

Social inclusion through university lifelong learning in Germany?

Challenges for individuals and higher education institutions (HEI).

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Kirsten Mülheims, Stefanie Schröder

Agenda

1. Assumptions
2. Who are university lifelong learners?
3. Developing the field
4. Challenges for individuals and HEI
5. Conclusion

1. Assumptions

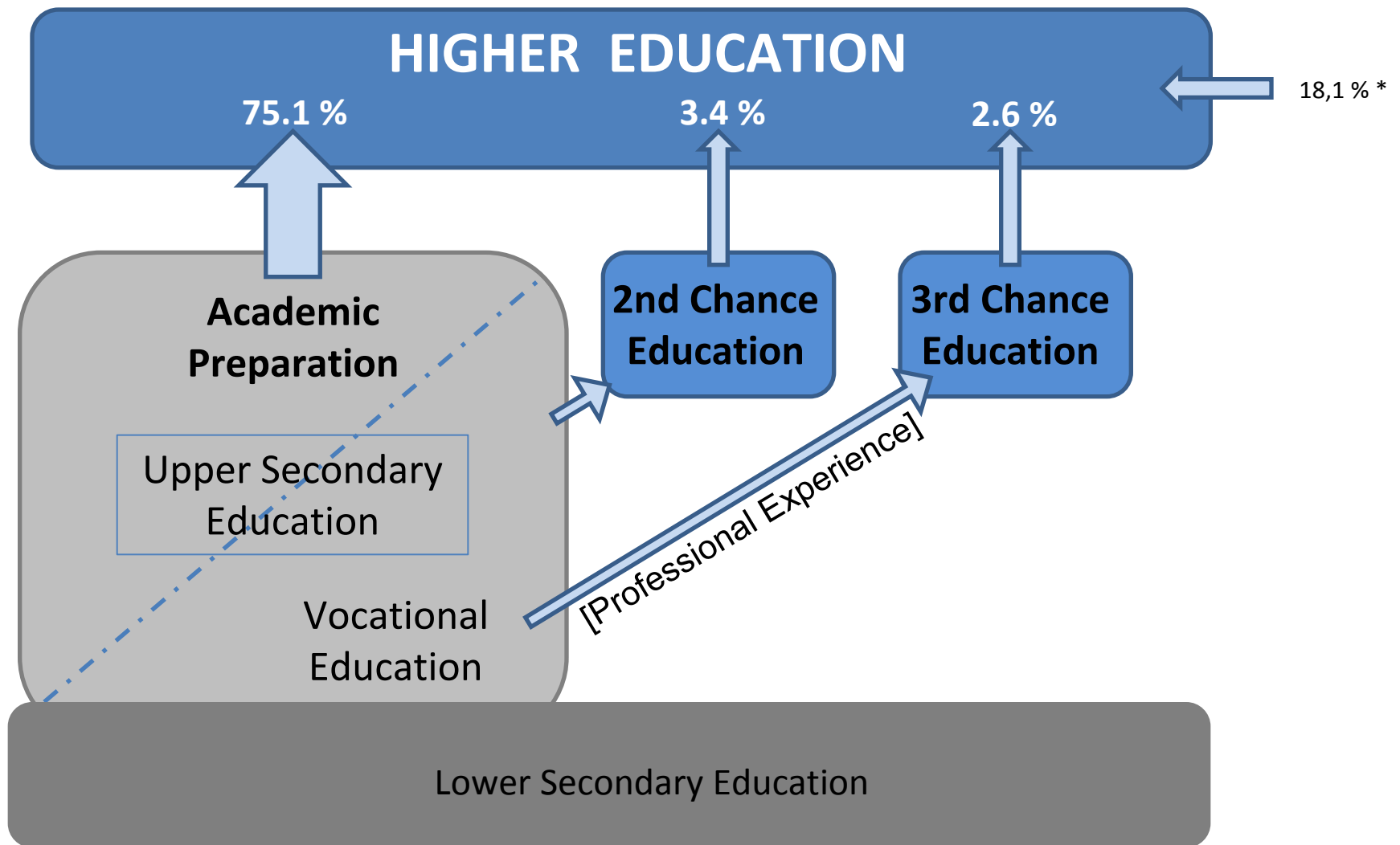
Non-traditional students and HEI face similar types of challenges concerning university lifelong learning

Meeting those challenges is essential in order for ULL to contribute to social inclusion.

2. Who are university lifelong learners?

- The question of Access

- First-chance education
 - Formal entrance qualification gained at school
- Second-chance education
 - Formal entrance qualification gained at a „second-chance-school“
- Third-chance education
 - Right to seek admission at HEI based on vocational training and experience



* e.g. foreign higher education access or aptitude test in arts, music & sports, etc.

Figure based on: Authoring Group Educational Reporting 2012, Chapter F: Higher Education, table F2-21web.
 Chart design based on Orr/Riechers 2010.

3. Developing the field - political action

- Establishment of third-chance education by all German federal states since 2009
 - Vocationally qualified people with career advancement training: opportunity for direct admission to general higher education
 - Vocationally qualified people without career advancement training: opportunity for admission to a specified field of study with affinity to their occupation after normally three years of work experience.

3.1 Developing the field – promotional programmes

- Accreditation of Occupational Competencies for Courses of Study at Institutions of Higher Education (ANKOM & ANKOM-Übergänge, 2005-2015):
 - ANKOM: developing permeability between vocational training and higher education through designing special methods to accredit prior learning in vocational (continuing) education.
 - ANKOM-Übergänge (ANKOM-Transitions between vocational and higher education): developing transitional actions in HEI, e.g. guidance and counselling, special preparatory courses, flexibilisation (time & space) of study programs

3.2 Developing the field – promotional programmes

- Advancement through Education: Open Universities (2011-2020)
 - Opening up higher education for mature learners with work-/life- experience
 - 250 million Euro
 - 2 rounds with 2 phases
 - 74 projects.
- Common goals are opening up higher education to new target groups through increasing permeability between vocational and academic education sectors.

4. Challenges for individuals and HEI

- Alternative pathways to higher education
- Recognition of prior learning
- Flexible modes of study
- Financing

5. Conclusion

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- Structural permeability is increasing
- Social permeability is to be further researched

Thank you for your attention!

Contact:

Kirsten Mülheims & Stefanie Schröder
German Centre for Research on Higher
Education and Science Studies

Department: Lifelong Learning

muelheims@dzhw.eu

st.schroeder@dzhw.eu

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