



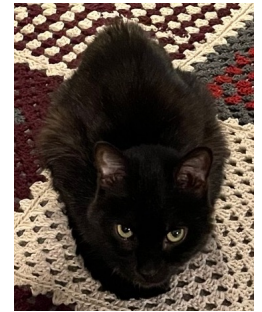
Spinning a yarn

Progress report on the social role of colleges

Presentation to seminar series on
the social role of colleges

16 May 2023

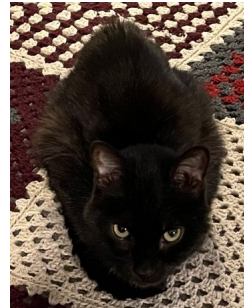
Knitting pattern



2

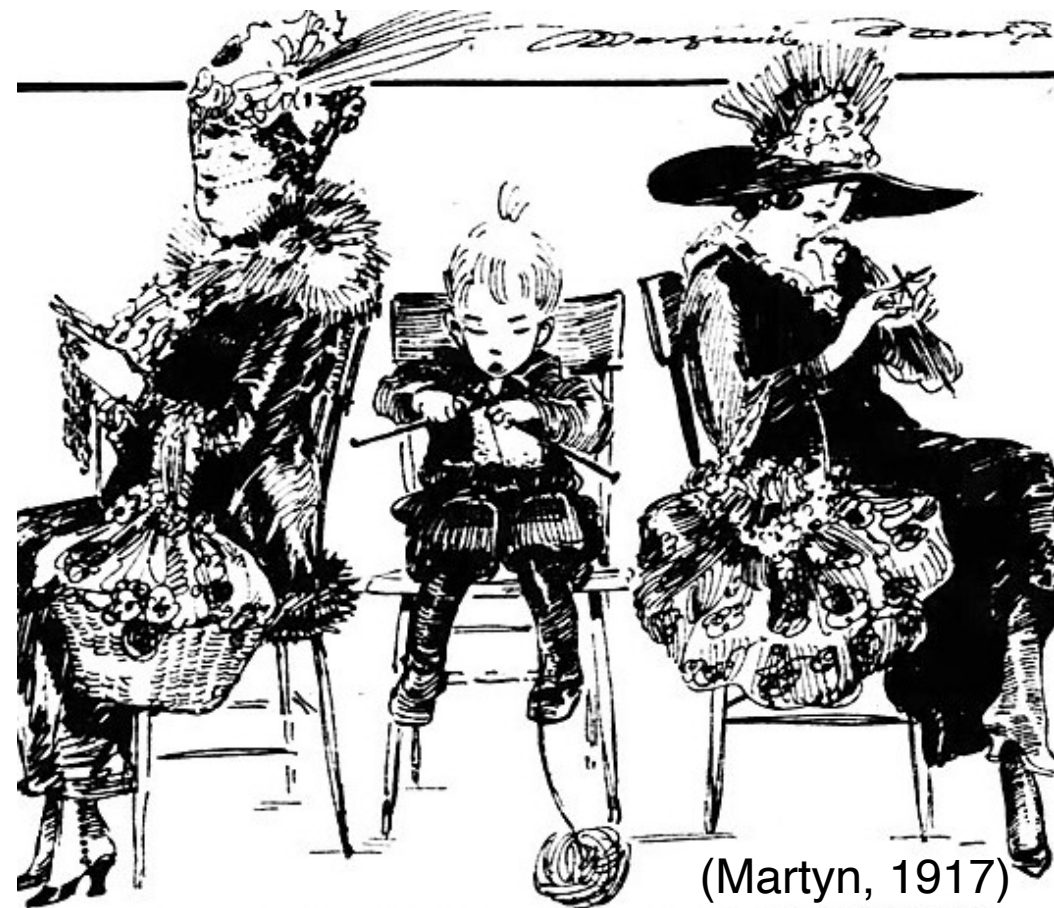
Knitters and knitting
Institutionalisation of organisations
3 roles
Untangling colleges
Threads
Sectors
Social roles
Next patterns

KNITTERS AND KNITTING



Knitters

Jakob Kost
 Gavin Moodie
 Leesa Wheelahan
 Erin Anderson
 Seo Young Lee
 Kelsey Lewis
 Mary Overholt
 Amet Su
 Yehyeon Yoo



AT THE RED CROSS KNITTING ROOM SATURDAY AFTERNOON

Knitting

- Leesa Wheelahan: What do colleges do and why do they matter? Thinking about the role of colleges as local actor
- Pauline David: Vocational preparation in schools and college in France
- Jakob Kost: Universities of applied sciences as actors of regional development? Evidence from the Swiss education system
- Maarit H Virolainen: The Finnish UAS: Towards enhancing regional and national collaboration
- Debra D Bragg: What research on community college baccalaureates teaches us about systematic inequities in higher education





Knitting

- Silvia Annen: Academisation, hybrid qualifications and skills shortage – competition and complementarity between vocational and higher education in Germany
- Gareth Parry: On the roles and relations of further education colleges in England
- Cristian Lincovil Belmar and Miski Peralta Rojas: Defying the primacy of the market: the challenge of Chile's public higher vocational education
- Steven Hodge: Eroding the social role of vocational education in Australia
- Claudia Schiedeck Soares de Souza: The Federal Institutes: The most recent model for VET in Brazil
- Ellen Hazelkorn, Restructuring Irish post-secondary education – 1970s to 2023+

<https://www.oise.utoronto.ca/cihe/events/cihe-speaker-series/social-role-of-colleges/>

⇒ [PowerPoint presentation of Professor Gareth Parry's seminar.](#)



The image shows a YouTube video player interface. At the top left, there is a blue circular logo with the text "CIHE" and the video title "On the Roles and Relations of Further Education ...". To the right of the title are icons for "Watch Later" (a clock) and "Share" (an arrow). Below the title, the video content area displays the text "On the Roles and Relations of Further Education Colleges in England" with a large red play button icon in the center. Below the text, the name "Gareth Parry" is visible. On the right side of the player, there is a small video thumbnail showing a man (Gareth Parry) speaking in front of a bookshelf, with his name "Gareth Parry" written below it.

ECER 2023, Glasgow

ECER 2023 Conference Dates

21 - 22 August 2023 - Emerging Researchers' Conference, ERC

22 - 25 August 2023 - European Conference on Educational Research, ECER

ERC and ECER will only take place in person at the University of Glasgow.



Abstracts due 2 Oct 2023

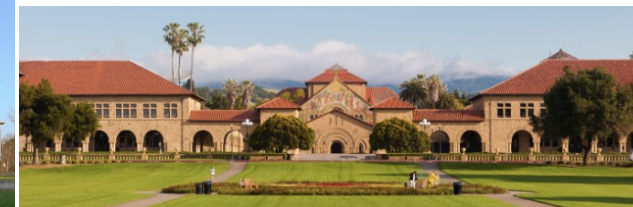
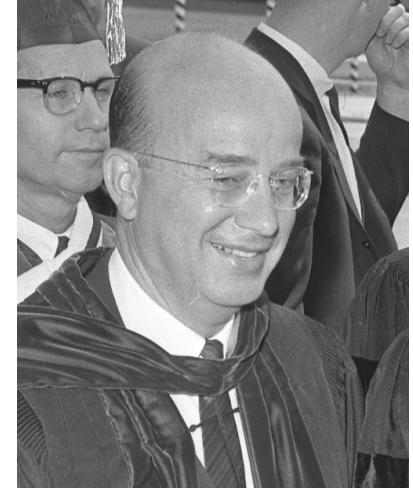


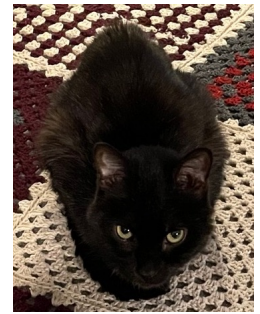
INSTITUTIONALISATION OF ORGANISATIONS

Organisations

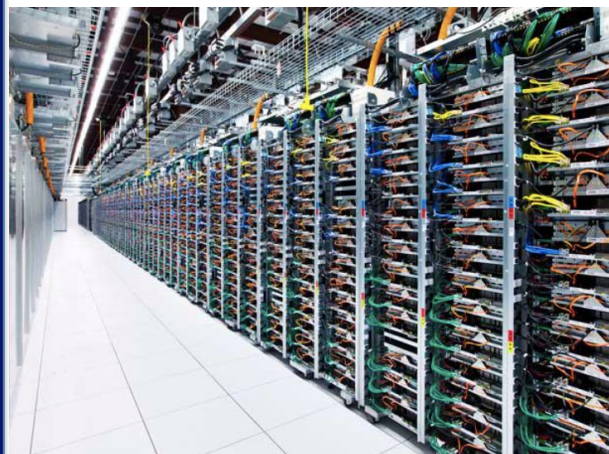


Institutions

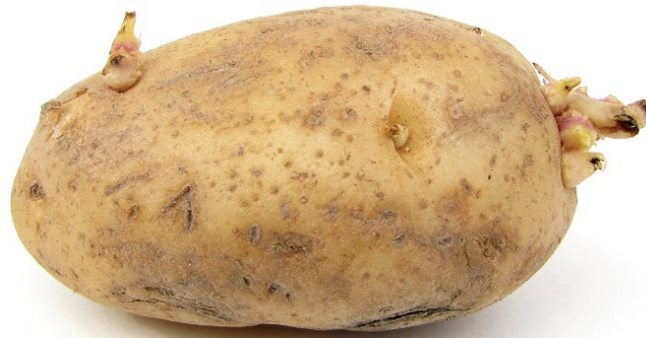
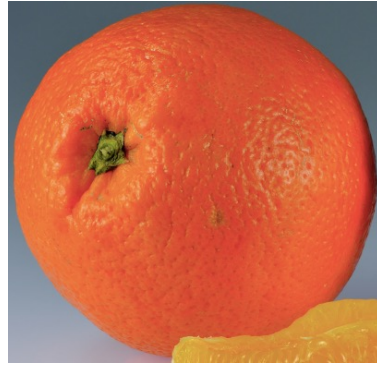


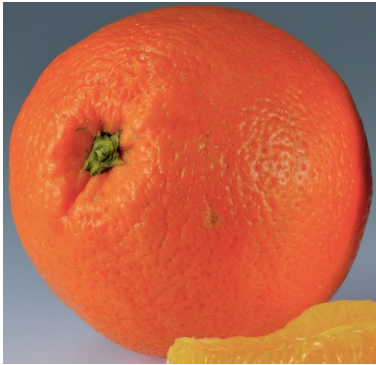
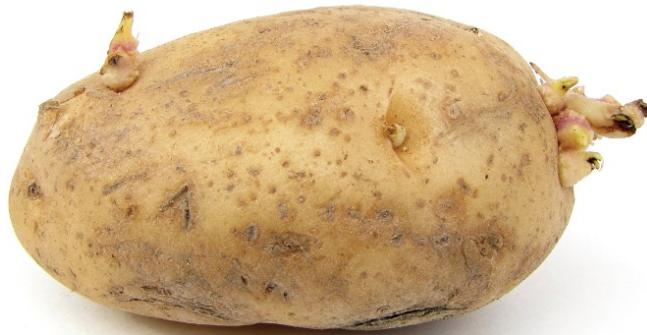


3 ROLES











3 roles

Educational, to develop graduates' and society's understanding of theoretical, abstract knowledge;

Occupational, to develop graduates' individual and work groups' collective productive capacity; and

Social, to advance society, and social justice and inclusion

(Moodie and Wheelahan, 2023, pp. 53, 67)



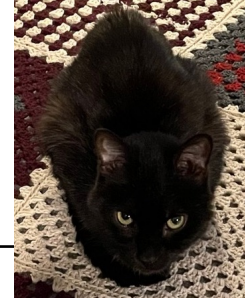
THREADS



Threads

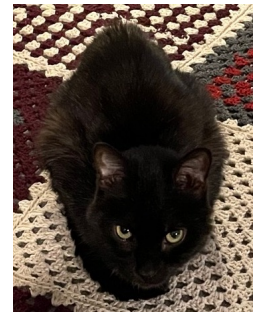
| Country | Below tertiary | Post secondary non tertiary | Short cycle tertiary | Bachelors | Masters and above |
|--------------|----------------|-----------------------------|----------------------|-----------|-------------------|
| Australia | 44 | 6 | 11 | 28 | 11 |
| Brazil | 79 | | | 20 | 1 |
| Canada | 28 | 10 | 26 | 24 | 11 |
| Chile | 69 | | | 19 | 2 |
| Finland | 56 | 1 | 8 | 17 | 17 |
| France | 59 | 0 | 14 | 12 | 15 |
| Germany | 56 | 13 | 1 | 18 | 13 |
| Ireland | 31 | 15 | 9 | 29 | 15 |
| South Africa | 84 | | 8 | 7 | 1 |
| Switzerland | 55 | | | 24 | 21 |
| UK | 50 | | 9 | 26 | 15 |
| USA | 50 | | 11 | 25 | 14 |
| Oecd | 56 | 6 | 7 | 19 | 15 |

Threads



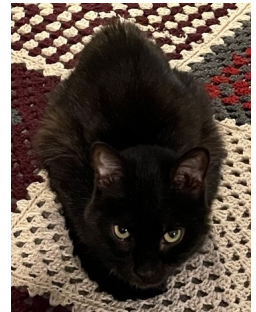
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|--------------|----------------|-----------------------------|----------------------|-----------|-------------------|
| Australia | 44 | 6 | 11 | 28 | 11 |
| Brazil | 79 | | | 20 | 1 |
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| Chile | 69 | | | 19 | 2 |
| Finland | 56 | 1 | 8 | 17 | 17 |
| France | 59 | 0 | 14 | 12 | 15 |
| Germany | 56 | 13 | 1 | 18 | 13 |
| Ireland | 31 | 15 | 9 | 29 | 15 |
| South Africa | 84 | | 8 | 7 | 1 |
| Switzerland | 55 | | | 24 | 21 |
| UK | 50 | | 9 | 26 | 15 |
| USA | 50 | | 11 | 25 | 14 |
| Oecd | 56 | 6 | 7 | 19 | 15 |

Threads



| Country | Name | Purpose | Levels | Issue | Social |
|-------------|--------------------|-----------|-----------|--------------------------|------------------|
| Australia | Tafe | Work | Mid & low | CBT & markets | Crowded out |
| Brazil | Federal institutes | Work | Mid | Reliance on federal govt | Social inclusion |
| Canada | Colleges | Ed & work | Mid | Low theory | Anchors |
| Chile | | | | | |
| England | FE | Ed & work | Mid & low | Delivery org | Possible |
| Finland | AMK | Ed & work | Upper | Mergers | Ecosystem |
| France | IUT | Work | Mid&Upper | Academic | Intersect |
| Germany | UAS | Ed & work | Upper | Competition | Vet valued |
| Ireland | Tech unis | Ed & work | Upper | Full time | Regional |
| | FEcollege | Work & ed | Low | Small | Commun |
| Switzerland | UAS | Ed & work | Upper | Subordinate | Economic |
| USA | Colleges | Ed & work | Mid | Unequal | Possible |

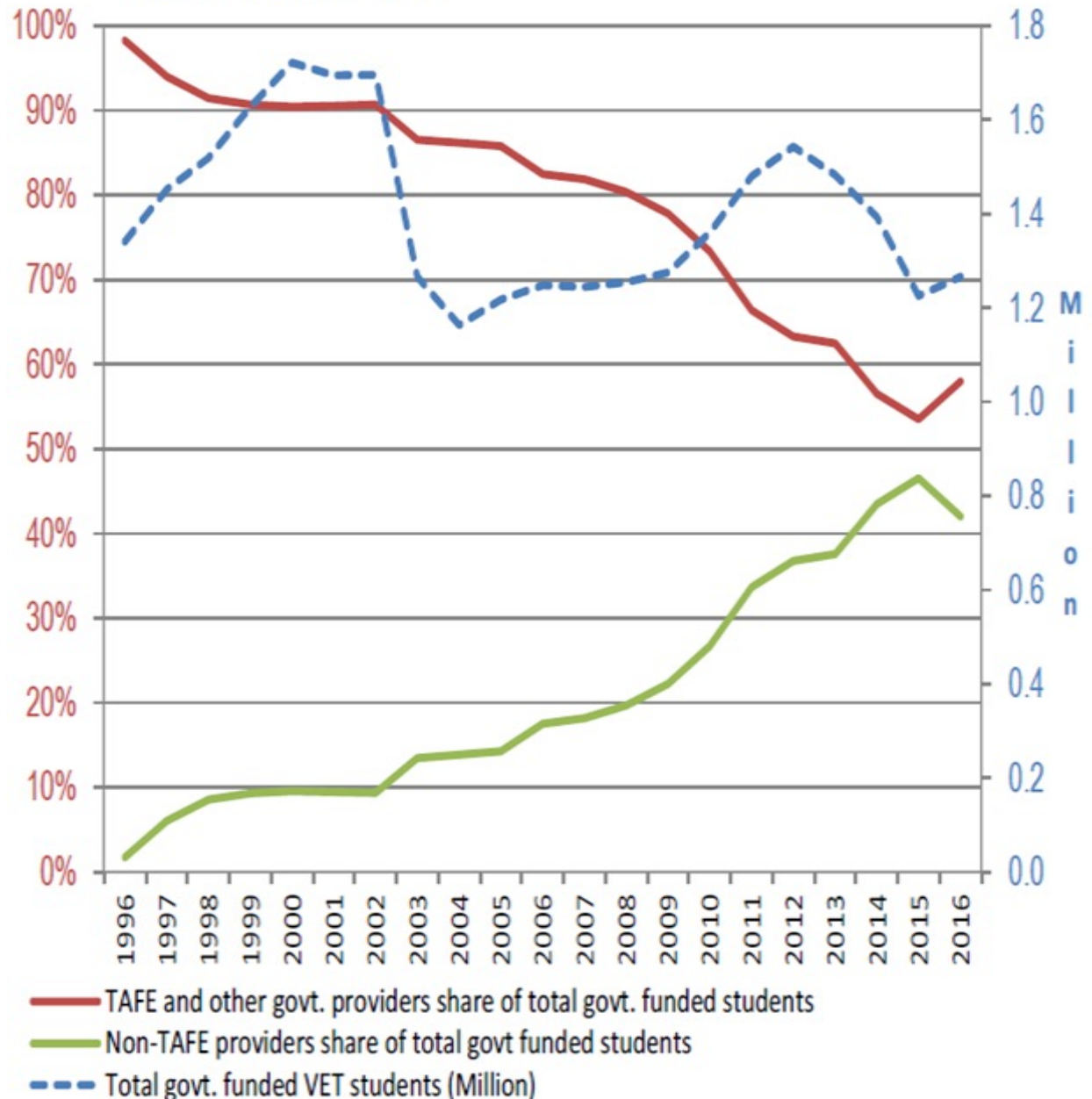
AUSTRALIA



The unravelling of TAFE

Figure 1 Trends in Govt Funded VET Students and TAFE Non-TAFE Share of Total Govt Funded Students

23



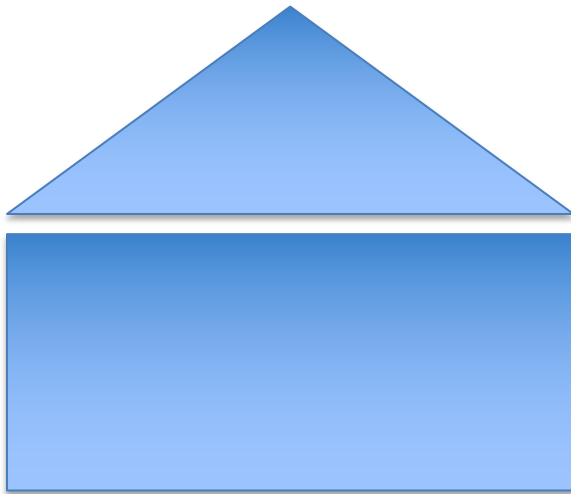
Source: Hodge
(2023, slide 15)

CANADA

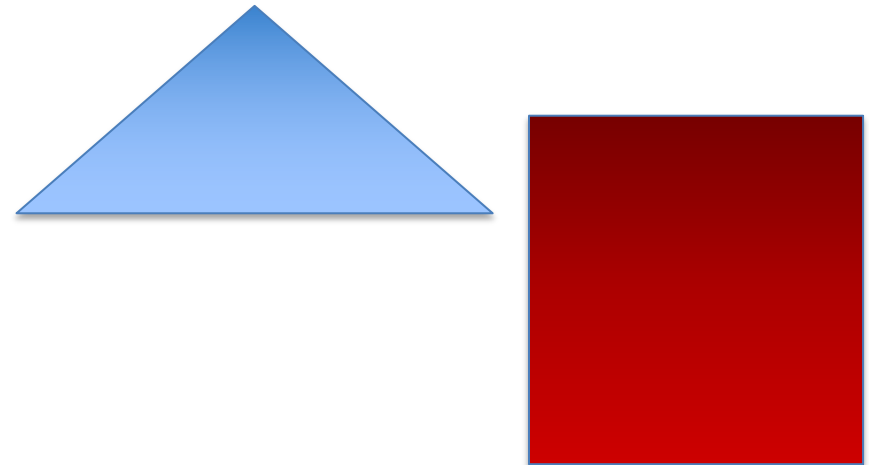


Vertical and parallel sectors

Vertical
(USA)



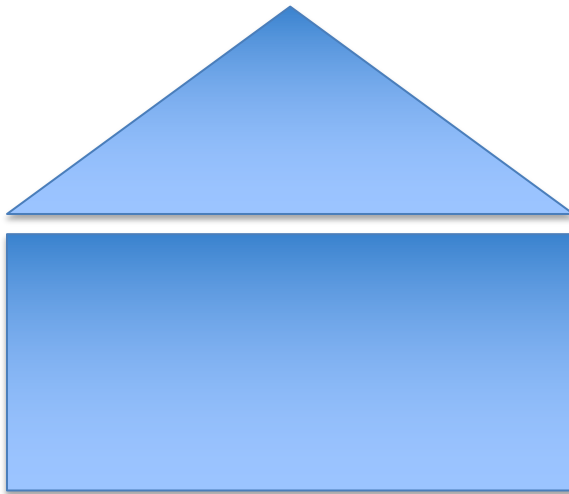
Parallel
(Continental Europe)



(Clark, Moran, Skolnik and Trick, 2009, pp. 156-157; Skolnik, 2016, p. 44)

Vertical and parallel sectors

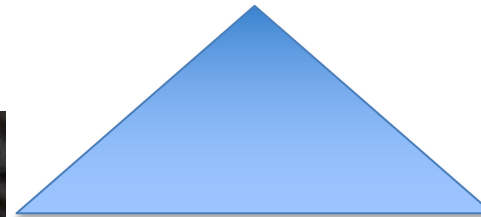
Vertical
(USA)



Ontario's
colleges



Parallel
(Continental Europe)



(Clark, Moran, Skolnik and Trick, 2009, pp. 156-157; Skolnik, 2016, p. 44)

ENGLAND



Further education: From a system to a sector

| | Before 1980s | → | After 1990s |
|---------------------|--------------|---|-------------|
| Mission | vocational | → | Plural |
| Governance | municipal | → | Independent |
| Organisation | stratified | → | Segmented |
| Policy | coordination | → | Competition |
| Credo | alternative | → | Responsive |

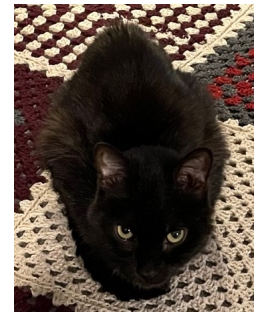
(Parry, 2022)





IRELAND

Changing sectors



1966

1992

2023

Universities

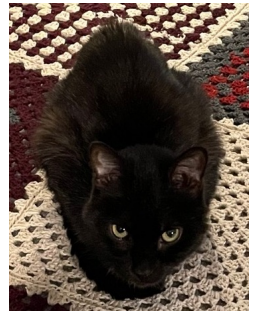
Regional technical colleges → Institutes of technology

Vocational schools

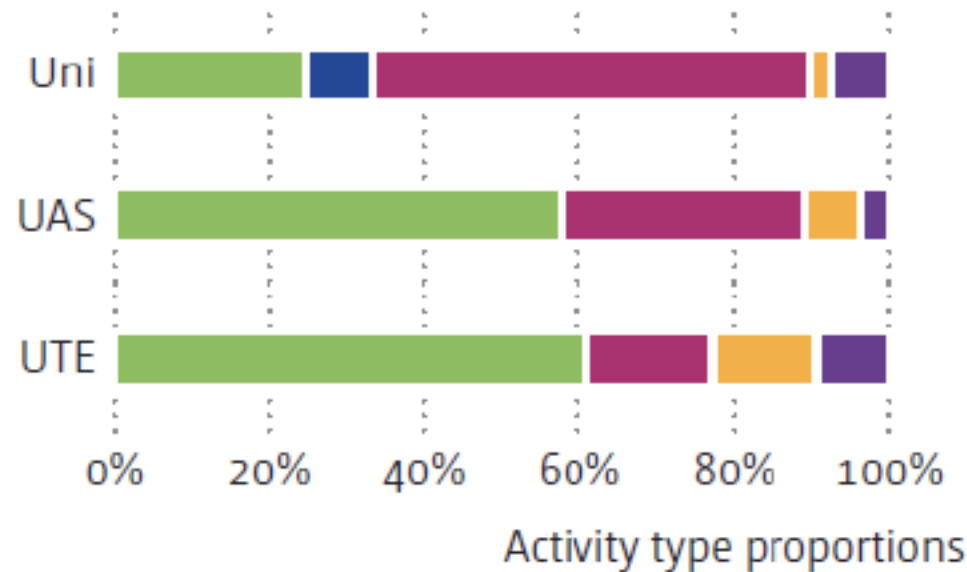
Technological universities | Universities

Further education and training colleges

SWITZERLAND



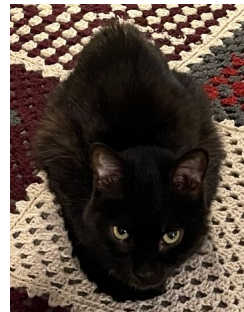
Full time equivalent academic staff allocation of time, by type of university



- Teaching with basic education (BA/MA)
- Teaching with advanced education (Doctorate)
- Research and development
- Continuing education and training
- Services

(SKBF, 2018, p. 174,
cited by Kost, 2022)

USA



Lessons

Privilege

Higher education upholds and perpetuates inequities in access, experience and outcomes for underserved students

Subordination

Transfer bureaucracy advantages white privileged students while disadvantaging racially minoritized, low-income and older students

Opportunity

Higher education, including CC, perpetuates barriers to transfer and baccalaureate completion by race, income and age

Outcomes

Promising results on completion, employment and earnings but equity gaps Latinx students & women

(Bragg, 2022)

Knitting it all together



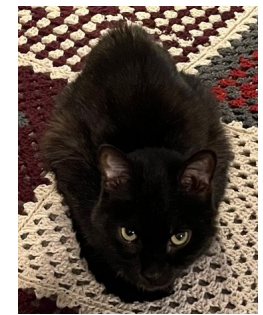
(Wheelahan, 2023)



Sectors



Sectors

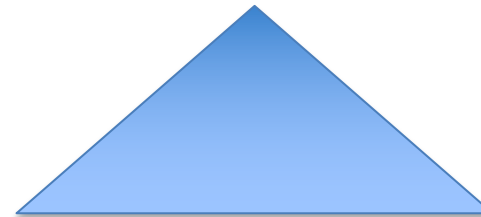
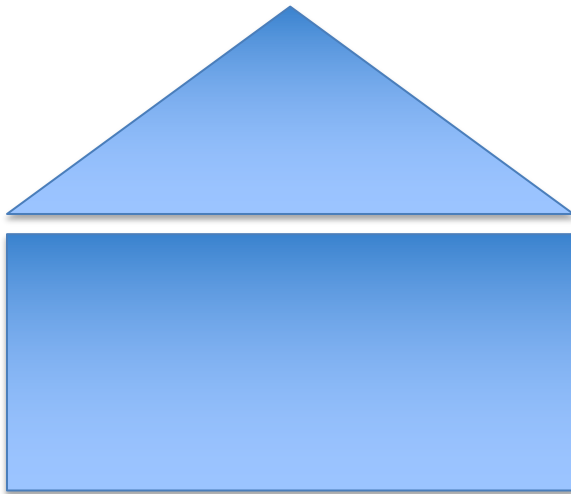


37



Anglophones from

Vertical to Parallel?



Examples of types of social³⁹ roles

Equity

Service learning

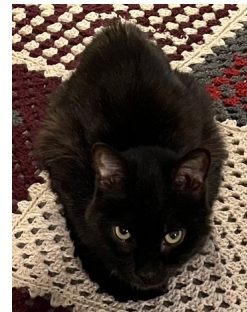
Education extension services

Work extension services

Cultural enrichment

Community development or engagement

Local and regional development



Developing social capital

‘broadly, social networks, the reciprocities that arise from them, and the value of these for achieving mutual goals’

(Schuller, Baron and Field, 2000, p. 1)



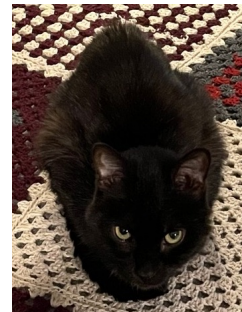
A matrix of types of social⁴¹ roles

Individual

Collective

On campus

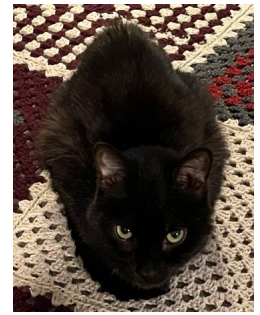
Off campus





NEXT PATTERNS

Key questions



1. What should college qualifications look like?
2. What can colleges do that universities and schools can't do?
3. What roles do colleges play in supporting local and regional economic, social and cultural development?
4. How will the work of occupations served by colleges change in 5, 10 and 15 years time? How should qualifications change?
5. How can we support college teachers as 'dual-professionals' – industry experts and expert teachers?

(Wheelahon, 2022)

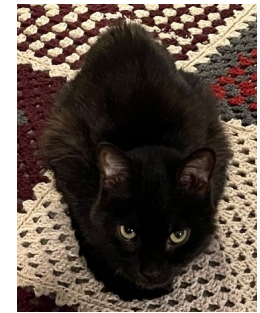


(Wheelahan, 2023)



Sources

- Bragg, D. (2022). What research on community college baccalaureates teaches us about systematic inequities in higher education. Presentation to seminar series on the social role of colleges 4 October 2022. Centre for the Study of Canadian and International Higher Education (CIHE) at the Ontario Institute for Studies in Education, University of Toronto, <https://www.oise.utoronto.ca/cihe/events/cihe-speaker-series/social-role-of-colleges/>
- Clark, I. D., Moran, G., Skolnik, M. L., & Trick, D. (2009). Chapter 6: The design of Ontario's system of post-secondary education. In *Academic transformation: The forces reshaping higher education in Ontario* (pp. 137-174). McGill-Queens University Press.



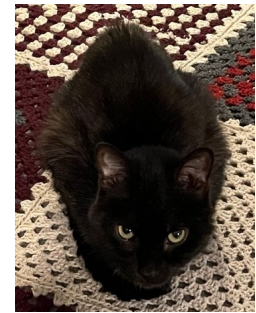
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ILLUSTRATIONS

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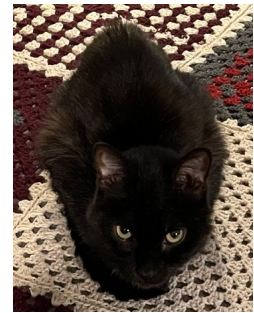
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Thank you

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