Initial Workshop - LEO-project "HQ-LLL"

Hybrid qualifications - increasing the value of Vocational Education and Training in the context of Lifelong Learning

"Hybrid qualifications" within the German educational system

Universität Konstanz

Lehrstuhl für Wirtschaftspädagogik

Robin Heine

Structure of presentation

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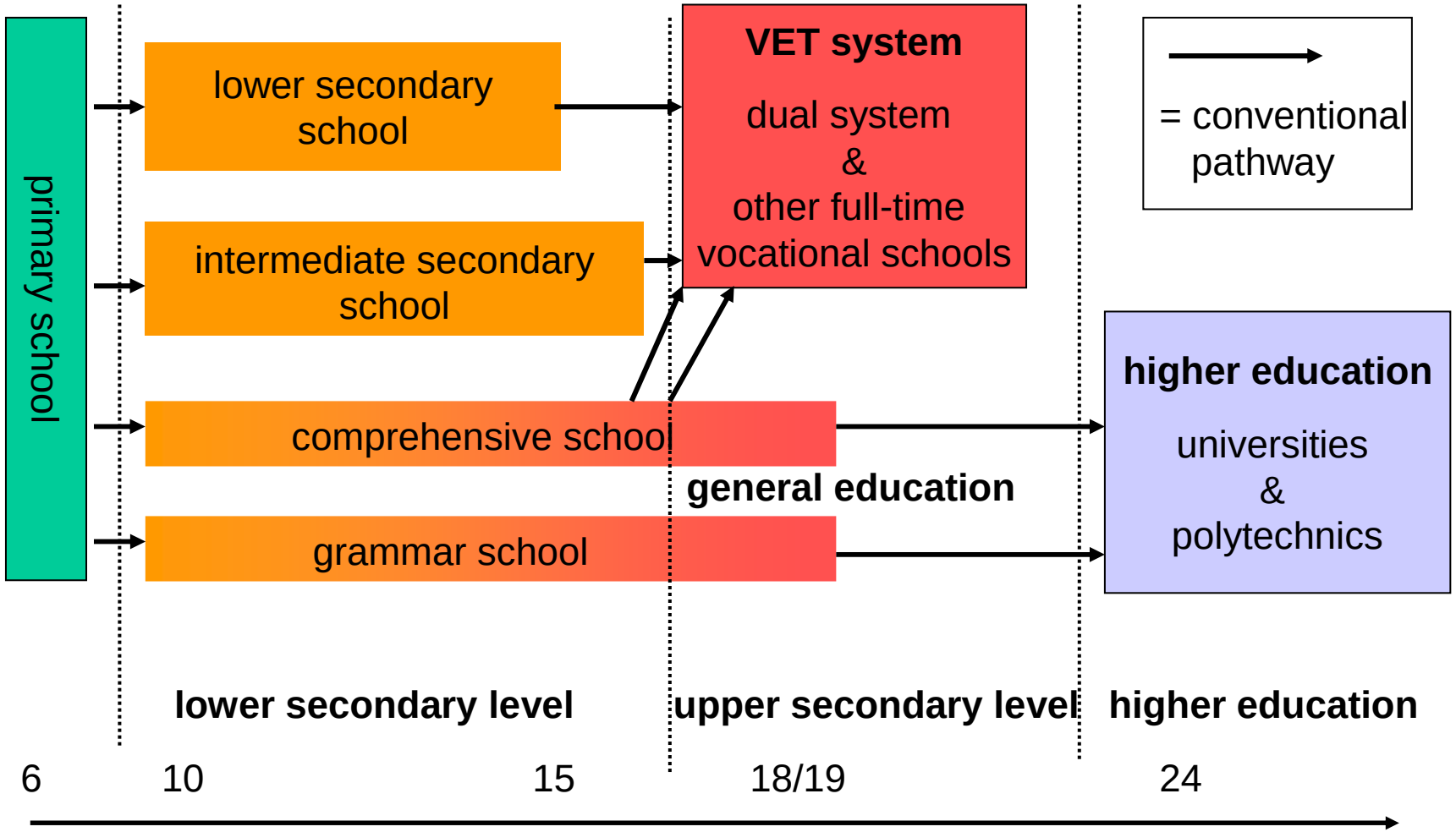
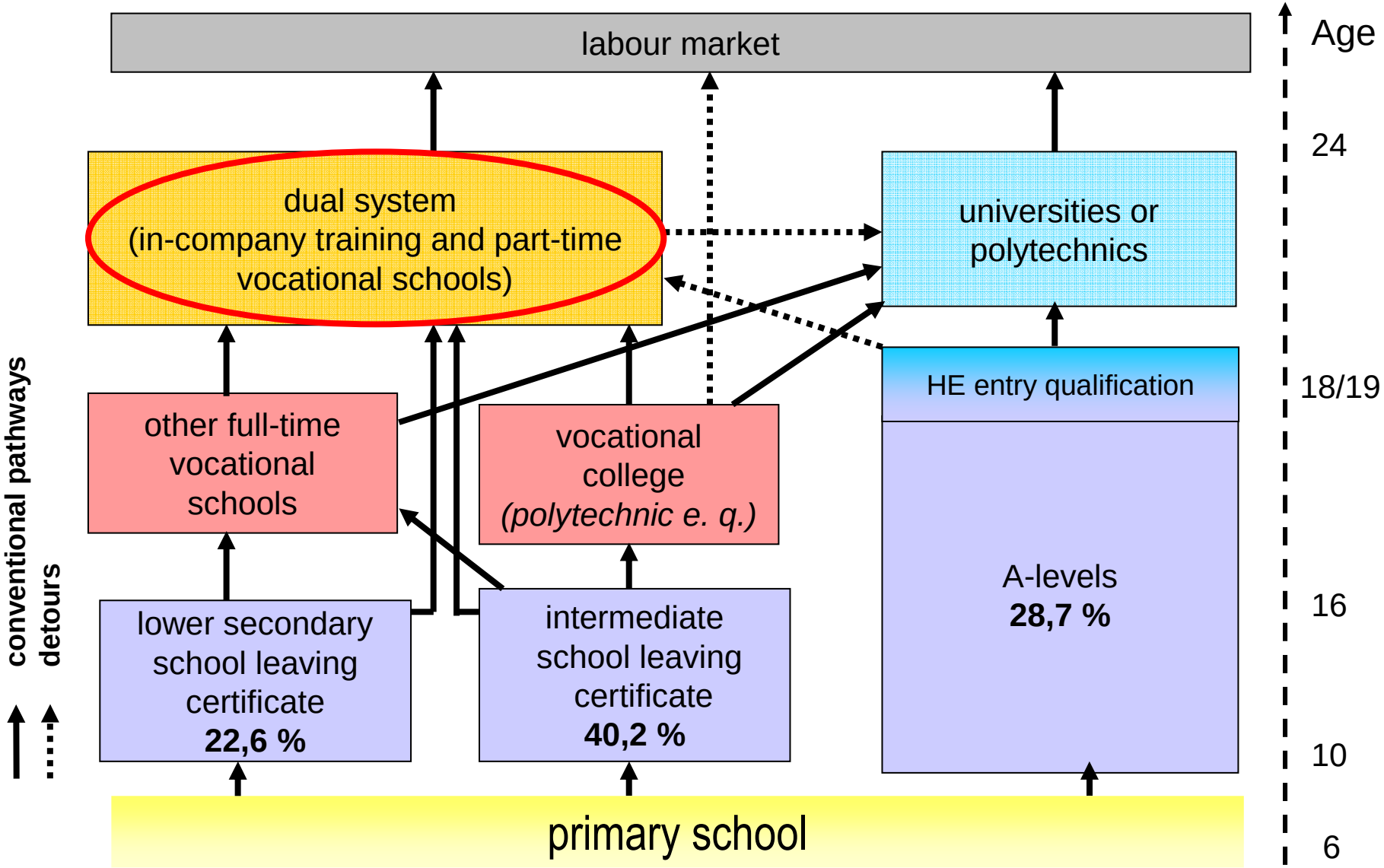
2. The dual apprenticeship system

   2.1. „Hybrid qualifications“ within the Dual System
3. Education in full-time vocational schools

   3.1. “Hybrid qualifications” and full-time schools
4. Historical notes on „hybrid qualifications“
5. Conclusion: “Hybrid qualifications” in Germany

1. The German educational system in general




labour market
Age
24
dual system
(in-company training and part-time vocational schools)
universities or polytechnics
HE entry qualification
18/19
other full-time vocational schools
vocational college
(polytechnic e. q.)
A-levels
28,7 %
16
lower secondary school leaving certificate
22,6 %
intermediate school leaving certificate
40,2 %
10
primary school
6
conventional pathways
detours

2. The dual apprenticeship system

- trainees with different school backgrounds (16 % A-levels)
- the Dual System is socially highly valued and absorbs the majority of the school leaving population
- in 2008, 616.259 young people took up an apprenticeship in one of the 349 recognised training occupations
- occupational orientation is quite well established and strong
- training takes place in companies (3-4 days a week) as well as in part-time vocational schools (1-2 days a week)

[Sources: Bundesministerium für Bildung und Forschung, 2009; Deißinger, 2008]

2.1 „Hybrid qualifications“ within the Dual System (1)

- links between VET and higher education are relevant for intermediate school leavers
- general education and VET are traditionally divided

  → no direct pathway from Dual System to higher education
- call for parity of esteem and permeability
- “hybrid-qualifying” pathways are actually not really discussed
- only a few pilot projects on “hybrid-qualifications” exist

  → Standing Conference of Ministers for Education and Cultural affairs (KMK): *“agreement concerning the acquisition of a polytechnic entrance qualification through vocational education” (1998)*

[Source: Kultusministerkonferenz, 1999]

pilot projects on “hybrid qualifications”

federal state	participating schools	trainees
Baden-Württemberg	48	1.889
Bayern	7	273
Berlin	5	228
Brandenburg	5	142
Hessen	24	761
Mecklenburg-Vorpommern	5	152
Niedersachsen	16	556
Nordrhein-Westfalen	40	2.486
Rheinland-Pfalz	5	111
Sachsen	3	113
Schleswig-Holstein	13	478
Thüringen	7	338
Total amount	**178**	**7.627**

[Source: www.ausbildung-plus.de (accessed 22 October 2009)]

2.1 „Hybrid qualifications“ within the Dual System (2)

- only a very negligible minority of trainees in pilot-projects dealing with “hybrid qualifications” (7.600 out of 1.6 million or 0,48%)

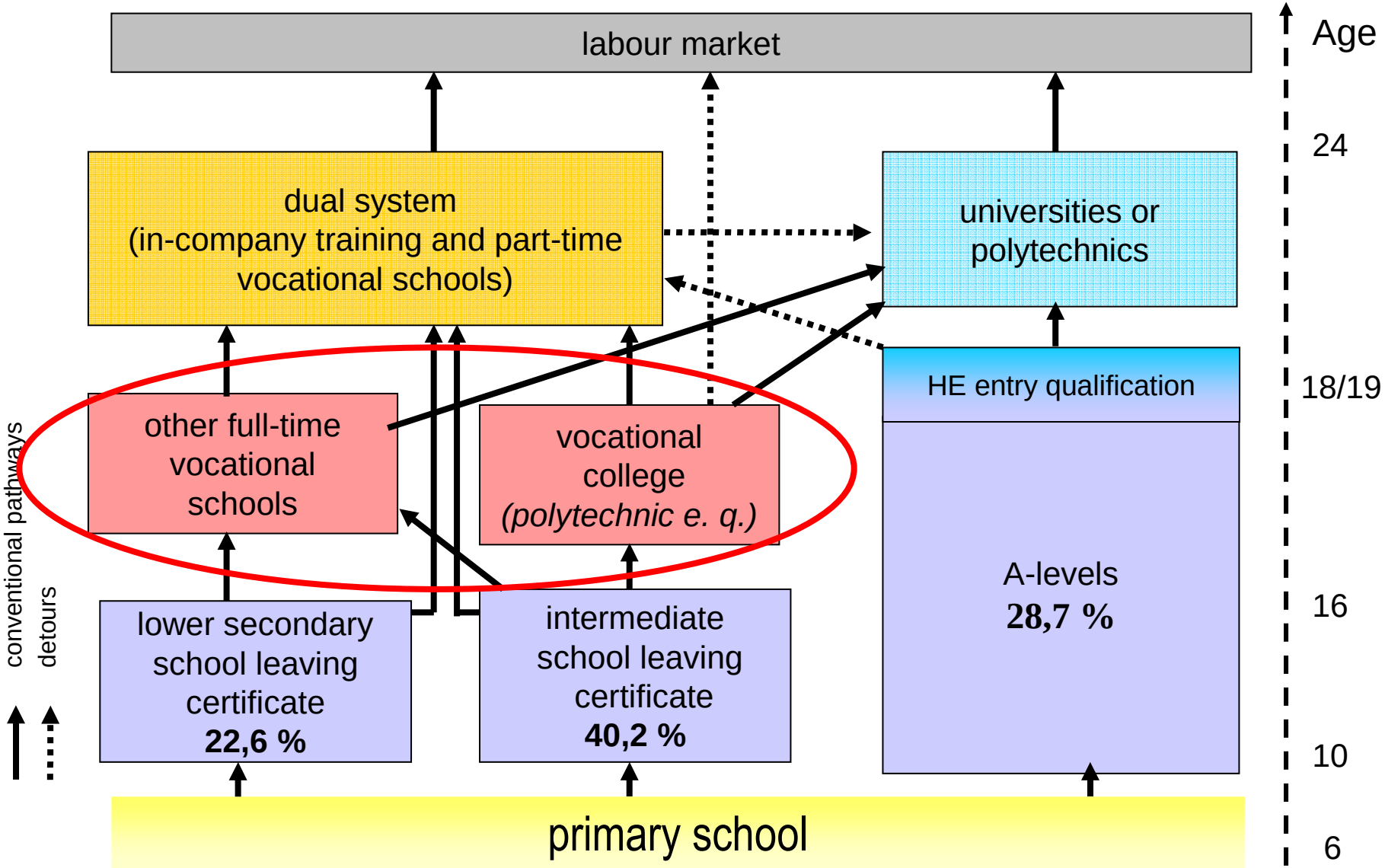
  → the degree of familiarity is low
- no access to university
- high temporal load for trainees („ordinary“ apprenticeship + additional lessons)

→ only interesting for high achievers (most trainees can't cope with high demands)

→ but: high achievers normally attend the Gymnasium!

→ result: minor request

[Sources: Waldhausen, 2006; Waldhausen/Werner, 2005]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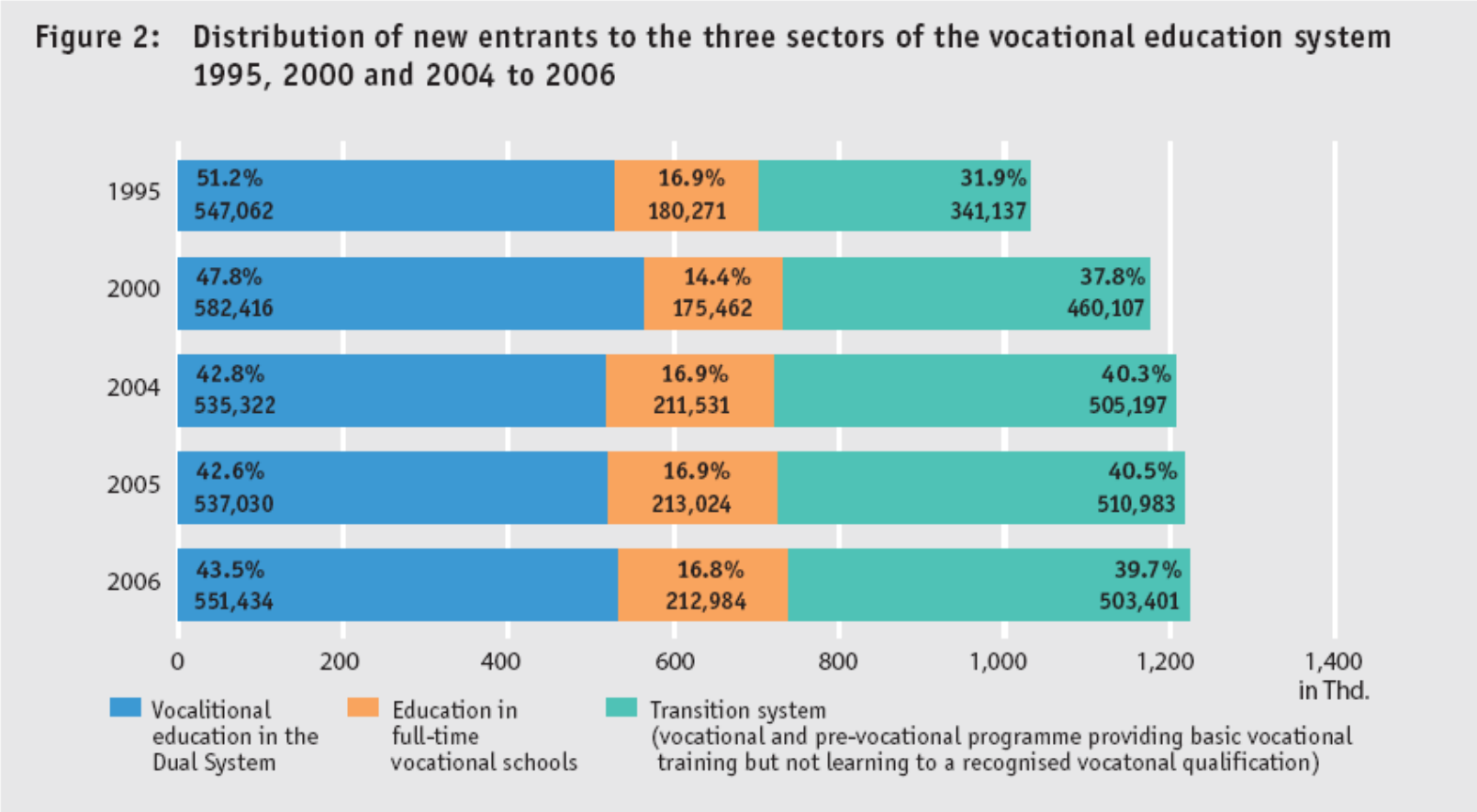

[Source: Bundesministerium für Bildung und Forschung, 2008 (accessed 28 October 2009)]

3. Education in full-time vocational schools

Two major functions of Vocational Schools

Providing vocational qualifications	Improving young people's qualification standard

- 2007/2008: Total number of students in full-time vocational schools (Berufsfachschulen): 530.272
  - 232.564: vocational qualifications outside the Dual System
  - 39.278: vocational qualifications based on the Vocational training act

[Source: Bundesministerium für Bildung und Forschung, 2009]

3.1. “Hybrid qualifications” and full-time schools

- basically only two institutions provide access to higher education from the full-time vocational school system: commercial or technical vocational high school & vocational college

Example: Vocational college (Berufskolleg) in Baden-Württemberg:

- hybrid qualification: occupational qualification & polytechnic entrance qualification

→ **problem**: occupational qualification has no substantial value on the labour market!

[Sources: Deißinger, 2009; Deißinger/Ruf, 2006]

4. Historical notes on „hybrid qualifications“

- educational reform in the 1970`s
- “hybrid qualifications” play a decisive role in this context
- goals of this reform:
  → “equal opportunities”, “democratization”, “permeability”
  → “parity of esteem” of general and vocational education
- many model experiments on “hybrid qualifications”
  → but: educational reform failed
- Gymnasium: “king's road” to higher education
- Dual System: “king's road” into skilled work

[Sources: Bremer/Kusch, 1996; Kell, 1996, Kutscha, 2003]

5. Conclusion: “Hybrid qualifications” in Germany (1)

- Dual System as major pathway into skilled employment
- school-based VET is not really an alternative besides the Dual System
- “hybrid qualifications” in full-time VET do not serve specific labour markets & they are only giving access to a polytechnic, not to university
- apprenticeships are not linked up with higher education
  → only some local pilot-projects

“hybrid qualifications” with such a quality as in other European countries, do not or not yet exist in Germany

5. Conclusion: “Hybrid qualifications” in Germany (2)

problems concerning the German educational system:

- missing links between VET and higher education
- inefficient transition system
- comparatively old students and trainees
- many students are provided with an inefficient long-lasting “double qualification”: Abitur + apprenticeship!
- lack of skilled workers (especially engineers)
- population (25-34 years) with tertiary education (2007):
  23 % in Germany vs. 34 % OECD average
- implications of the demographic change

[Sources: Bundesministerium für Bildung und Forschung, 2009; Deißinger, 2009; OECD, 2009]

Thank you for your attention

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