



Enhancing permeability between HE and VET in Germany by ULLL Tensions and added value

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Agenda

- Gap between VET and HE
- VET + HE: Dual study programmes
- Advancement through Education: Open Universities
- Permeability between HE and VET
- Tensions and added value

Gap between VET and HE

Institutional orders of VET (dual system) and Higher Education (Baethge/Wolter 2015, 100)

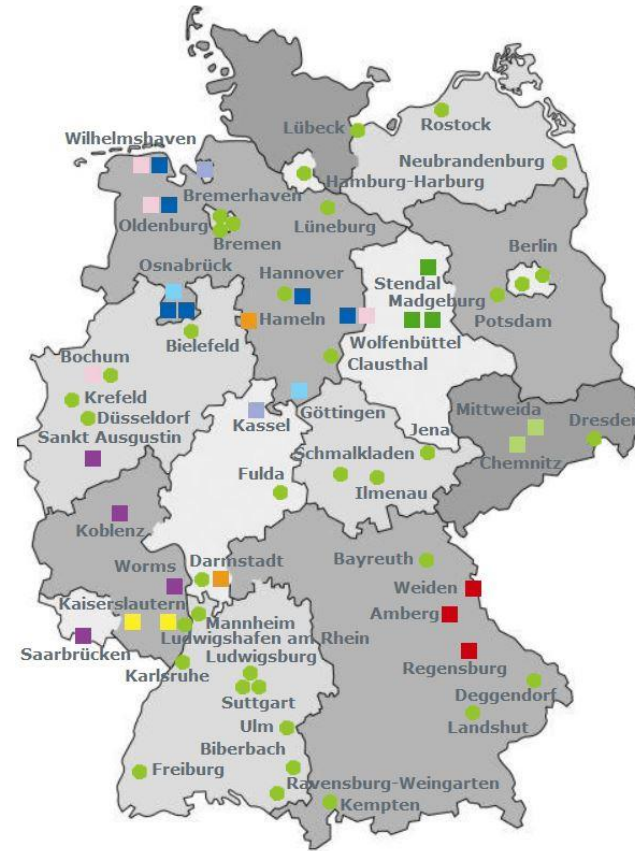
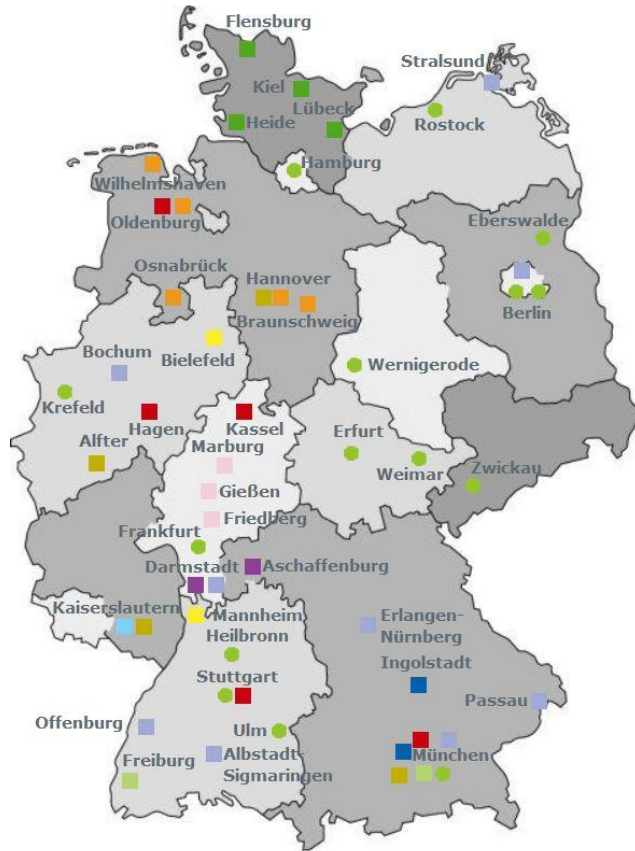
Distinctive criteria	Higher education	Dual system of VET
Guiding principle	Academic professionalism	Vocational competence in firms and labour markets
Political governance	<i>Länder</i> governments	Corporatist: (self-)governance by social partners, regulated by federal law
Financing	Public by the <i>Länder</i> governments	Mainly by private enterprises
Status of the learners	Students	Apprentices with employment contract
Location/organisation of learning processes	Universities; institutions independent from workplaces	Firms; integrated in work processes
Conditions for access	Abitur; A-level degree	Certificate of access not legally required
Areas of employment	Academic professionals in public and private administrations, research and leading positions;	Skilled work in production and service industries

BEAUFTRAGT VOM

VET + HE: Dual study programmes

- Dual system is the most important component of the German qualification model; declining attractiveness
- **Dual study programmes** are a significant new approach to combine HE and VET (Number of participants doubled up to 100,000 in the last 10 years)
- Key feature are two learning locations: university and business. Vocational practice and study are closely integrated in terms of organisation and curriculum.

Advancement through Education: Open Universities I



Advancement through Education: Open Universities II

- funding initiative from 2011 until 2020
- more than 100 universities involved, 73 projects
- concepts for extra occupational studying and lifelong learning for professionals, persons with family duties, job returners
- permeability between vocational and academic education and integration of new knowledge into practice
- strengthening of the international competitiveness by profiling in lifelong learning
- www.offene-hochschulen.de

Permeability between HE and VET

Programme	Social work (BA)	Mechanical Engineering (B.Eng.)	Management of Healthcare and Social Services (MA)
Flexible learning pathways	vocational qualification or aptitude test and <i>present</i> occupation professional certification as social worker	Vocational education + 3 years professional occupation + aptitude test	<i>Abitur</i> + 3 years professional occupation + aptitude test or vocational qualification + 2 years professional occupation or <i>Meister</i>
Flexible study modes	Blended learning	on-campus learning + on-the-job-learning	Distance learning
Connecting theory and practice	Biographical competence portfolio	On-the-job-projects (WBL) E-journals	Case studies

Tensions

- no long tradition for RPL in Germany
- flexible modes of delivery provide challenges for organisation
- experience based and reflective learning are not common (esp. at universities)

Added Value

- Widening access and enhanced permeability between VET and HE
- Focus on the lifelong learner (instead of institution or sector)
- Innovation – programmes can go beyond HE and VET education

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Thank you for your attention!

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