



University of St.Gallen



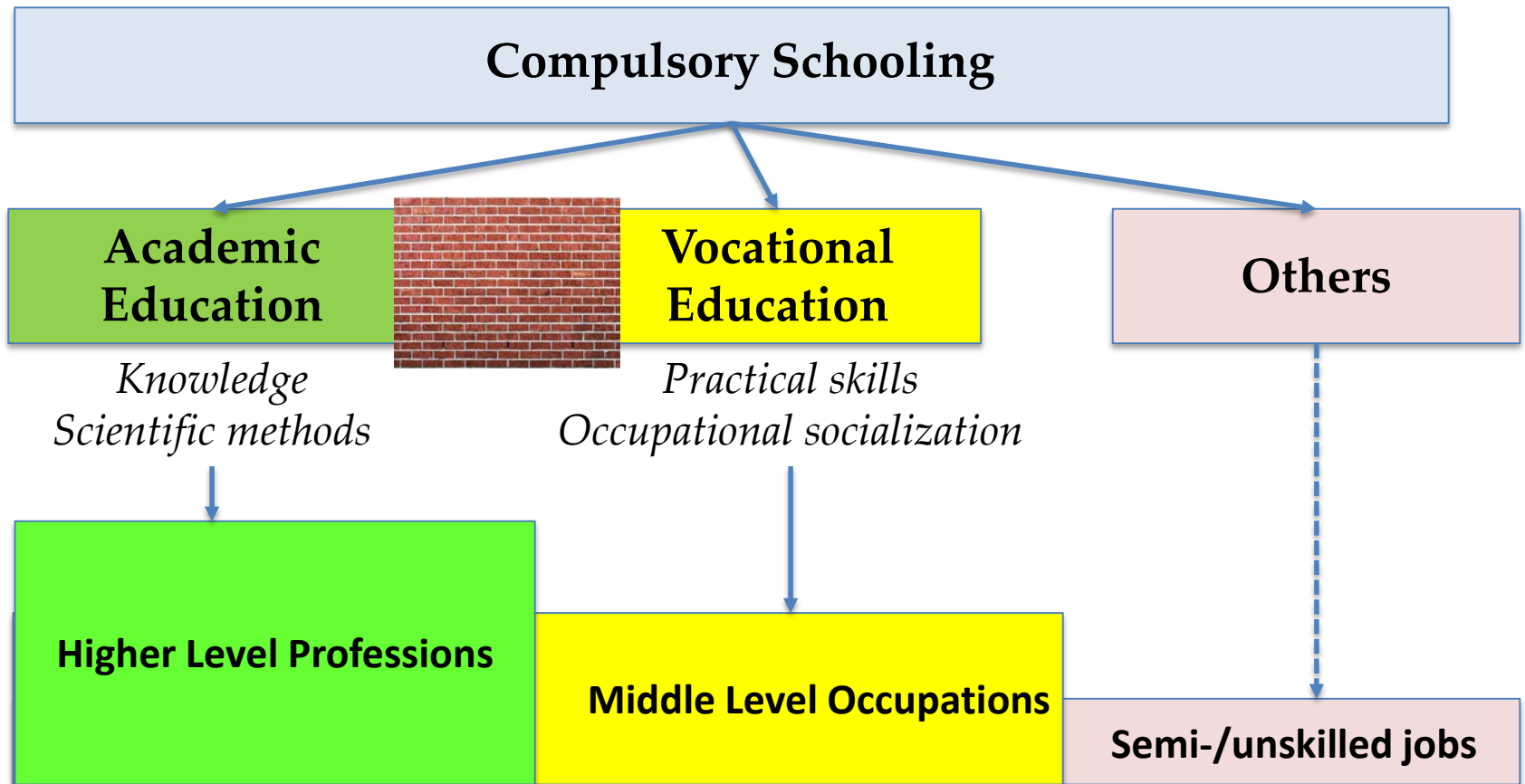
Shaping the relationship between vocational and academic education

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Traditional view (simplified)





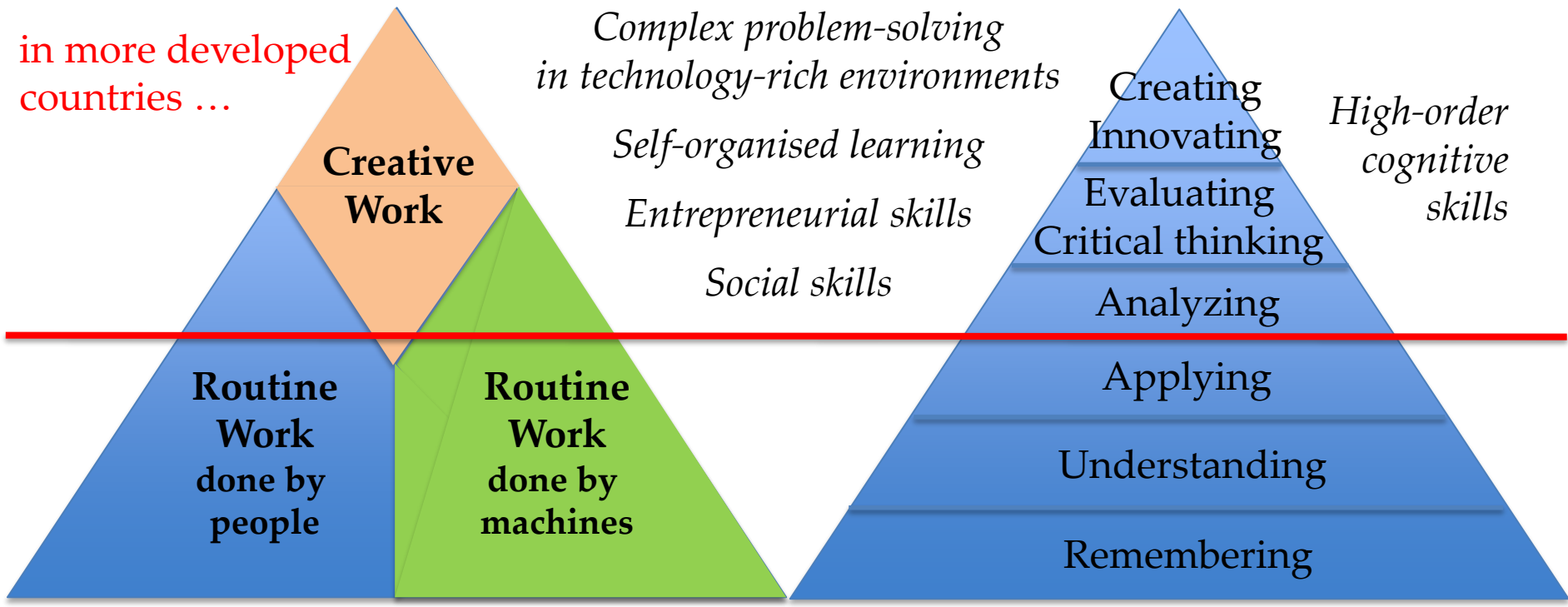
Assumption

Historic pillarization of educational sectors separating theory – practice / reflection – action / knowing – doing doesn't meet the requirements of modern societies and economies!



Future skills shape countries' development corridor ...

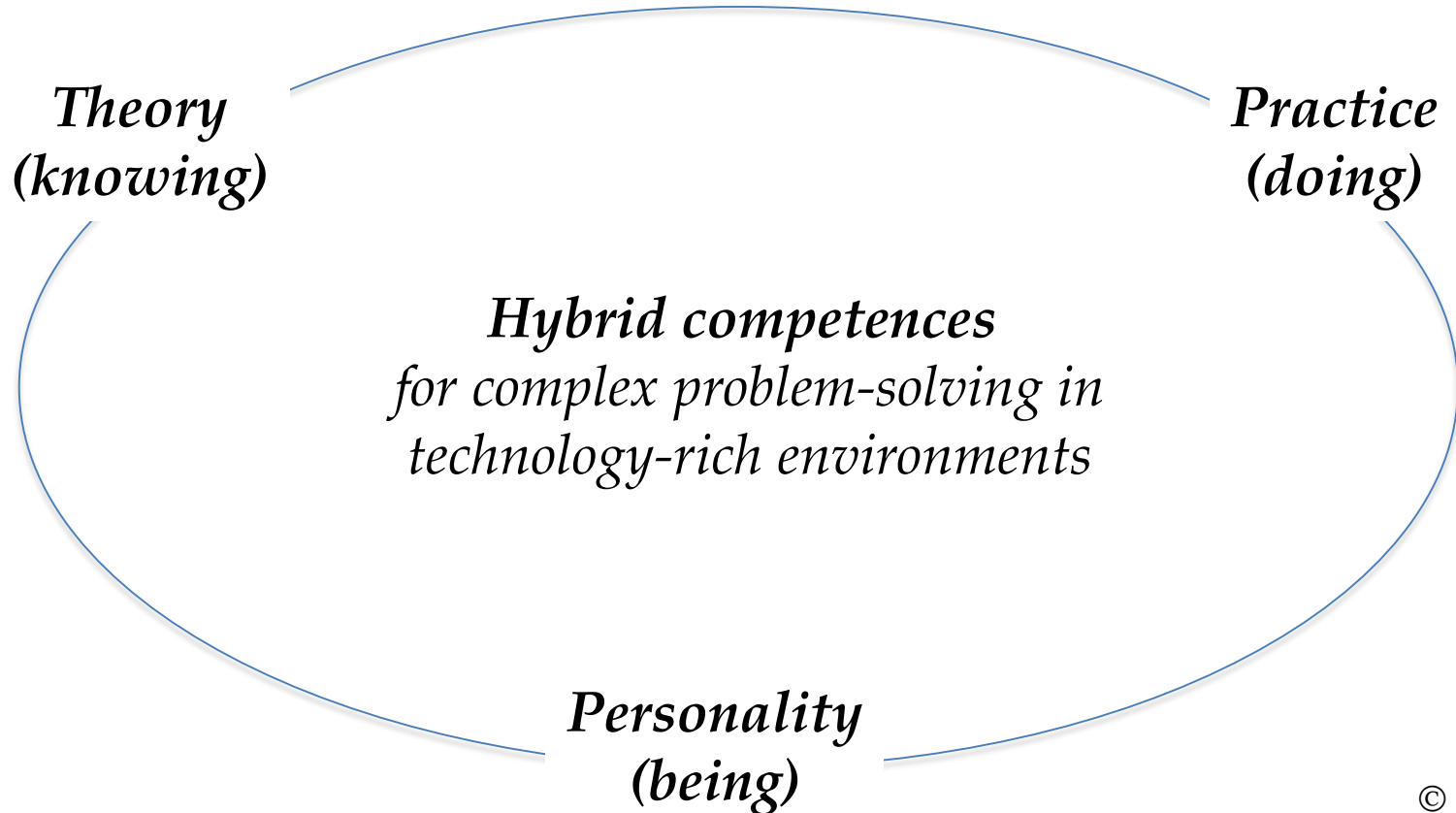
in more developed countries ...



in less developed countries/sectors/companies

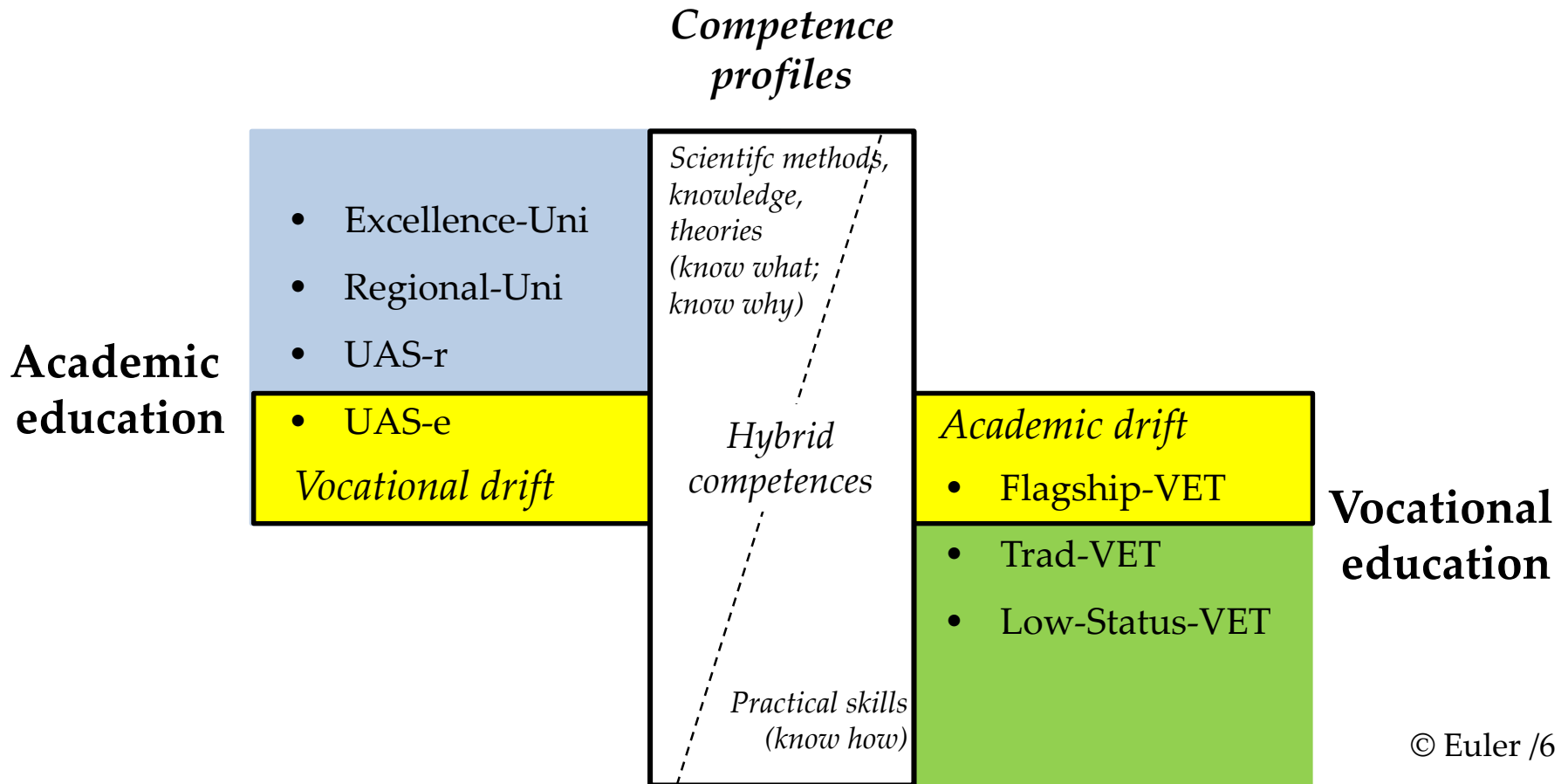


Challenge for education: Development of ‚hybrid competences‘





Competence profiles within vocational and academic education





Options for policy-makers: Potential futures of VET

1. Keep HE exclusive – remove overlappings between HE and VET!
2. Increase attractiveness of VET programs!
3. Improve permeability from VET to HE!
4. Develop a parallel, but separate vocational track architecture covering the entire pathway from apprenticeship to academic degrees!
5. Implement models integrating vocational and academic programs / degrees!

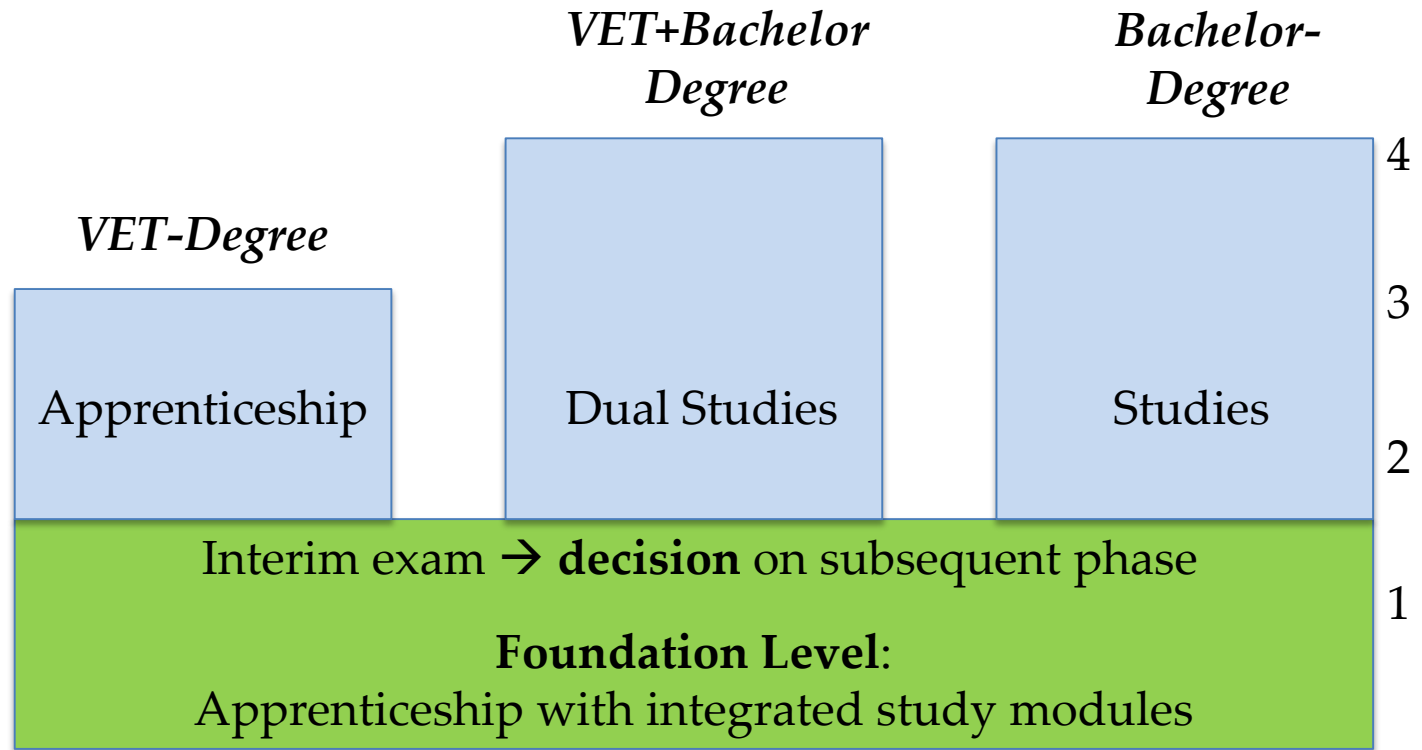
Separating

Linking

Integrating



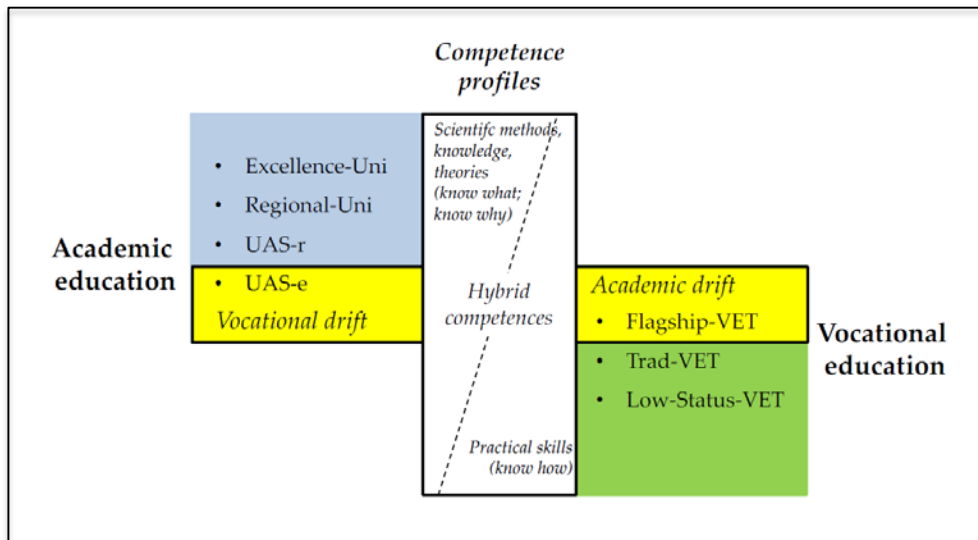
Example: Study integrating apprenticeship





Conclusion: Many options – open futures ...

Differences: →
Countries /
sectors /
occupations



← Policy-making:
Separating /
Linking /
Integrating

Supply:
options in VET and HE



- Demand:
- Aspirations of school-leavers
 - Recruitment preferences of employers