



# Transition and permeability in vocational education and training in Germany and Switzerland – a comparative perspective

**Effectiveness of Learning and Efficiency in VET Systems**

Interdisciplinary Congress on Research in Vocational Education  
and Training

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# 1. General context and main issues

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- Transition in the German and Swiss VET systems
  - *From school to VET through apprenticeship programmes*
  - *From VET certificate to higher education*
- VET systems in Germany and Switzerland
  - dual-track programmes predominate
  - full-time VET programmes subordinate
- Transition pathways are very different with respect to permeability

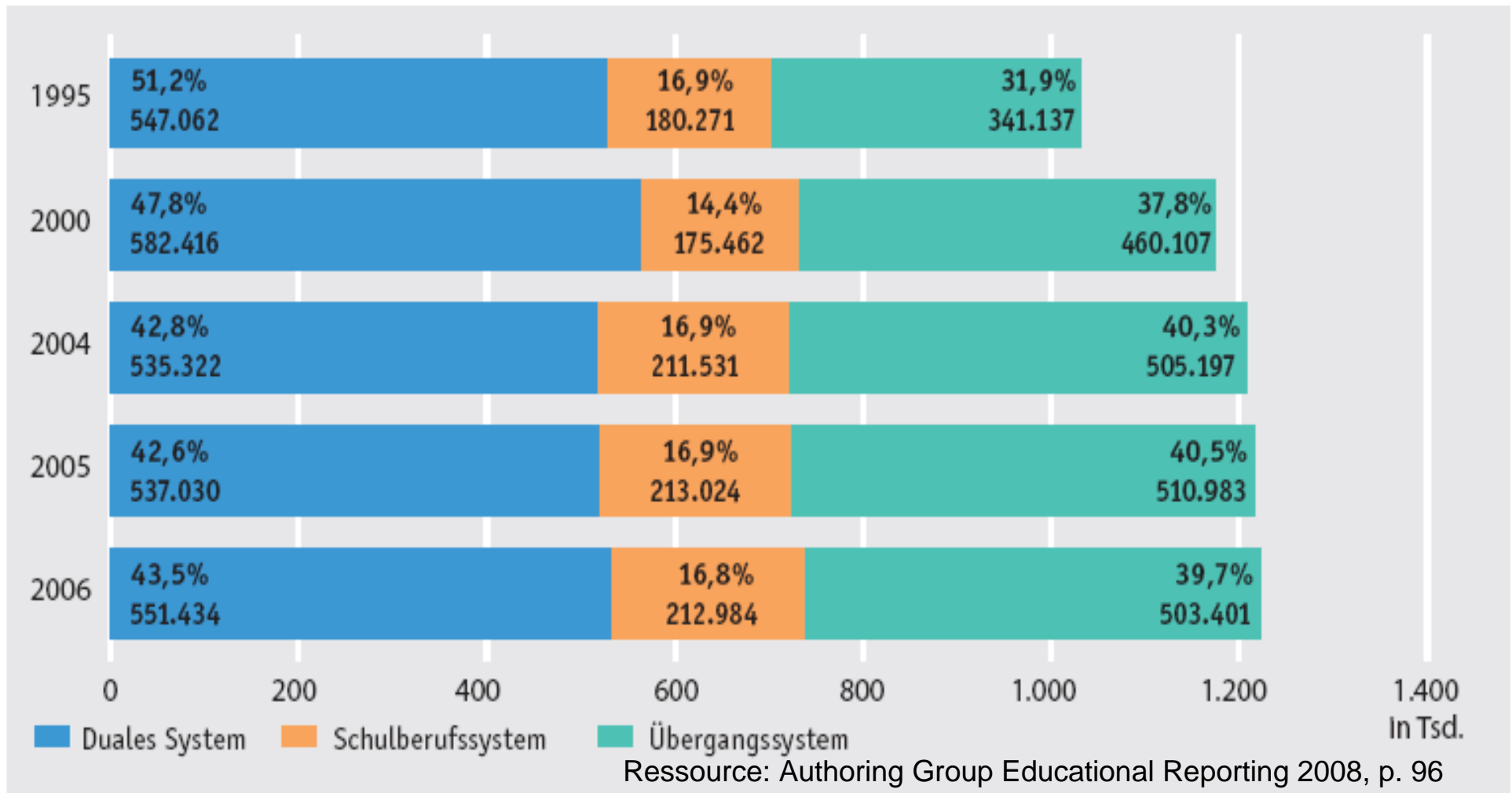
# 1. General context and main issues

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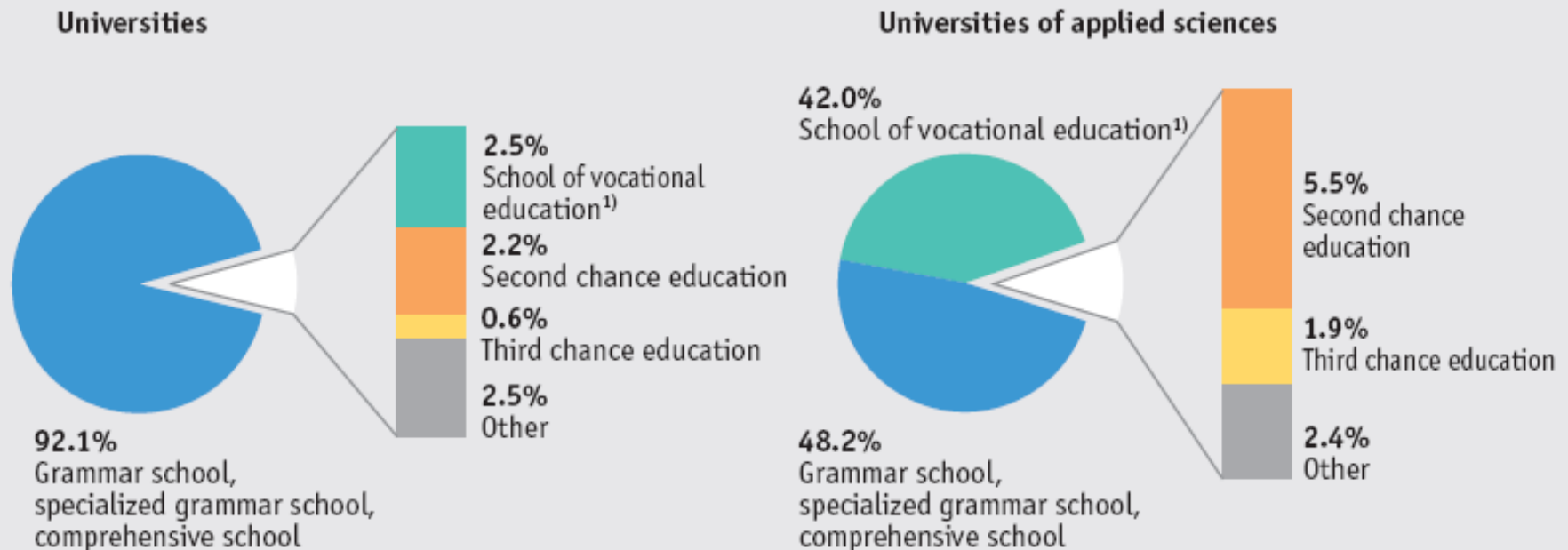
- The comparative view deals with the question how to improve permeability in transition lines of VET in Germany and Switzerland
  - How does transition in the VET system look like in both countries?
  - Which problems can be found in terms of transition pathways?
  - Which political strategies have been applied?
  - Which practical solutions have been chosen to realise permeability in VET?
  - Which results do emerge from the comparison?

## 2. Transition in the German VET system

**Distribution of the new entrants on three sectors of VET system  
1995, 2000, and 2004 to 2006**



# German entrants to universities and universities of applied sciences in the winter semester of 2006/07 by type of entry qualification (in %)



1) School of vocational education: full-time vocational education and training school or academy

2) Second chance education: evening grammar school, college (Zweiter Bildungsweg)

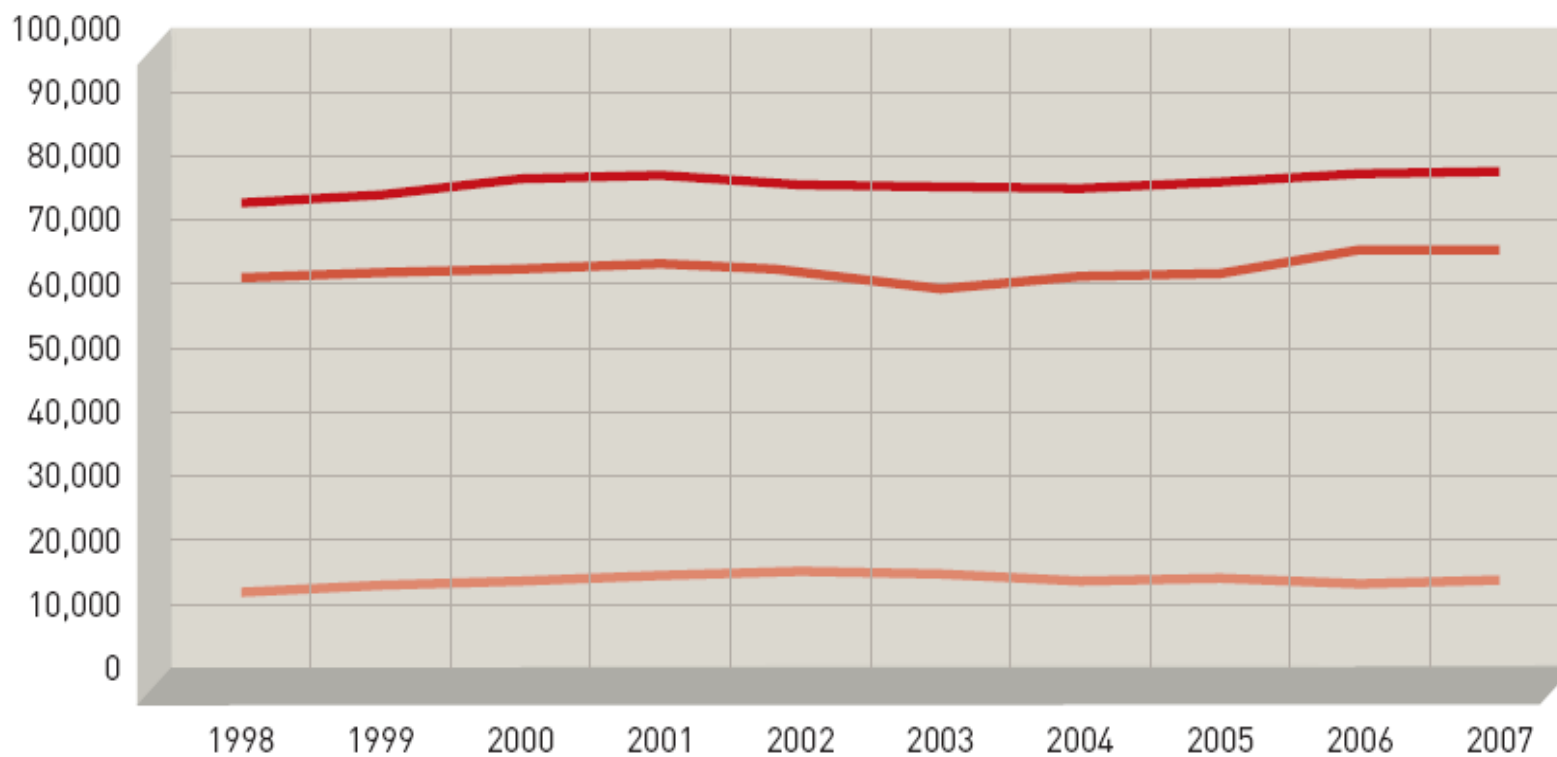
3) Third chance education: promotion of gifted students and accreditation of prior learning for access (Dritter Bildungsweg)

4) Other: aptitude test for arts or music, foreign higher education entrance qualification or other, no accounts given

Source: Federal Statistical Office Germany and the statistical offices of the Länder, Higher education statistics

# 3. Transition in the Swiss VET system

## Students entering VET programmes: dual-track programmes predominate



Total



72,800 73,800 76,000 77,800 76,100 75,400 75,100 75,600 78,100 78,300

Enrolled in dual-track VET programmes



60,700 61,000 62,200 62,800 60,200 59,900 61,300 61,700 65,600 65,600

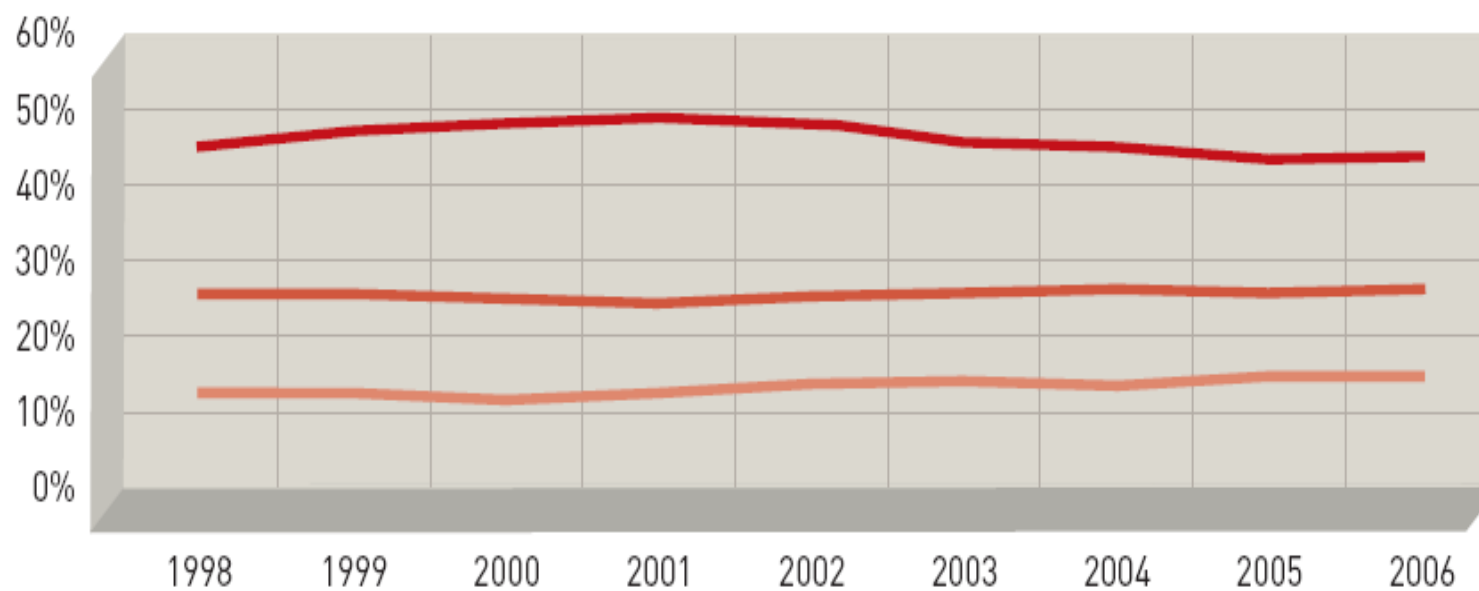
Enrolled in full-time VET programmes\*\*



12,100 12,800 13,800 15,000 15,900 15,500 13,800 13,900 12,500 12,700

### 3. Transition in the Swiss VET system

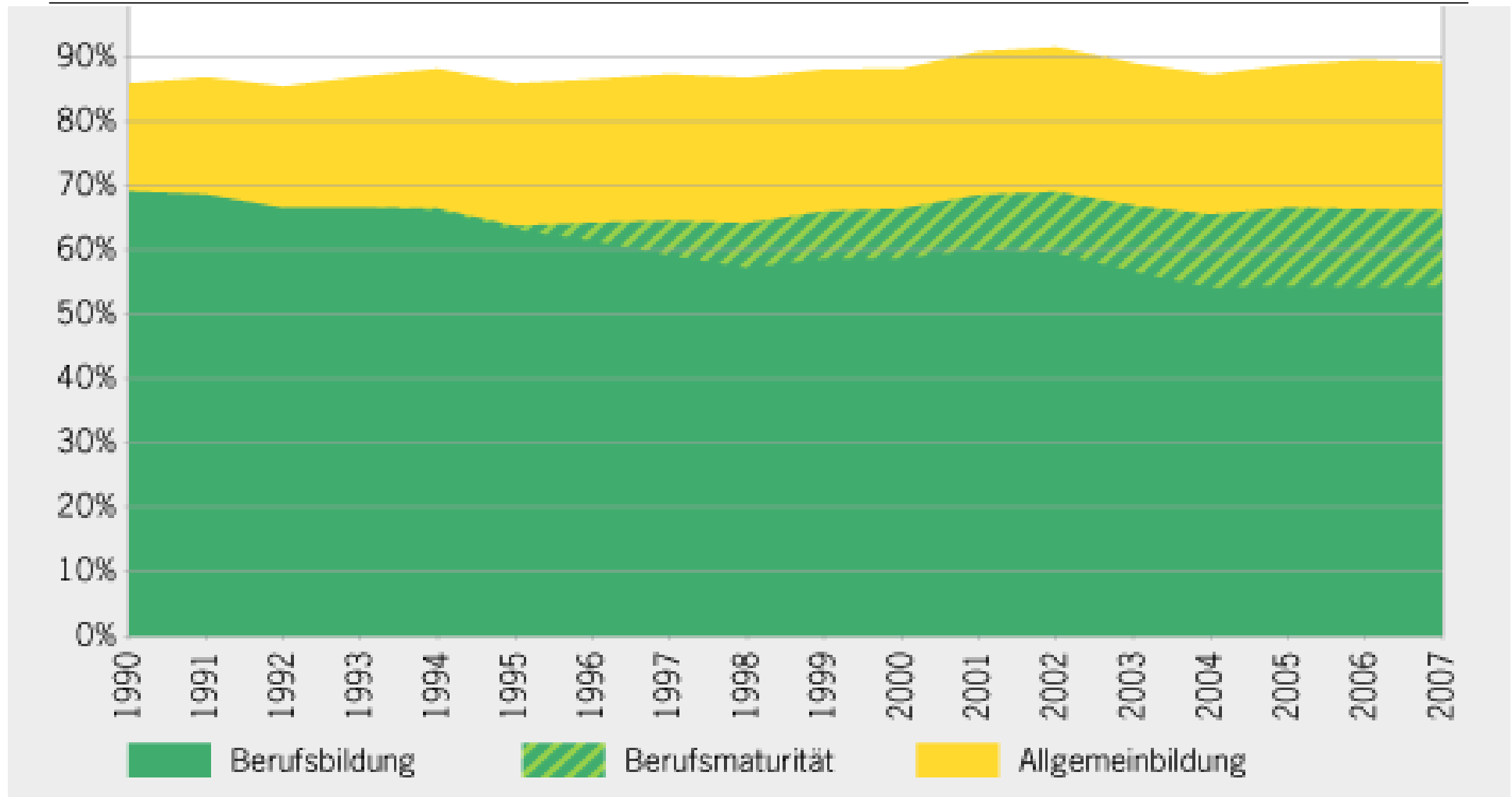
#### Student enrolment ratios immediately after lower-secondary school



	1998	1999	2000	2001	2002	2003	2004	2005	2006
Vocational school	45.3%	46.7%	47.7%	48.7%	47.5%	45.7%	44.8%	43.1%	43.5%
Selective school	25.4%	25.4%	24.8%	24.7%	25.3%	25.9%	27.0%	26.7%	27.1%
Bridge-year courses*	12.5%	12.4%	11.9%	12.3%	12.7%	13.5%	13.2%	13.8%	13.8%

Ressource: BBT 2009

# Certificate quote in upper secondary level in Switzerland, 1990-2007



Ressource: <http://www.bfs.admin.ch>

## 4. German (national) activities to enhance permeability

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- National Pact for Career Training and Skilled Manpower Development 2004 - 2010
- Vocational Training Reform Act 2005
- „Ten guidelines“ of the Innovation Circle for Vocational Education (IKBB) of the Federal Ministry of Education and Research (BMBF) in 2007
- „Qualification Initiative“ of the Federal Ministry of Education and Research (BMBF) (2008-2015)



## 4. German (national) activities to enhance permeability

### *Jobstarter connect: Development of „training modules“*

- Part of „Qualification Initiative“ and oriented alongside the „Ten Guidelines“
- Improving transition from „waiting loops“
- Support of early integration into the dual apprenticeship
- Uniform federal training modules
- Based on the „Berufsprinzip“ and a standardised certificate examination



## 4. German (national) activities to enhance permeability

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### *ANKOM-Initiative: Accreditation of Prior Learning from VET and work for Higher Education Programmes (BMBF)*



- Overall objective is to foster learning pathways from VET to higher education
- Project finished in 2008
- Diversity of results and examples of best practice (Buhr et al 2008, Walburga 2009)

## 5. Swiss (national) activities to enhance permeability

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- National Vocational Training Act 2004
  - New and differentiated pathways in VET programmes
  - Equality of school-based and dual based VET programmes
  - Validation of prior learning

## 6. Results and future challenges

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### *From school to VET programmes*

- Switzerland
  - Two year Federal VET Certificate as an officially recognised instrument (on the structural level)
  - Used by young persons with low competences (individual level)
- Germany
  - Irregular transition system (on the structural level)
  - Absorbing high percentage of young persons (individual level)

## 6. Results and future challenges

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### *From VET certificate to higher education*

- Switzerland
  - Federal Vocational Baccalaureate as an officially recognized instrument (on the structural level)
  - Approx. 6 % have certificate to enrol in university (individual level)
- Germany
  - Diverse and intransparent pathways (on the structural level)
  - Less than 2 % in transition to higher education (individual level)

# 6. Results and future challenges

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## *Future challenges*

- Germany
  - Large changes on structural level (Bertelsmann Stiftung 2009)
    - Implementation of „training modules“
    - Creating transparent instruments for progression to higher education
- Switzerland
  - „Fine adjustment“ of the VET programmes to enlarge permeability
    - Enlarging number of participants by for instance improving pedagogical support

**Thank you for your attention!**

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