

# Social inclusion through university lifelong learning in Germany?

Challenges for individuals and higher education institutions (HEI).

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# Agenda

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

# 1. Assumptions

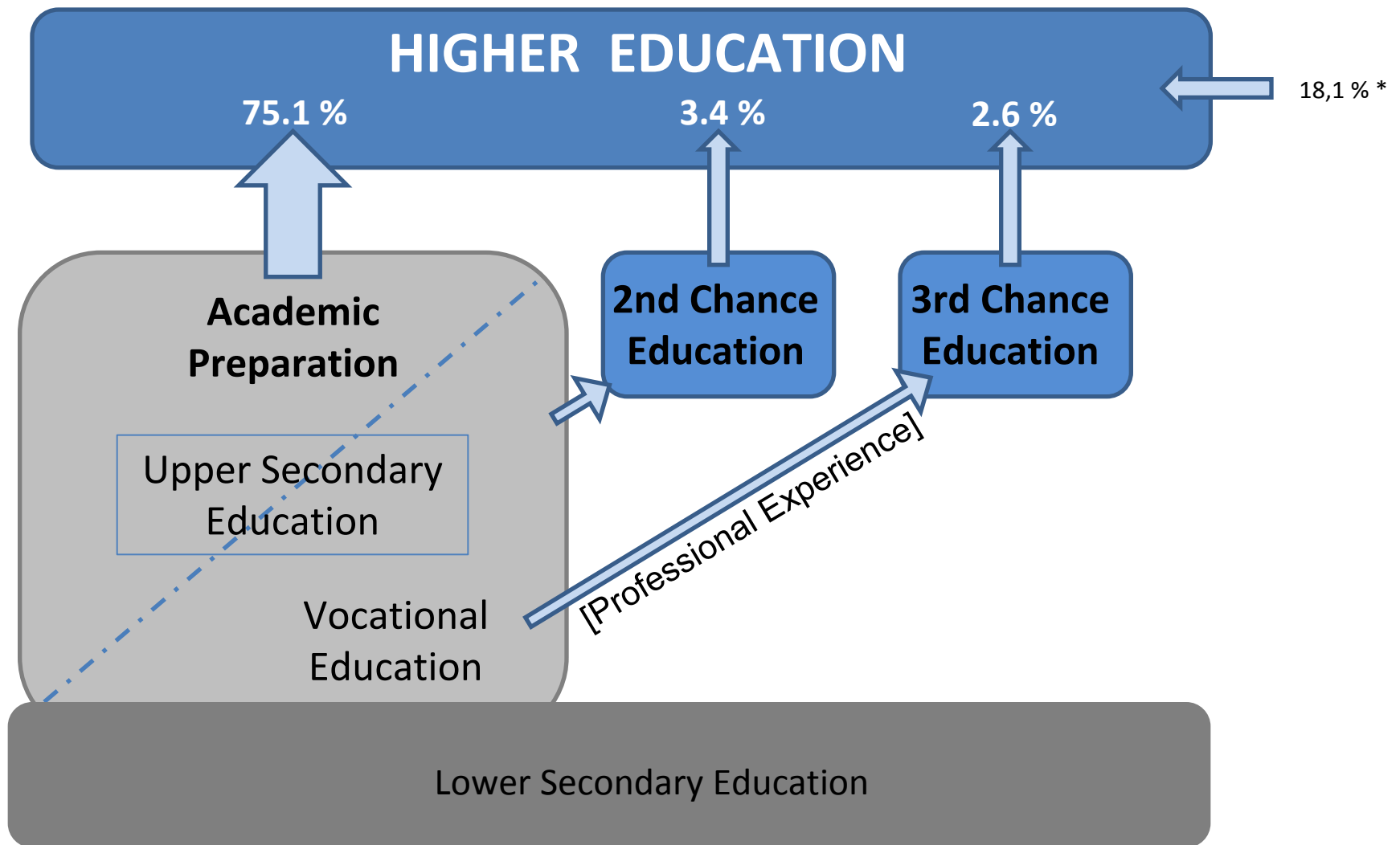
Non-traditional students and HEI face similar types of challenges concerning university lifelong learning

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!

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