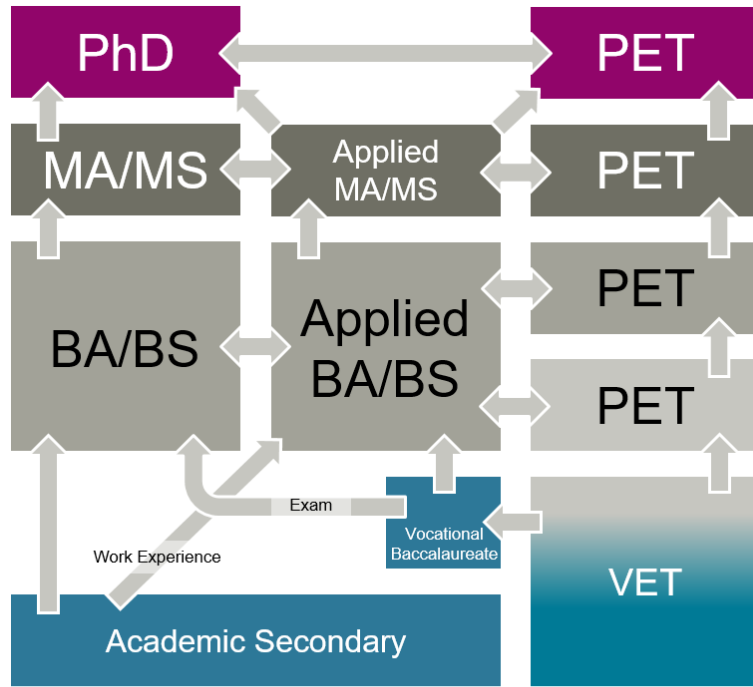


A ticket up and a ticket out

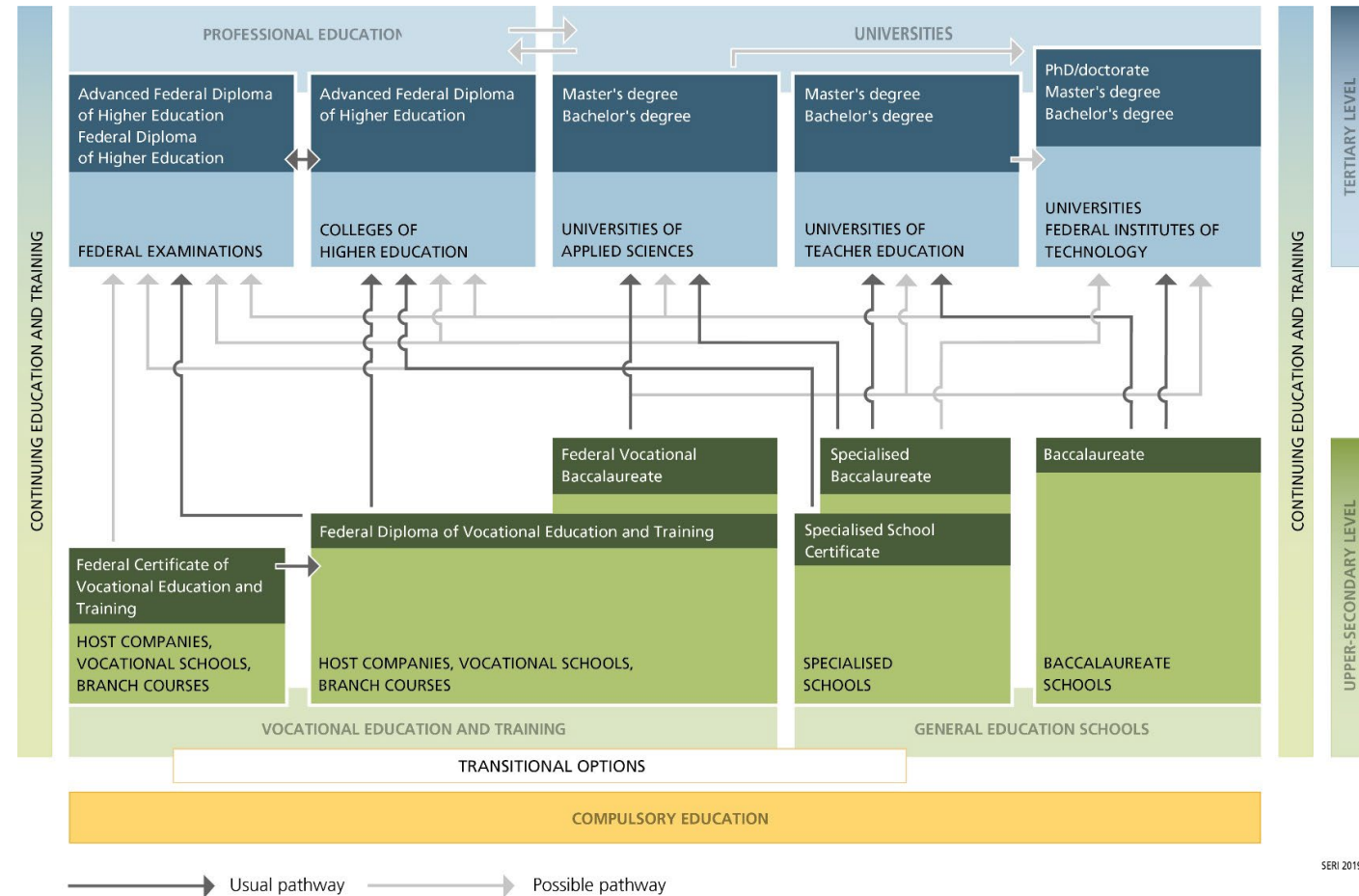
Permeability webinar

Prof. Dr. Ursula Renold, Dr. Patrick McDonald, Ditjola Naço, Prof. Dr. Guy Nouatin,
Dr. Usha Bhandari

Defining permeability: Access and opportunity (example Swiss education system)

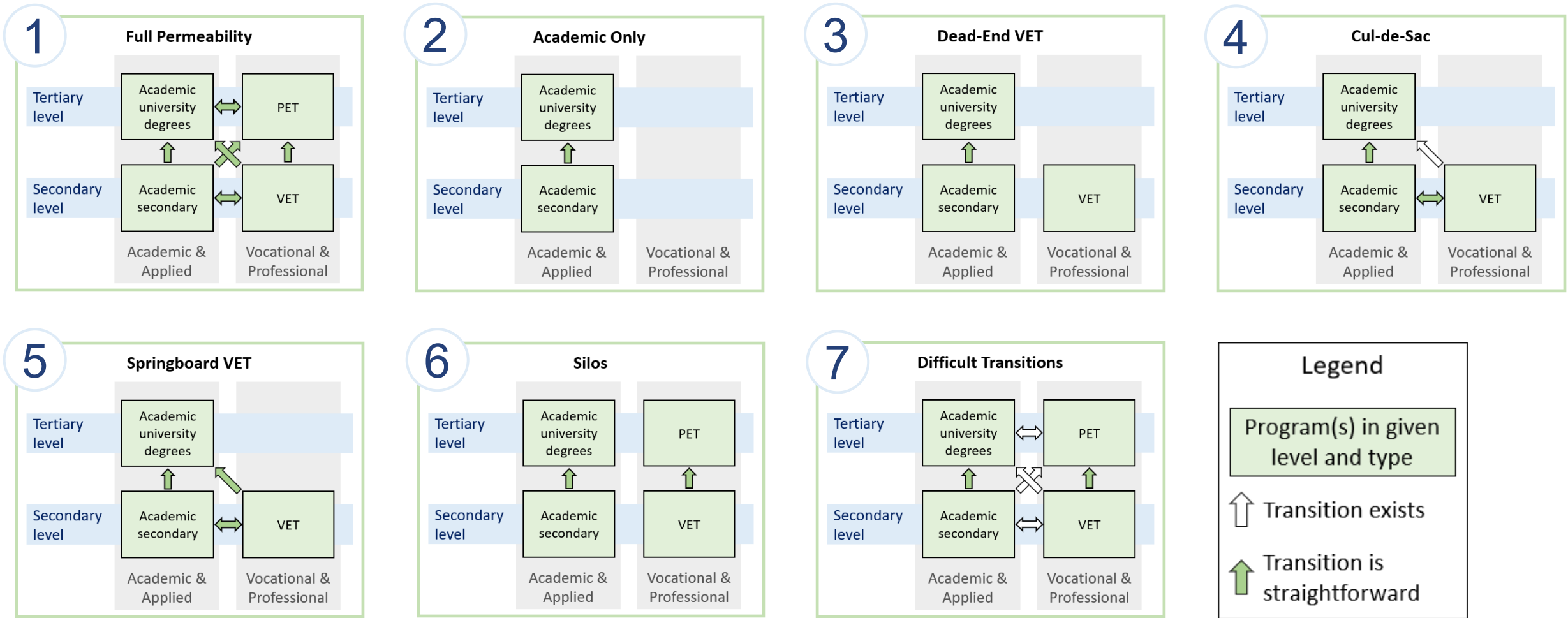


Swiss System (Simplified)



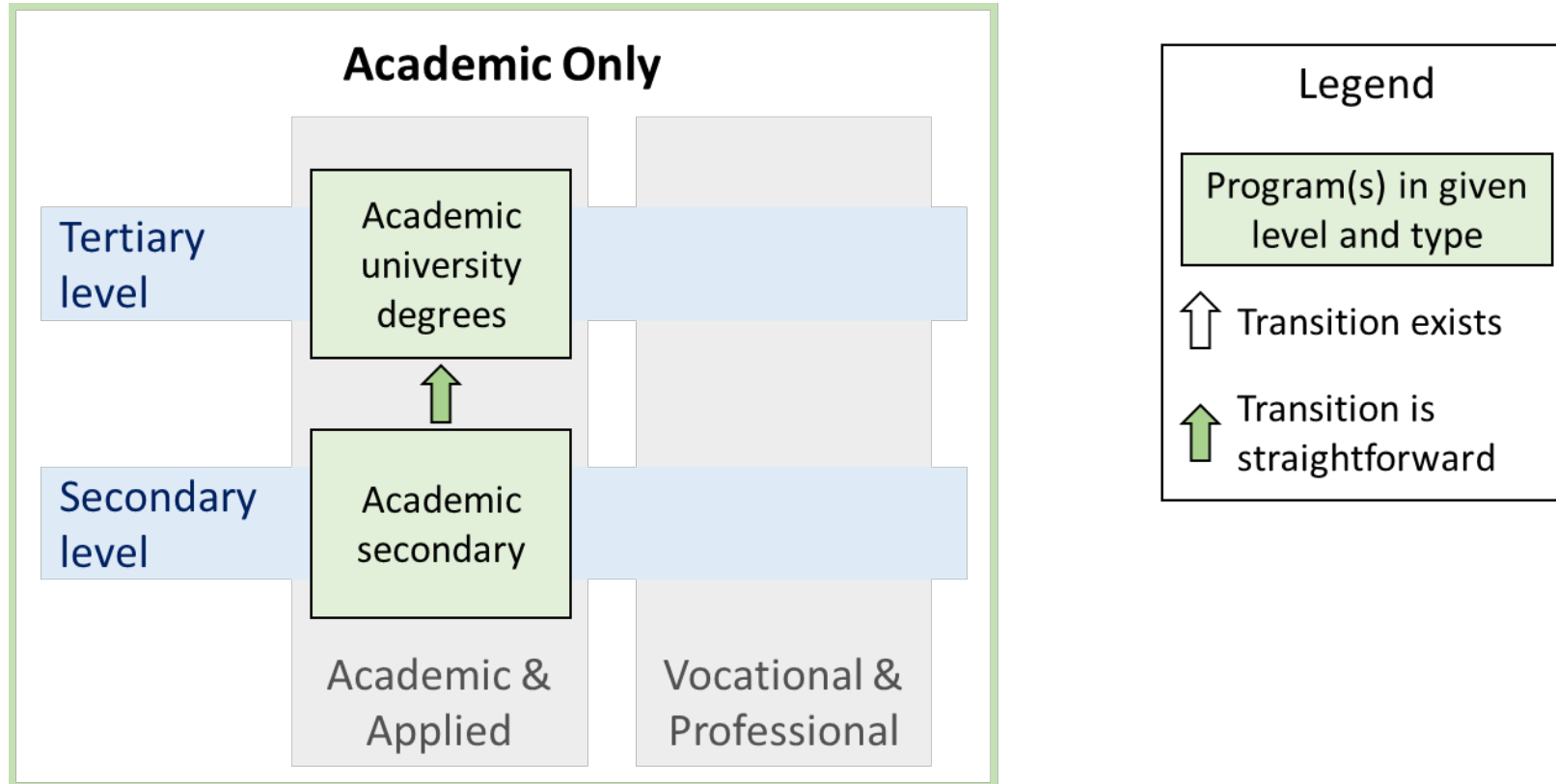
VET= Vocational Education and Training (Upper Secondary Level)
 PET= Professional Education and Training (Tertiary Level)

Proposing permeability ideal-types based on different levels of access and opportunity



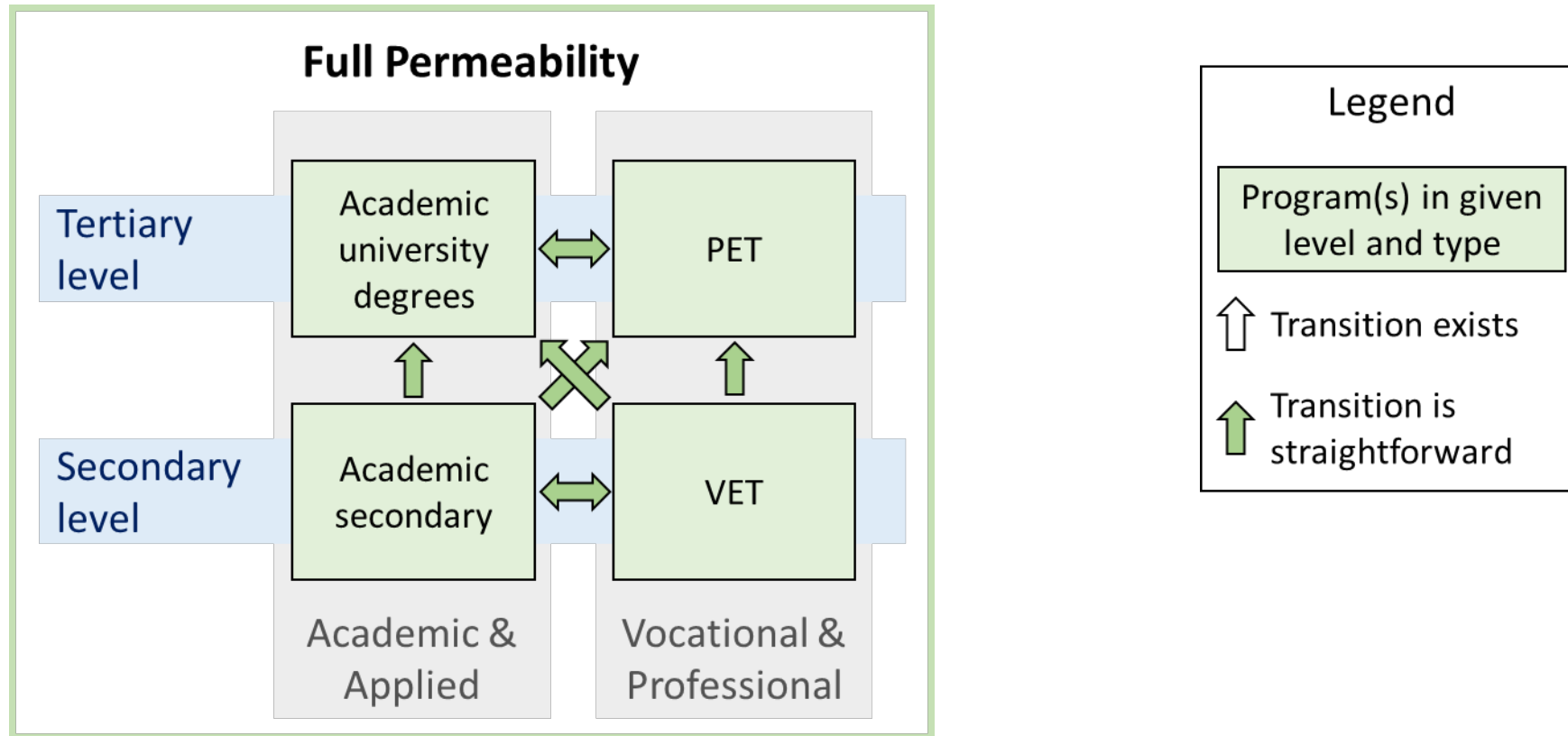
Source: Caves, K. M., McDonald, P., Naço, D., & Renold, U. (2023). A ticket up and a ticket out: Promoting and ensuring permeability in education system reform. CES Studies, 32.

The extremes: an academic-only education system is missing opportunity and access (only one pathway, one transition point)



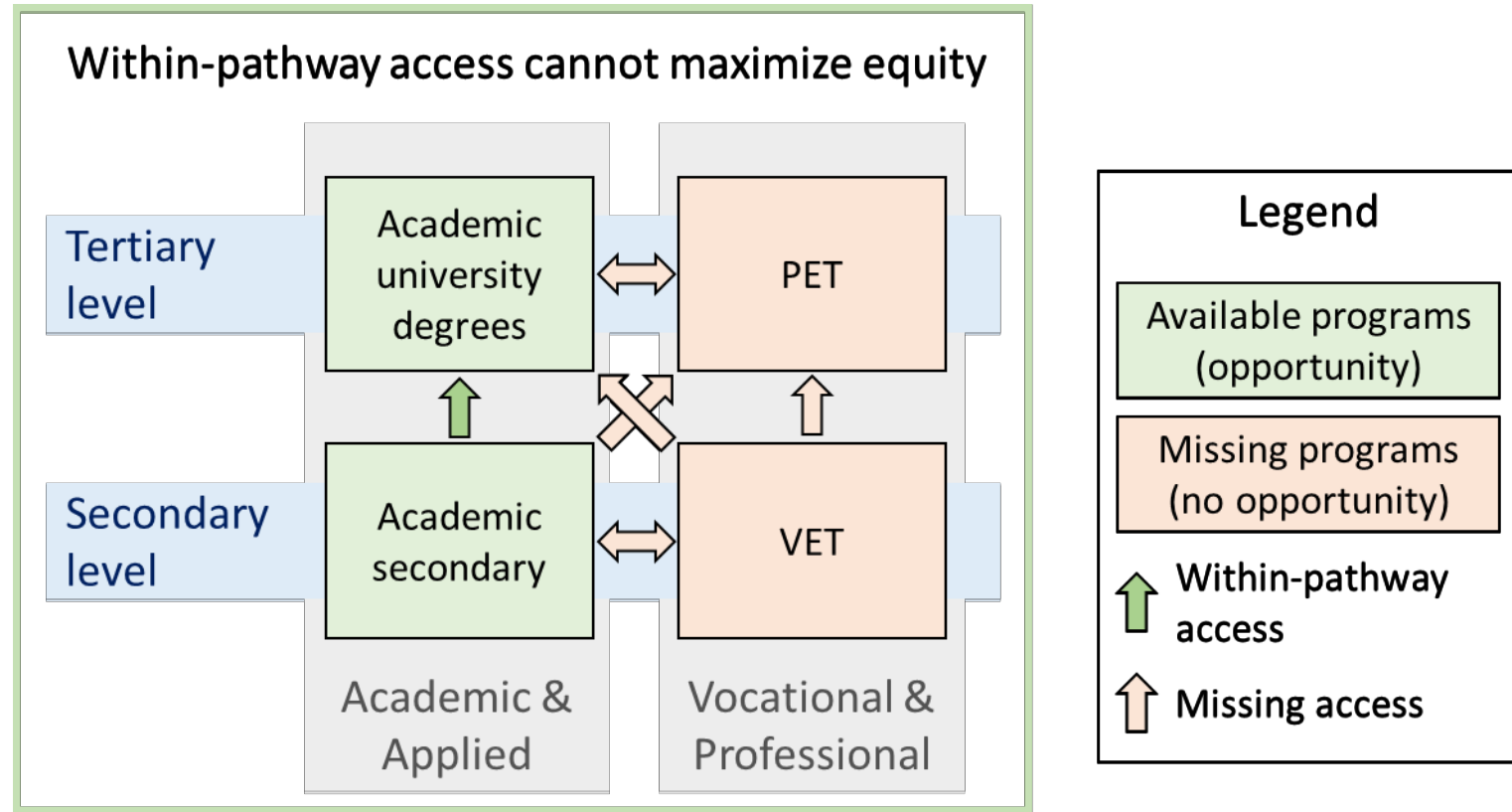
Source: Caves, K. M., McDonald, P., Naço, D., & Renold, U. (2023). A ticket up and a ticket out: Promoting and ensuring permeability in education system reform. CES Studies, 32.

The extremes: full permeability ensures opportunity and access (several pathways and access points)



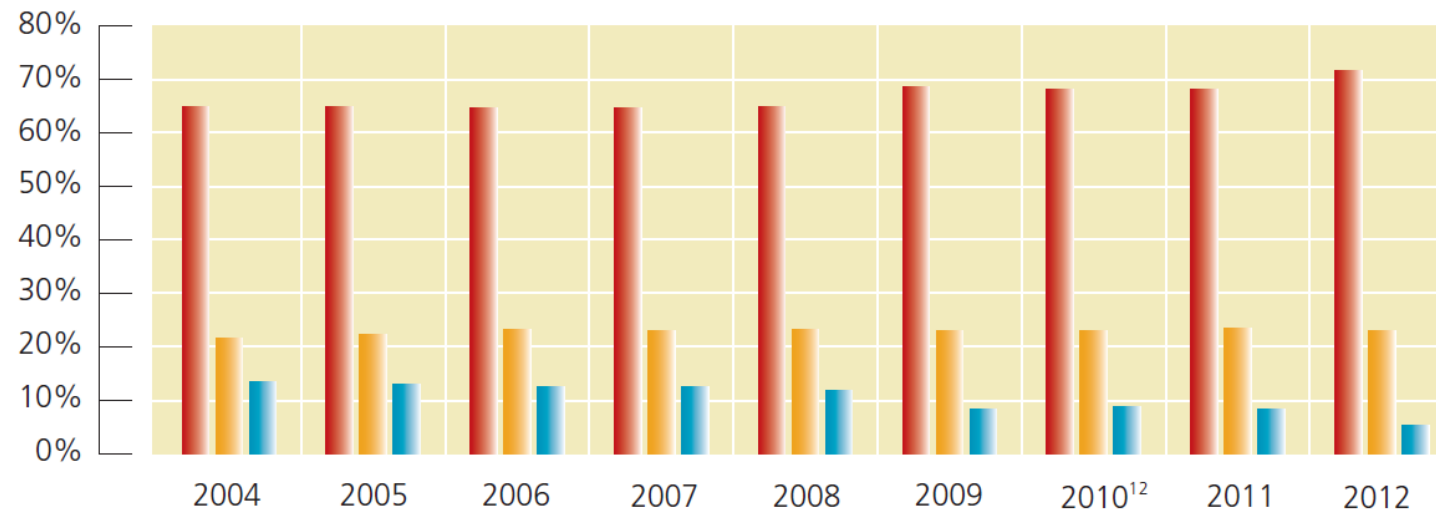
Source: Caves, K. M., McDonald, P., Naço, D., & Renold, U. (2023). A ticket up and a ticket out: Promoting and ensuring permeability in education system reform. CES Studies, 32.

Why it's important: Education systems without permeability are inequitable. An academic-only system is missing both educational opportunities **and** many different access pathways!



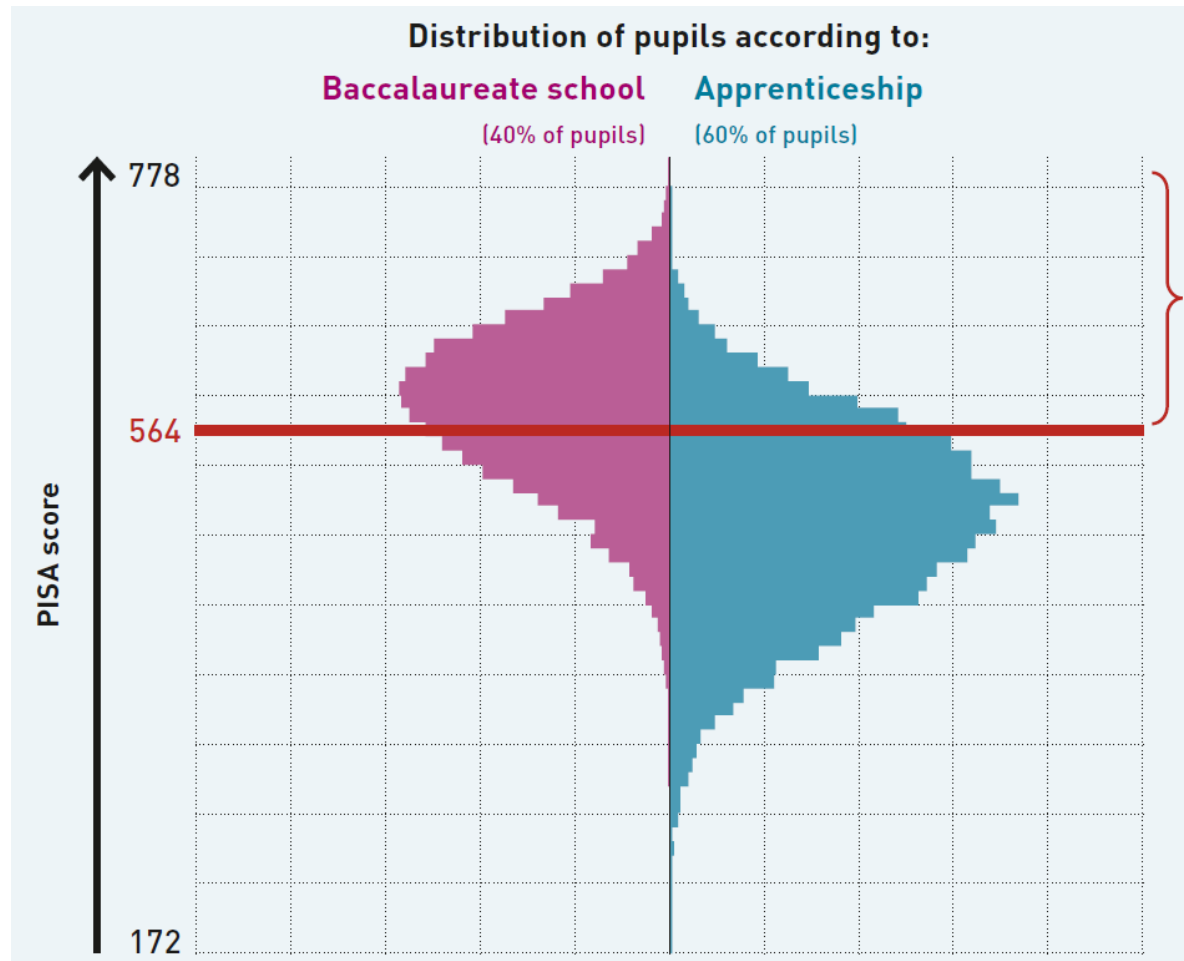
Why it's important: Permeability ensures more people have good qualifications (increase in permeability in CH since 2005 has gone along with a drop in no upper-secondary qualifications, mostly to VET programs)

Upper-secondary level qualifications¹¹



VET	■	64.9%	64.9%	64.6%	64.6%	65.0%	68.7%	68.2%	68.2%	71.6%
General education	■	21.7%	22.2%	23.2%	23.0%	23.3%	23.0%	23.0%	23.4%	23.1%
No upper-secondary level qualifications	■	13.4%	12.9%	12.2%	12.4%	11.7%	8.3%	8.8%	8.4%	5.3%

Why it's important: a permeable education system serves the highest number of people (by making VET a starting point for many pathways, more youth are willing to choose it)

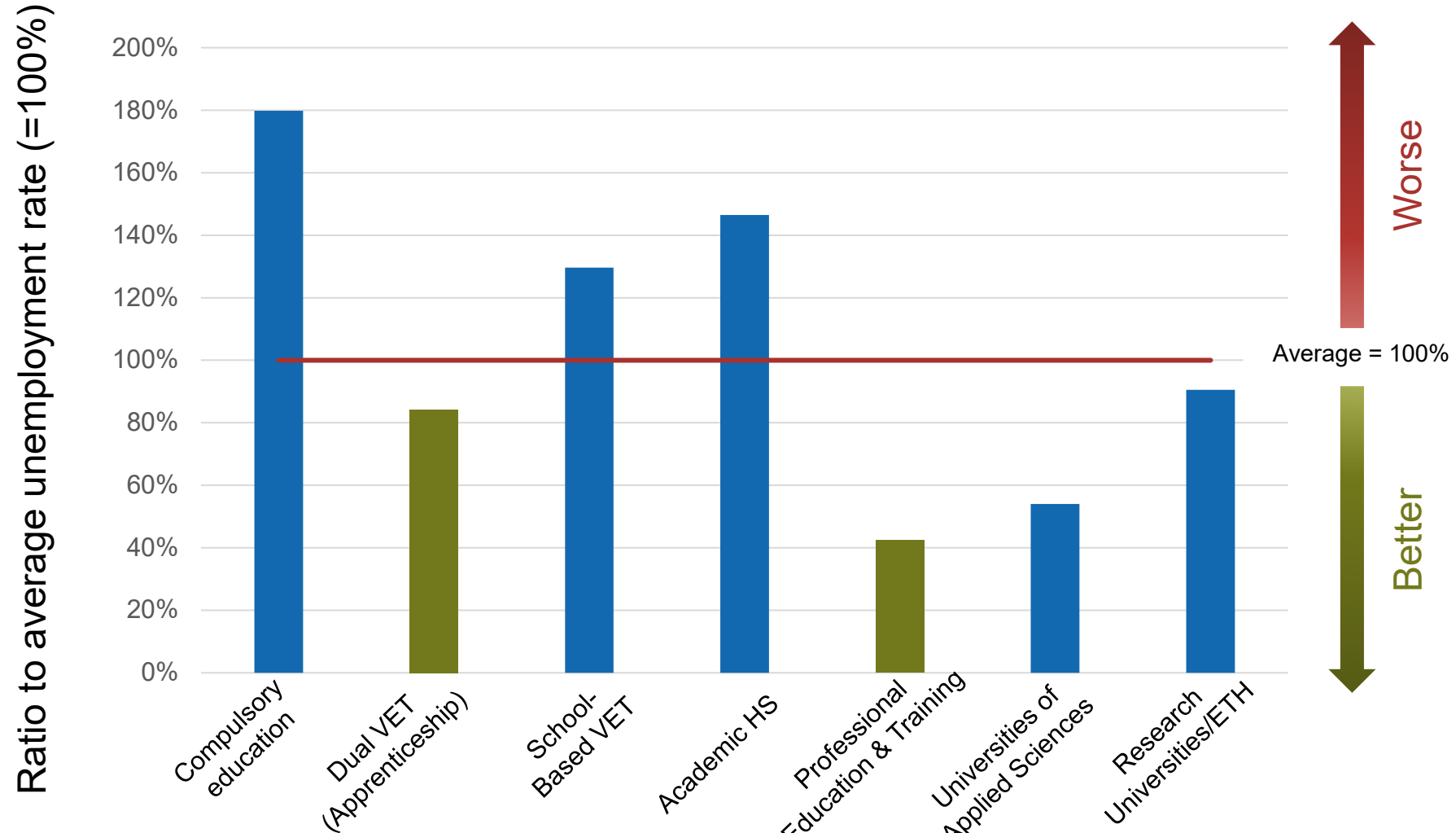


The area above the line is the top PISA quartile. **Many of Switzerland's best students choose an apprenticeship.**

Source: Bolli, T., Rageth, L., & Renold, U. (2019). The social status of vocational education and training in Switzerland. *KOF Working Papers*, 451.

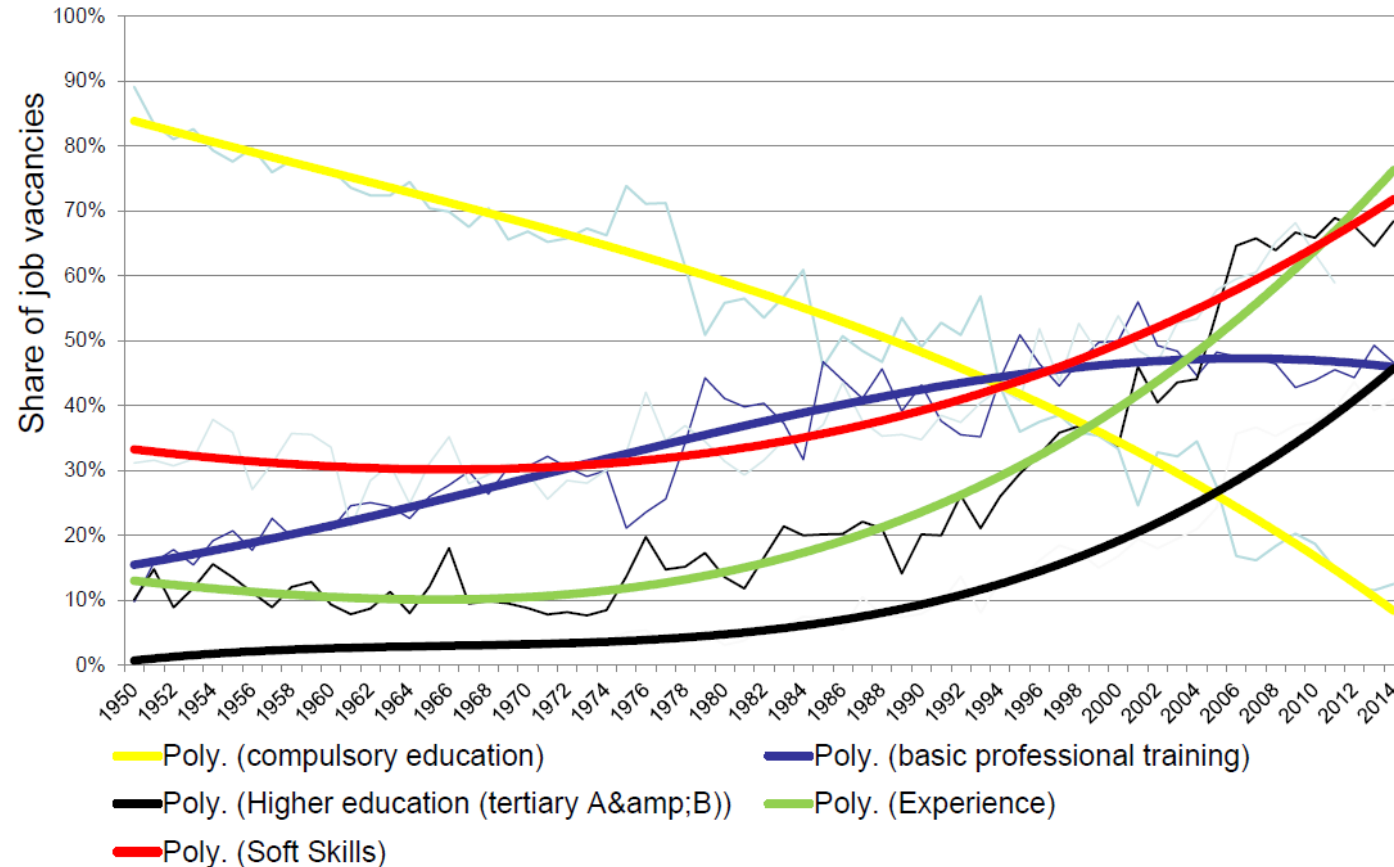
Discussion source: Balestra, S., & Backes-Gellner, U. (2017). Heterogeneous returns to education over the wage distribution: Who profits the most?. *Labour Economics*, 44, 89-105.

Why it's important: increasing access and opportunity leads to better outcomes for youth ("classic" academic pathways don't necessarily lead to better employment outcomes!)

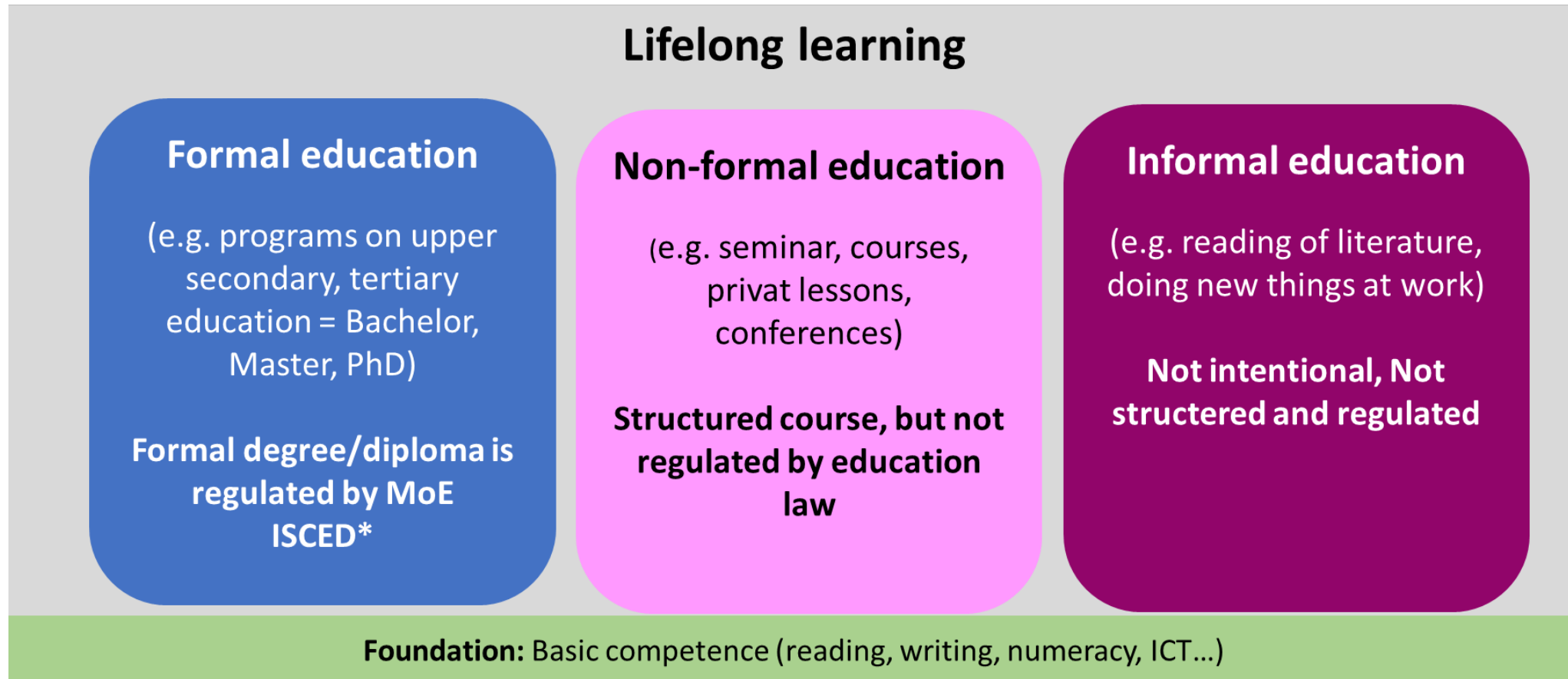


Source: BFS, Schweizerische Arbeitskräfteerhebung (SAKE), Daten 2009-2013; Berechnungen KOF Konjunkturforschungsstelle, ETHZ
 Discussion source: Tuor, S. N., & Backes-Gellner, U. (2010). Risk-return trade-offs to different educational paths: vocational, academic and mixed. *International journal of Manpower*.

Why it's important: The labor market is demanding more complex skills and we need to be able to react (permeability better allows for skills combinations and lifelong learning opportunities)

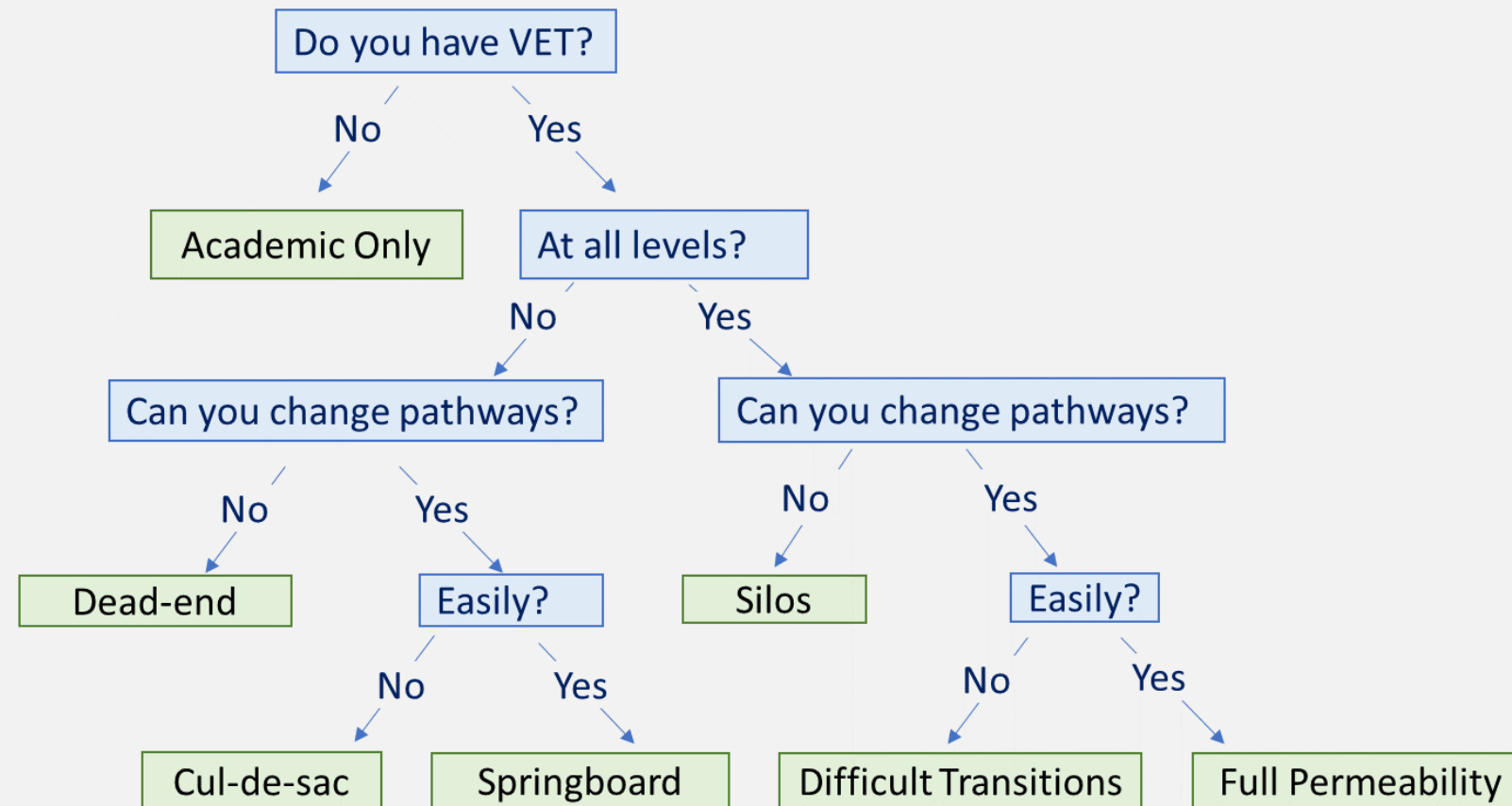


Permeability and lifelong learning: formalizing programs and recognizing prior learning

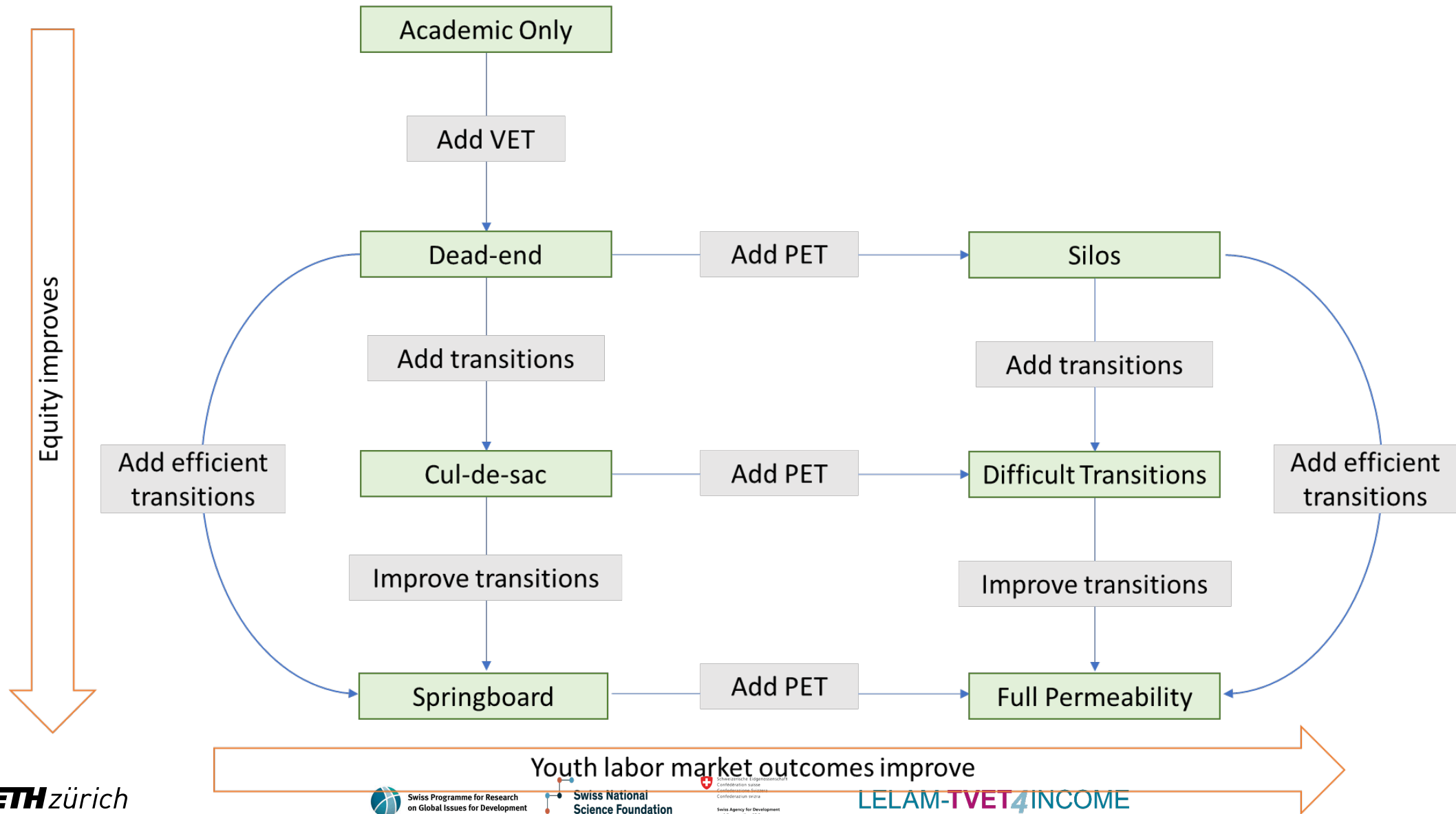


*The **International Standard Classification of Education (ISCED)** is a statistical framework for organizing information on [education](#) maintained by the [United Nations Educational, Scientific and Cultural Organization \(UNESCO\)](#).

How can you “diagnose” your own permeability? A simple decision chart to assist practitioners.



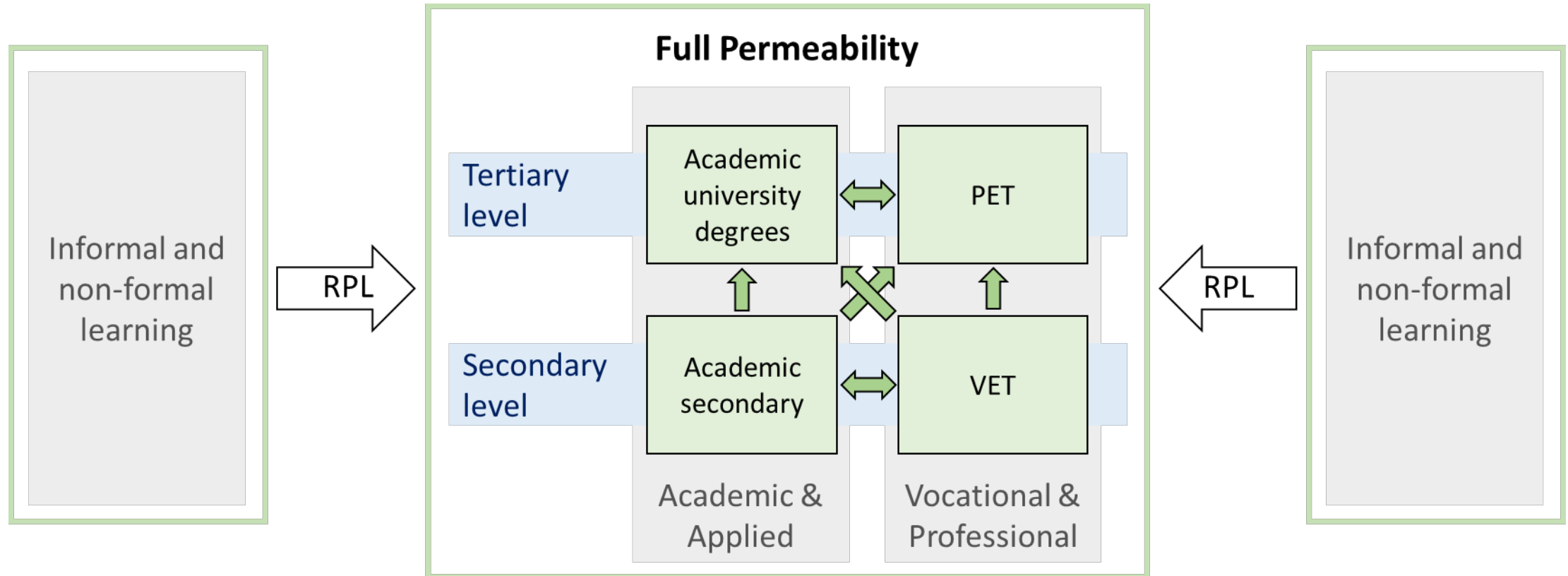
Improving permeability: How can you go about adding more permeability to the system? Different strategies for different priorities.



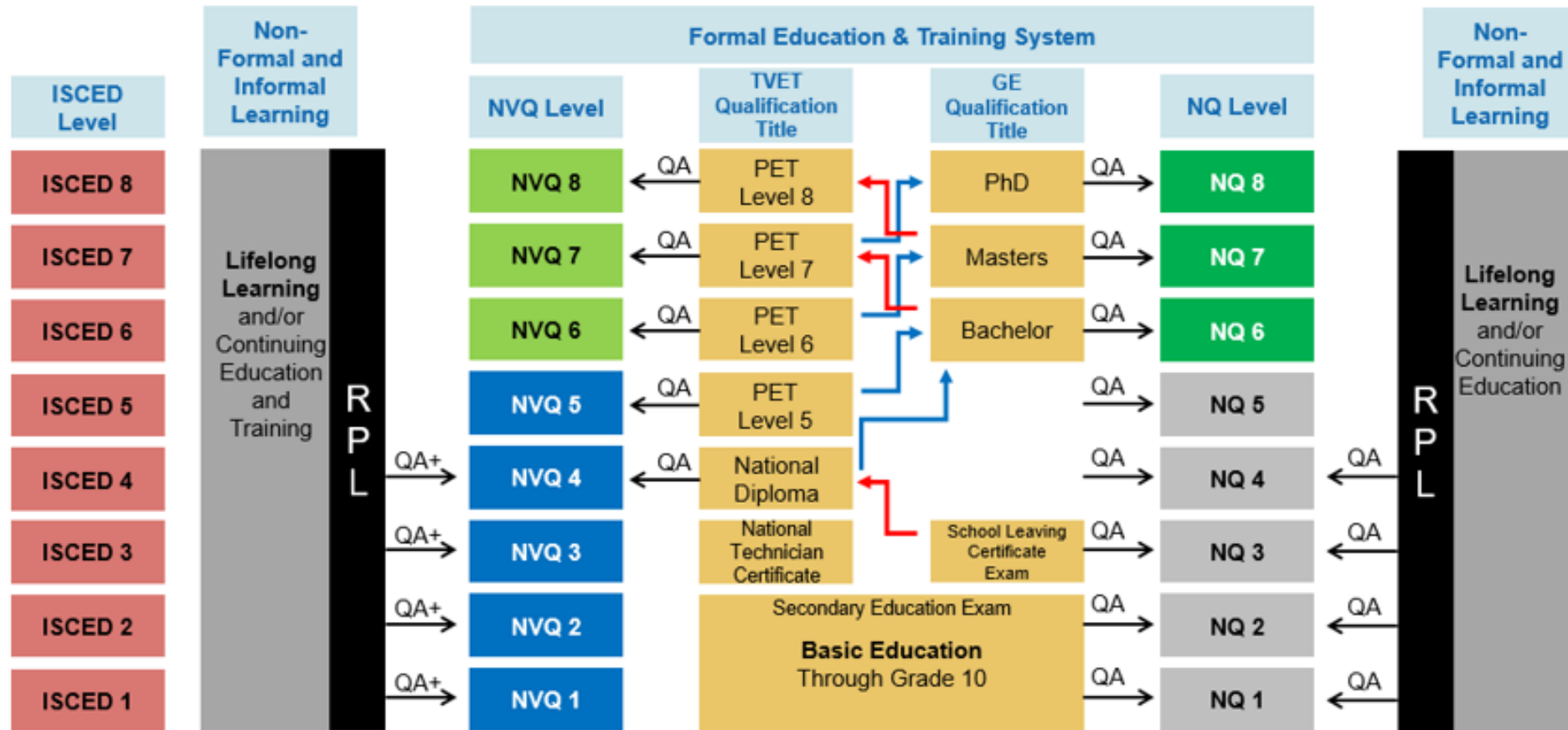
Permeability case studies: Focus on recognising and validating prior (informal and non-formal) learning

Nepal: Recognition of Prior Learning (RPL) in a permeable qualifications framework

Permeability case studies: Nepal and NVQS



Permeability case studies: Nepal and NVQS – concretely including RPL and lifelong learning



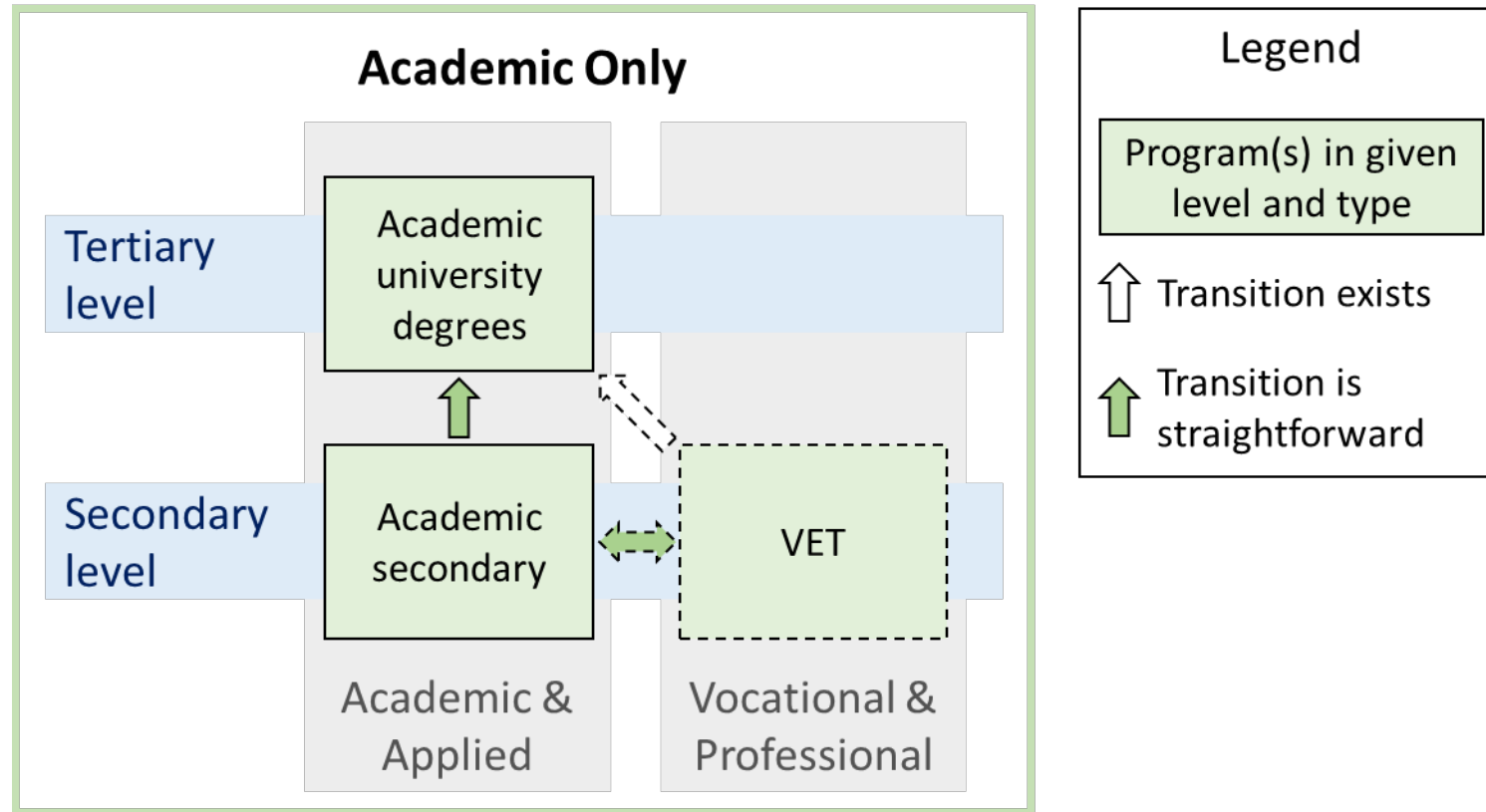
Source: Caves, Katherine M., und Ursula Renold. „External Evaluation: National Vocational Qualifications System Project Nepal“. KOF Studies No. 126, ETH Zurich, 2019.

Building permeability through forward planning and RPL

- Nepal's NVQS **develops a qualifications system that includes academic and TVET options on all levels.**
- This **ensures permeability following reforms** by ensuring space for programs that have yet to be introduced
- The NVQS also **provides for concrete recognition of prior learning**, ensuring permeability for people outside of the formal education system who can demonstrate their skills
- The government of Switzerland has been supporting Nepal in establishing NVQ system since October 2015 through the Nepal Vocational Qualifications System- Project (NVQS-P)

Benin: Increasing permeability in the system through adding certification to a previously-informal apprenticeship program

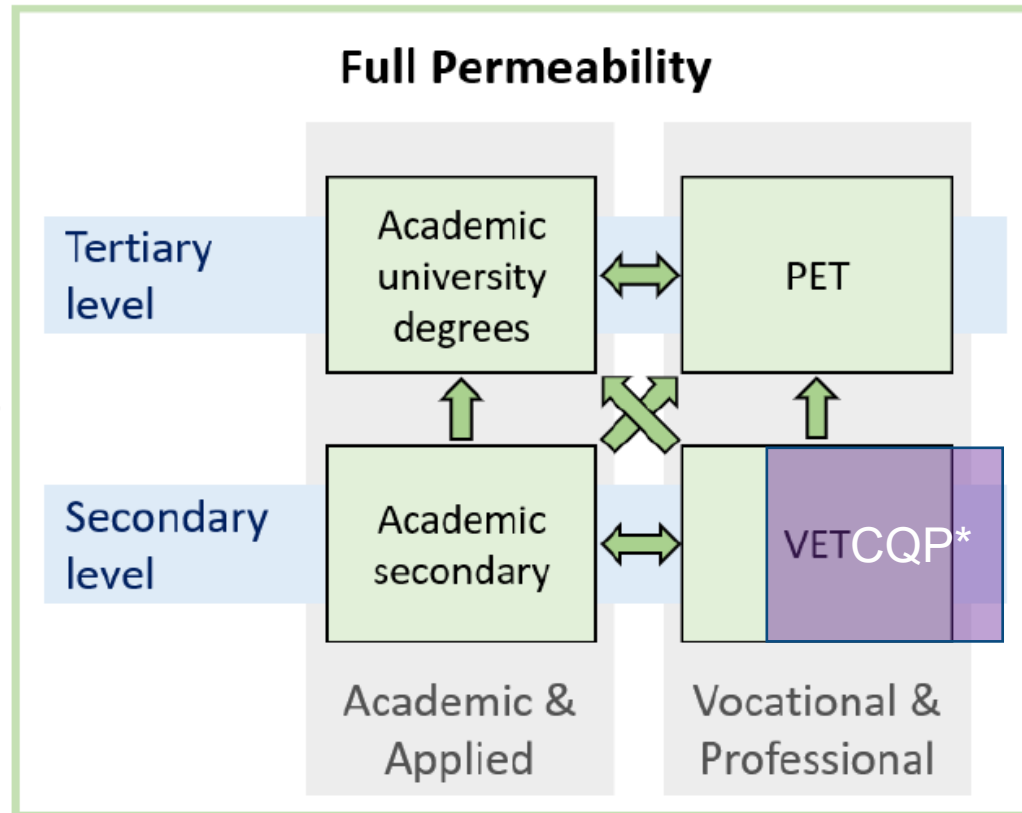
Permeability case studies: Benin and CQP



CQP: Adding permeability through formalization

- The CQP (Certificat de Qualification Professionnel) **improves permeability through formalization**
- A **previously non-formal** apprenticeship program is integrated into the formal education system, by adding a day of school-based learning, and a government-recognised certification.
- The permeability nevertheless remains **incomplete**: The program is only offered in few occupations, and the possibility of continuing to further education is not yet guaranteed.

Permeability case studies: Benin and CQP



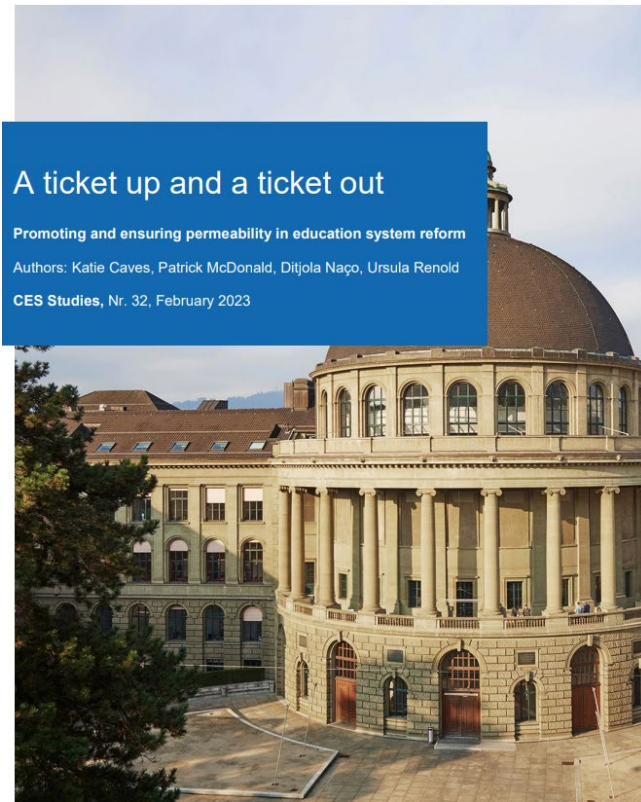
Informal Labor Market
(Workshop of Masters)

*Combining learning in the informal labor Market with formal education at VET schools (ISECD level 2)

Links to more content

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SYSTEMS



A ticket up and a ticket out

Promoting and ensuring permeability in education system reform

Authors: Katie Caves, Patrick McDonald, Ditjola Naço, Ursula Renold

CEES Studies, Nr. 32, February 2023

DMTEC

A ticket up and a ticket out: Promoting and ensuring permeability in education system reform

[Link to the report](#)

[Link to the accompanying videos](#)

Thank you for your interest!

