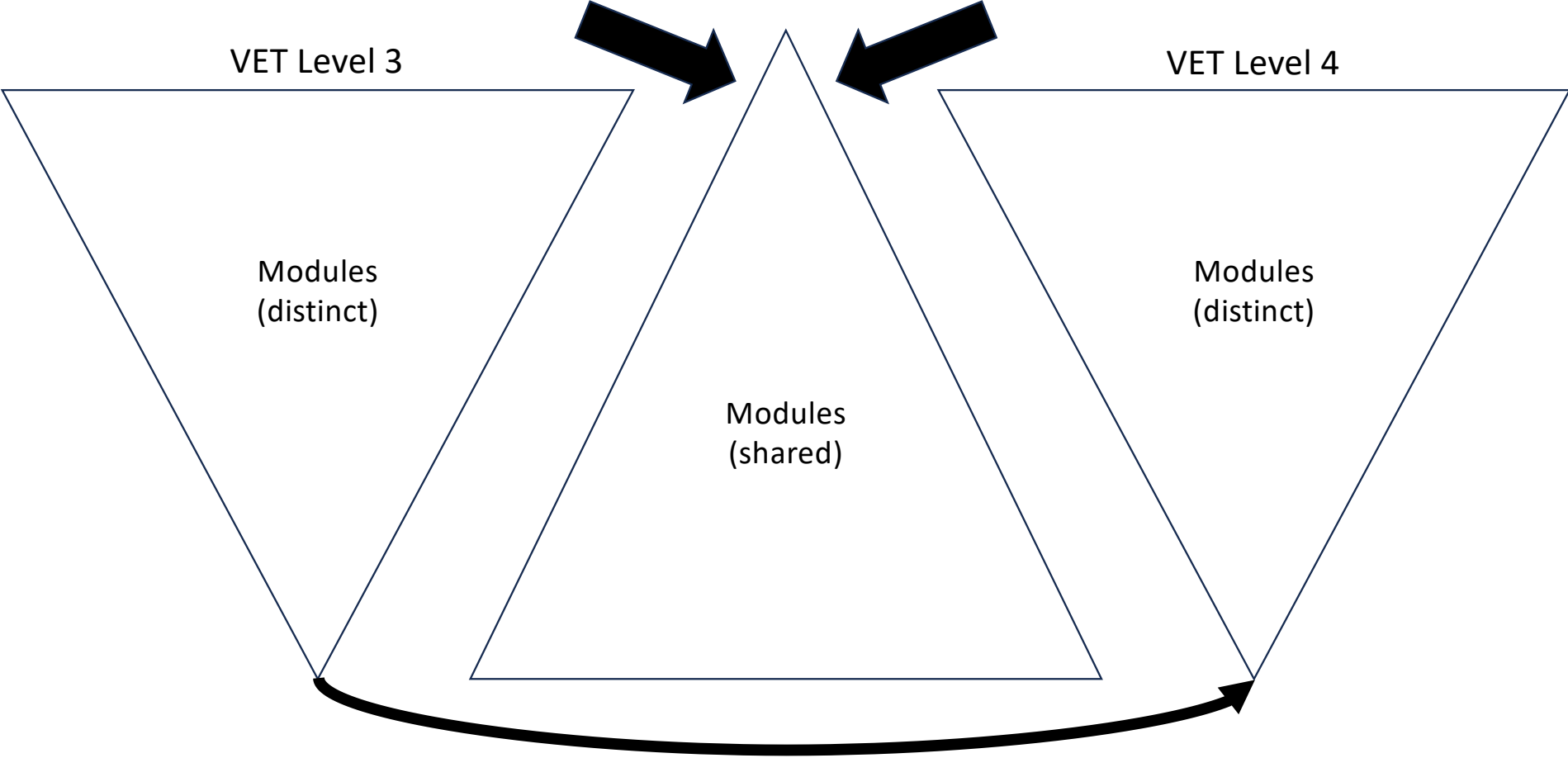
(<https://www.hs-osnabrueck.de/go-dual-south-africa/dual-study-concept/>)

Associate Degrees in the Netherlands



(adapted from <https://www.tio.nl/en/companies/educational-levels/>)

Connected curriculum (NL)



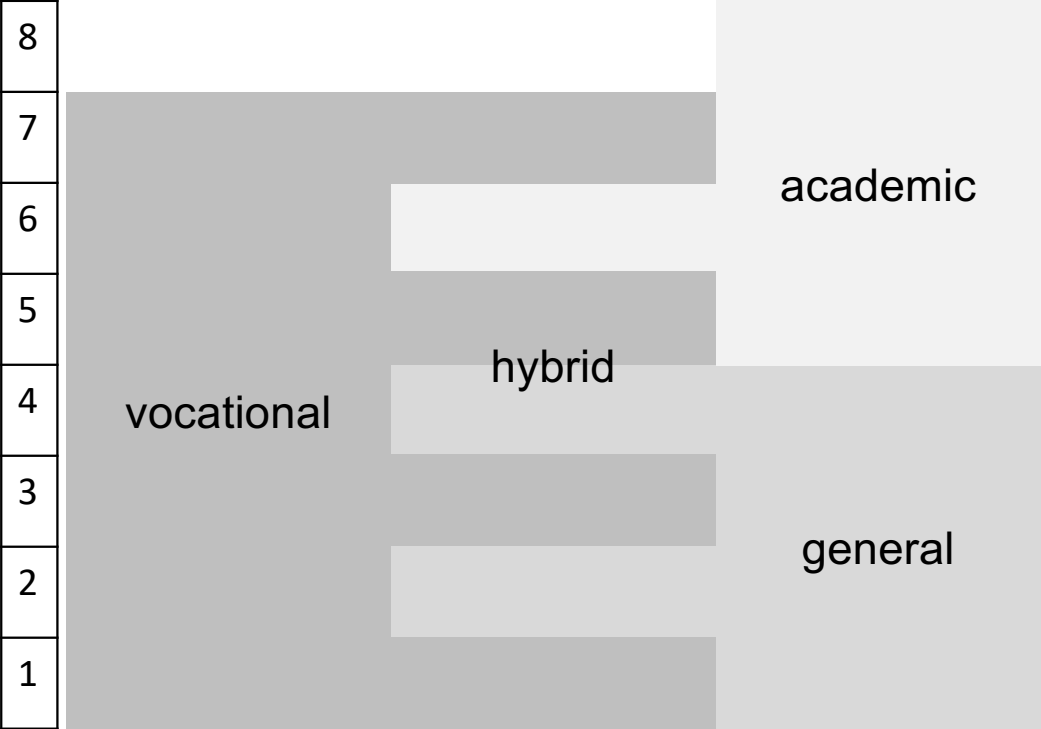
Where Sri Lanka needs to establish
new organisational or curricular
connections between VET and HE?

Questions & Comments

Interim summary and further thoughts

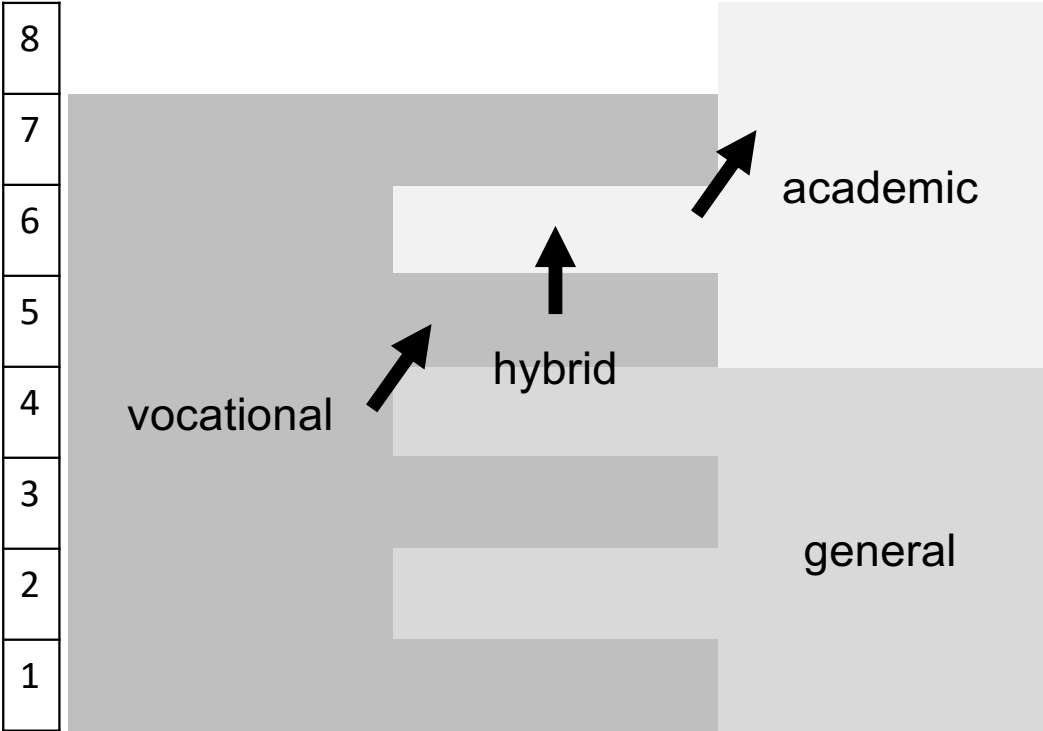
- Linking VET and HE strategies can be observed in many education systems around the world.
- These strategies are always accompanied by phenomena of non-permeability, as the reforms encounter existing structures whose logics are initially also enforced in the changed structures.
- These new barriers need to be analysed and problematised again and again in order to open up opportunities to develop potential for as many people as possible.

Hybridisation in education



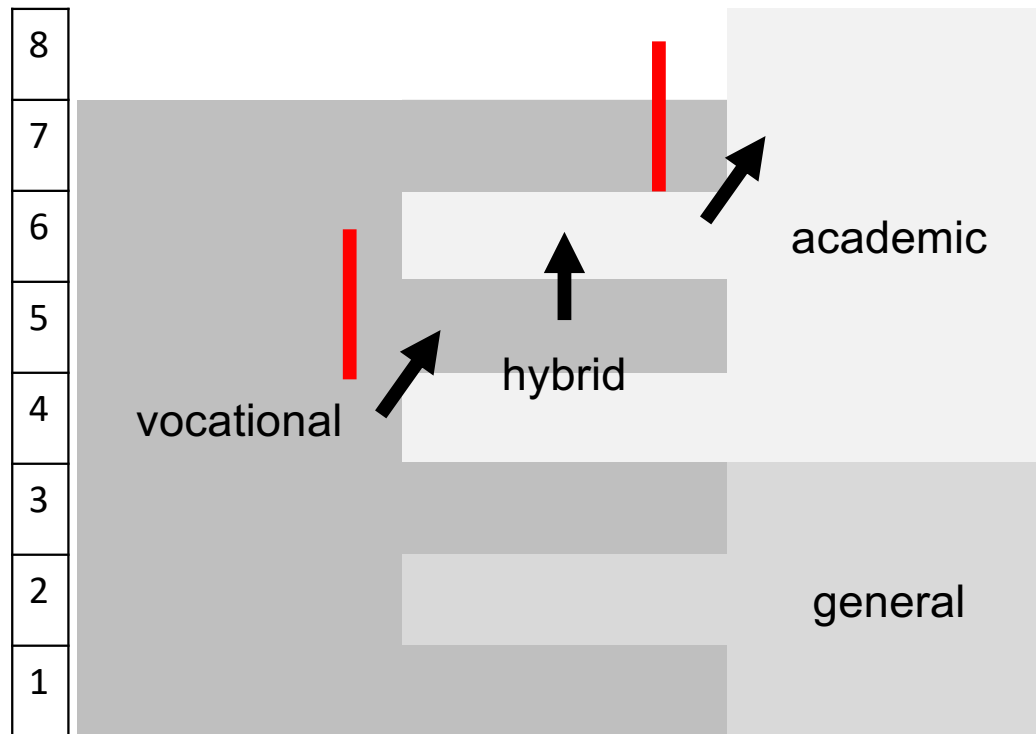
(based on Schmees, 2022)

Hybridisation in education



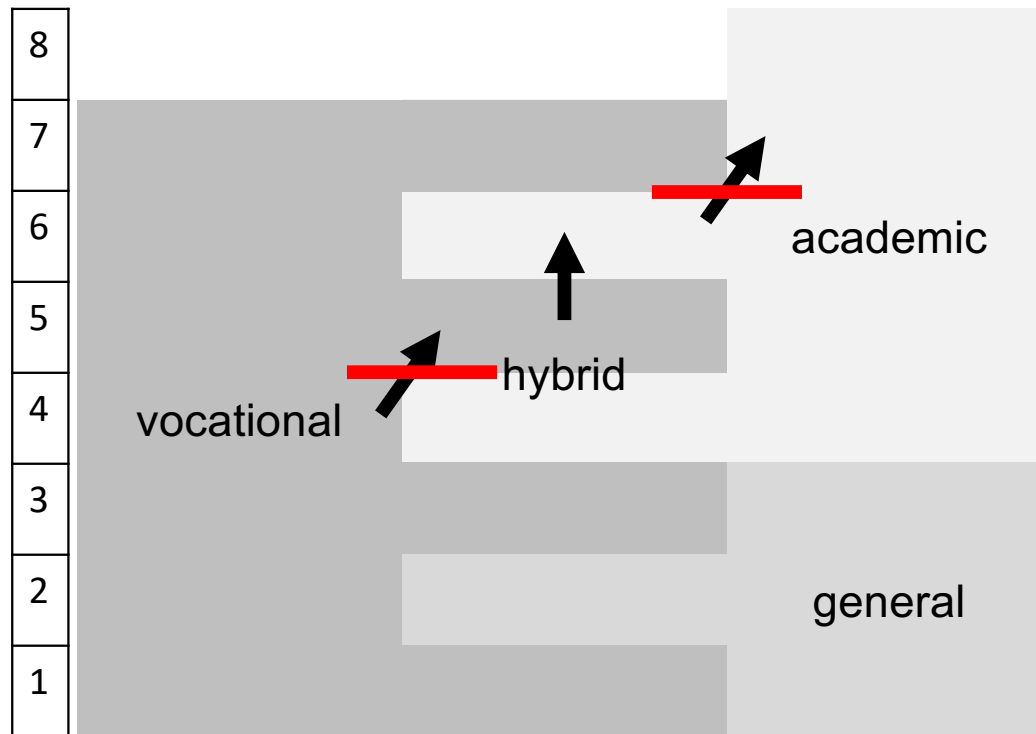
(based on Schmees, 2022)

Hybridisation in education – two-door-concept



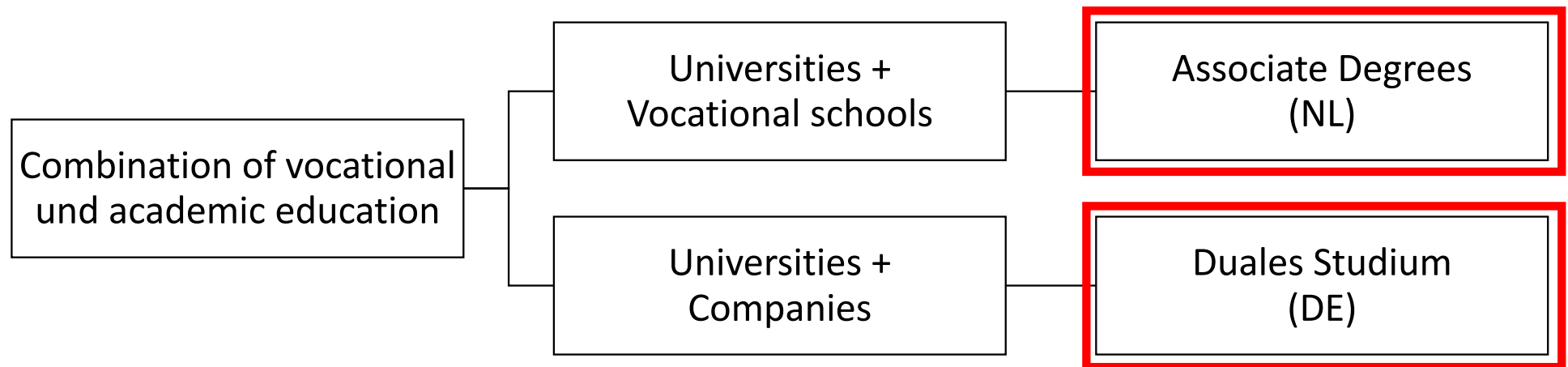
(based on Schmees, 2022)

Hybridisation in education – two-door-concept



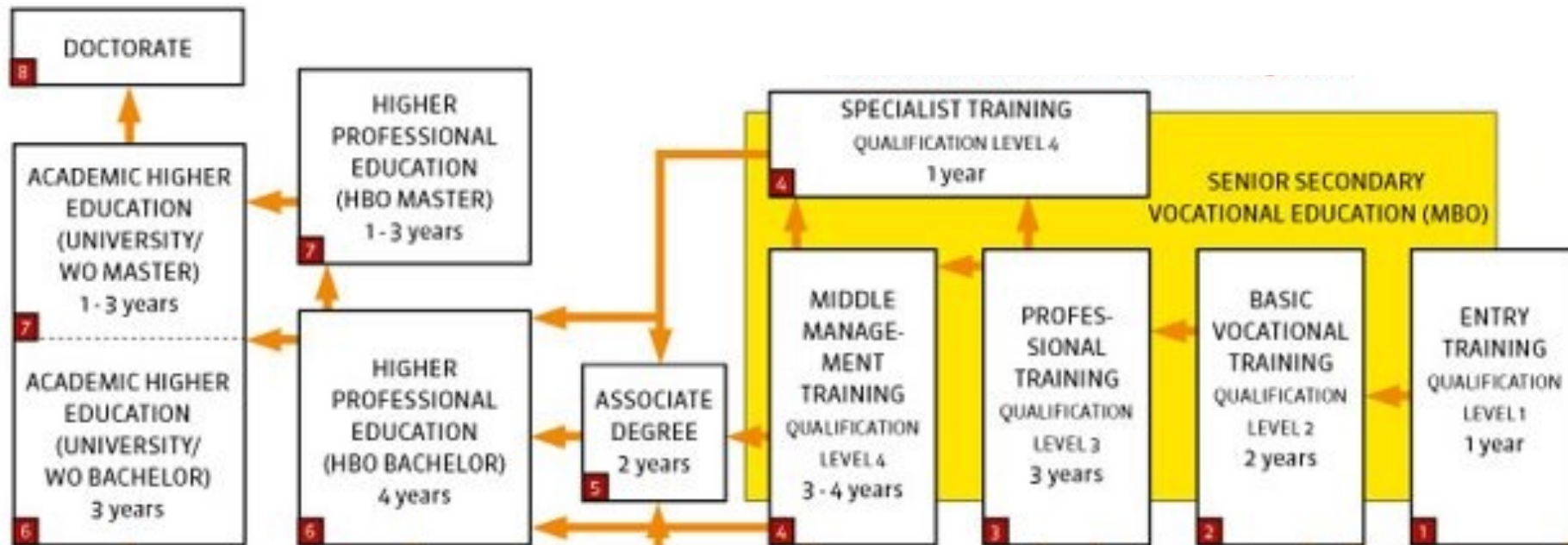
(based on Schmees, 2022)

Hybrid programmes



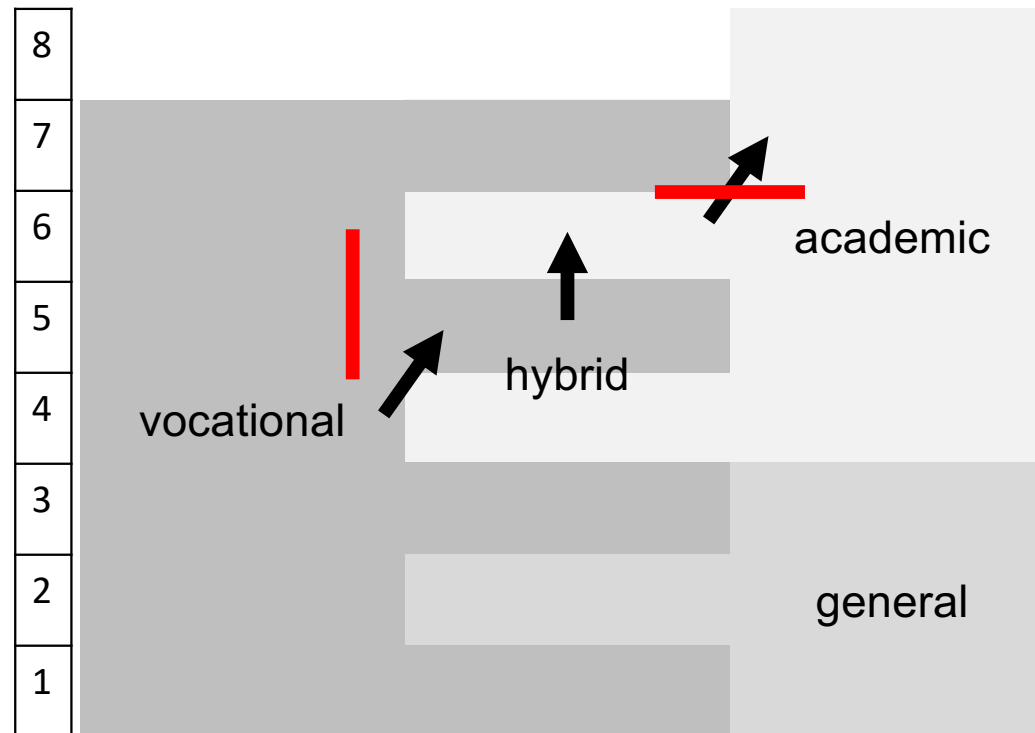
(see Frommberger & Schmees, 2023)

Associate Degrees in the Netherlands



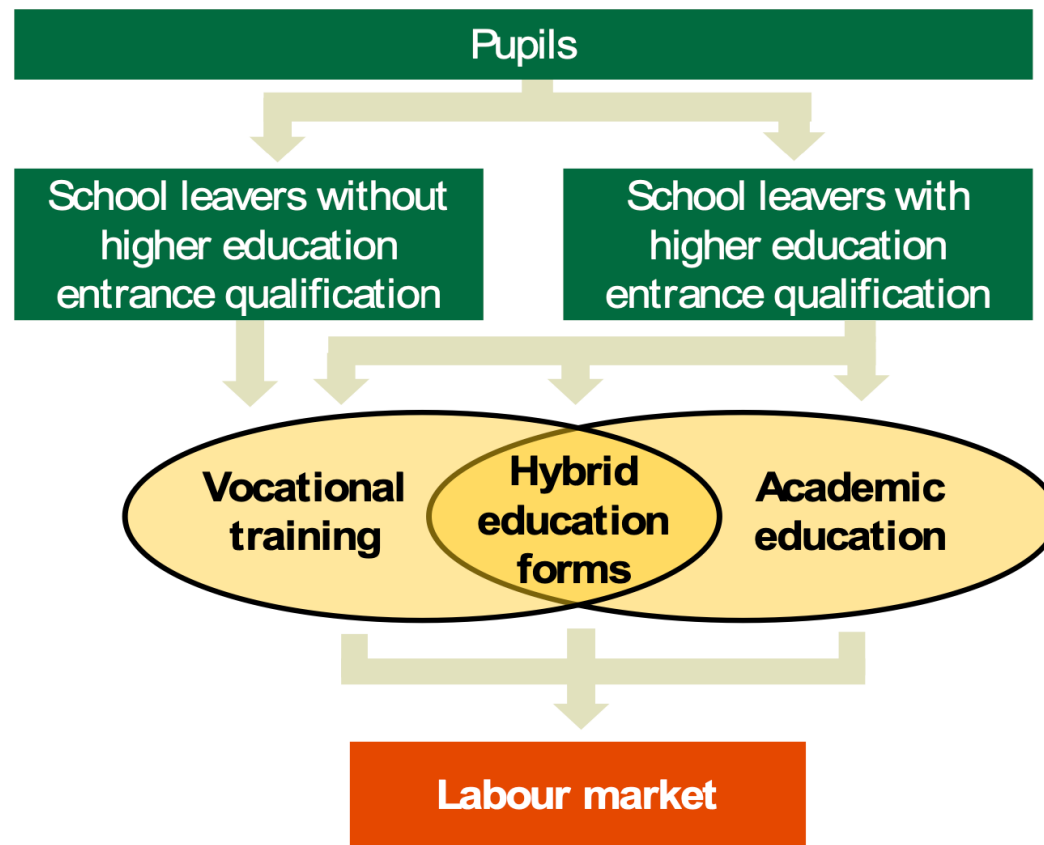
(adapted from <https://www.tio.nl/en/companies/educational-levels/>)

Associate Degrees (and HBO) in the Netherlands

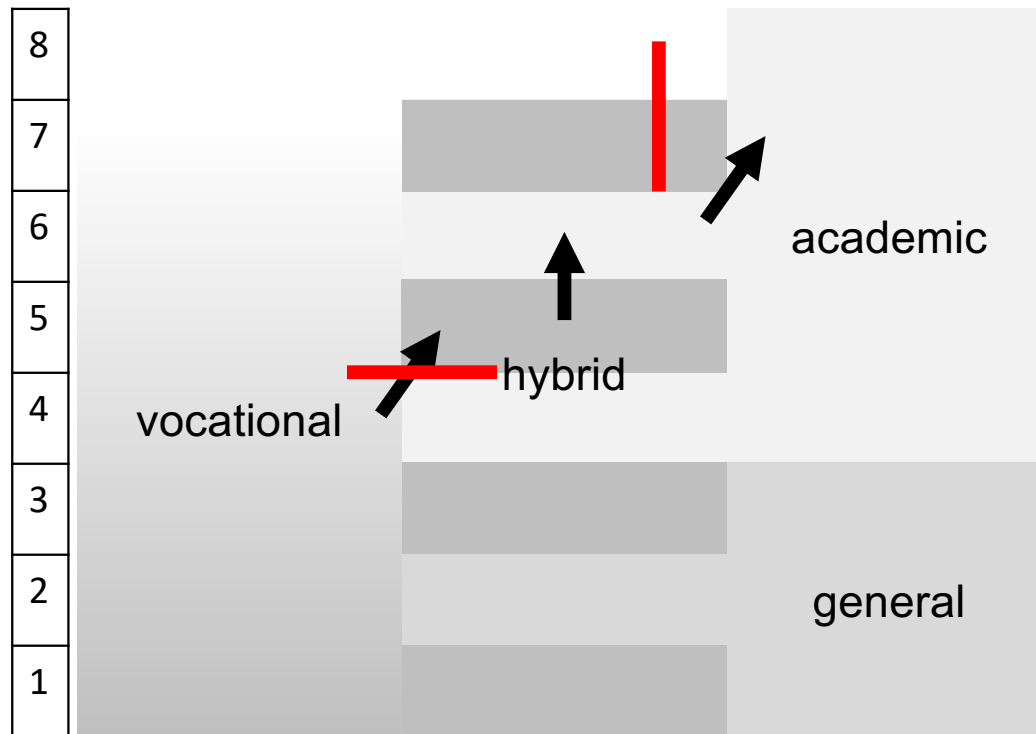


(based on Schmees, 2022)

Dual Study programmes in Germany

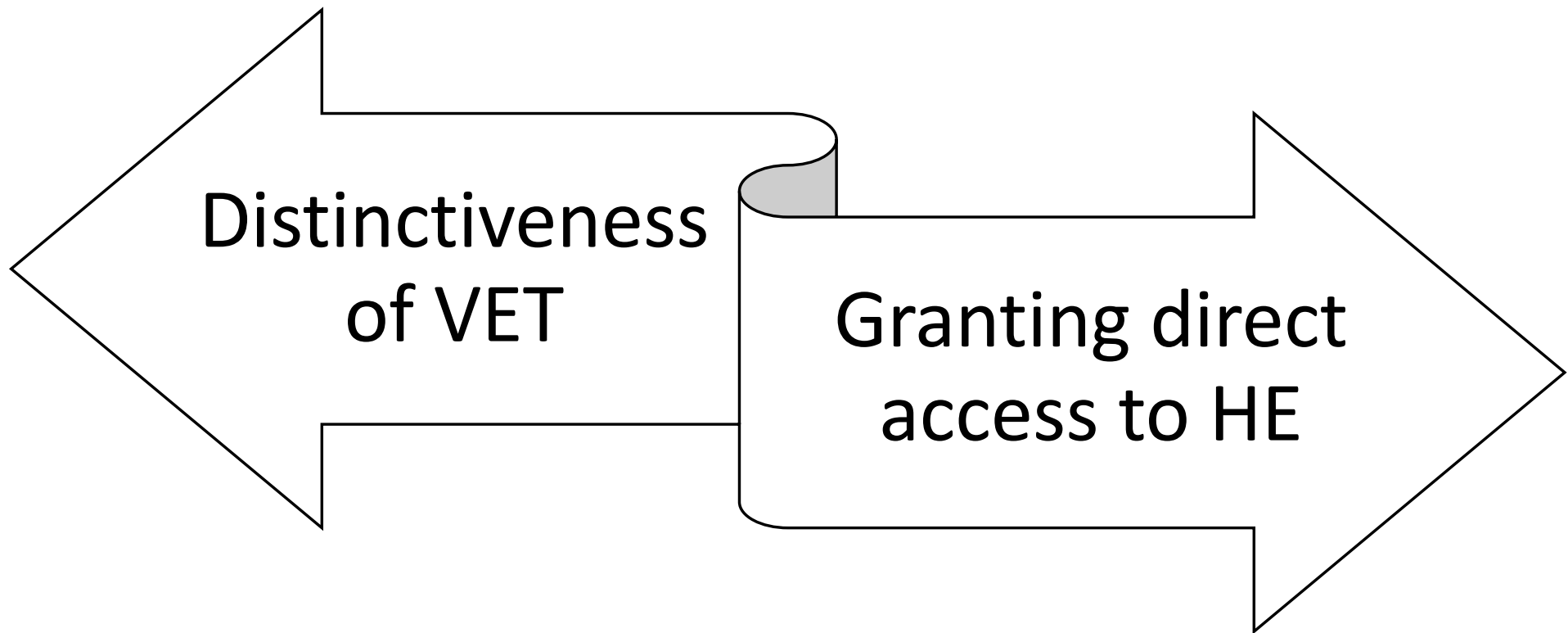


Dual Study programmes in Germany



(based on Schmees, 2022)

Trade-off



Concluding theoretical thoughts: Blankertz' education in the medium of vocation

Is vocational education possible?

- General education is thus accessible as such, but only as specific/vocational education; thus, all education must be specific/vocational education.
- Cultural content is not educational as such; rather, selection must be sought for the realisation of competences.

Is it as valuable as general education?

- However, a clear and uniform canon would depend on
 - „a unified worldview including the political-social orders,
 - an unbroken relationship to the cultural tradition, and
 - a relatively circumscribed and at least in its dynamics manageable scientific development.“ (Kollegstufe NRW, 1972)
- Since there cannot be a unifying canon, general education cannot be given a higher status than vocational education.

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Thank you

Questions & Comments

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