

Strengthening alternative access routes through validation of non-formal and informal learning

Prof. Dr. Anke Hanft

AQ Austria Vienna, Universität Oldenburg

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What are we talking about today?

Validation of prior learning

Accessing higher
education

*Competences students
got outside highschool are
validated as entrance
requirements for
university studies.*

~~Crediting towards
study programme~~

~~*Competences, students
got outside HE are
credited towards courses
or moduls. Time of study
can be reduced.*~~

What are we talking about today?

Validation of prior learning

Accessing higher
education

~~Crediting towards
study programme~~

~~Formal
learning~~

non-
formal
learning

Informal
learning

~~formal
learning~~

~~non-
formal
learning~~

~~Informal
learning~~

Definition

Formal Learning	Non-formal learning	Informal Learning
<p>A learning process that takes place in an organized and structured context, which is designed to support the learning. This process is typically to attain a qualification, normally in the form of a diploma or certificate of qualification.</p>	<p>A more or less designed learning process that does not directly result in a formal qualification or certification.</p>	<p>A learning process that is either incidental to the learner's situation, or organised primarily by the individual learner for his or her own purposes without the goal to get a formal qualification.</p>

What kind of access routes do we have?

Formal learning

Access with school-
leaving qualifications
(Abitur oder
fachgebundene
Hochschulreife,
Matura)

Access with
foreign
secondary
school-leaving
qualifications

Access with
vocational
training
qualification

Access with vocational training qualification in Germany

General higher education entrance qualification

Candidates who completed **advanced vocational training qualifications** (e.g. master craftsman qualifications in the craft trades, certified senior clerk and technician qualifications) enjoy the status of “general higher education entrance qualification” which can be used to apply for any course of higher education study in Germany.

Subject-specific higher education entrance qualification

Candidates who have completed at least a **two-year course of vocational education and training and have at least three years of occupational practice** may present themselves to institutes of higher education for an aptitude test in a subject of study which is professionally related to their occupation.

Alternative routes to higher education - Austria

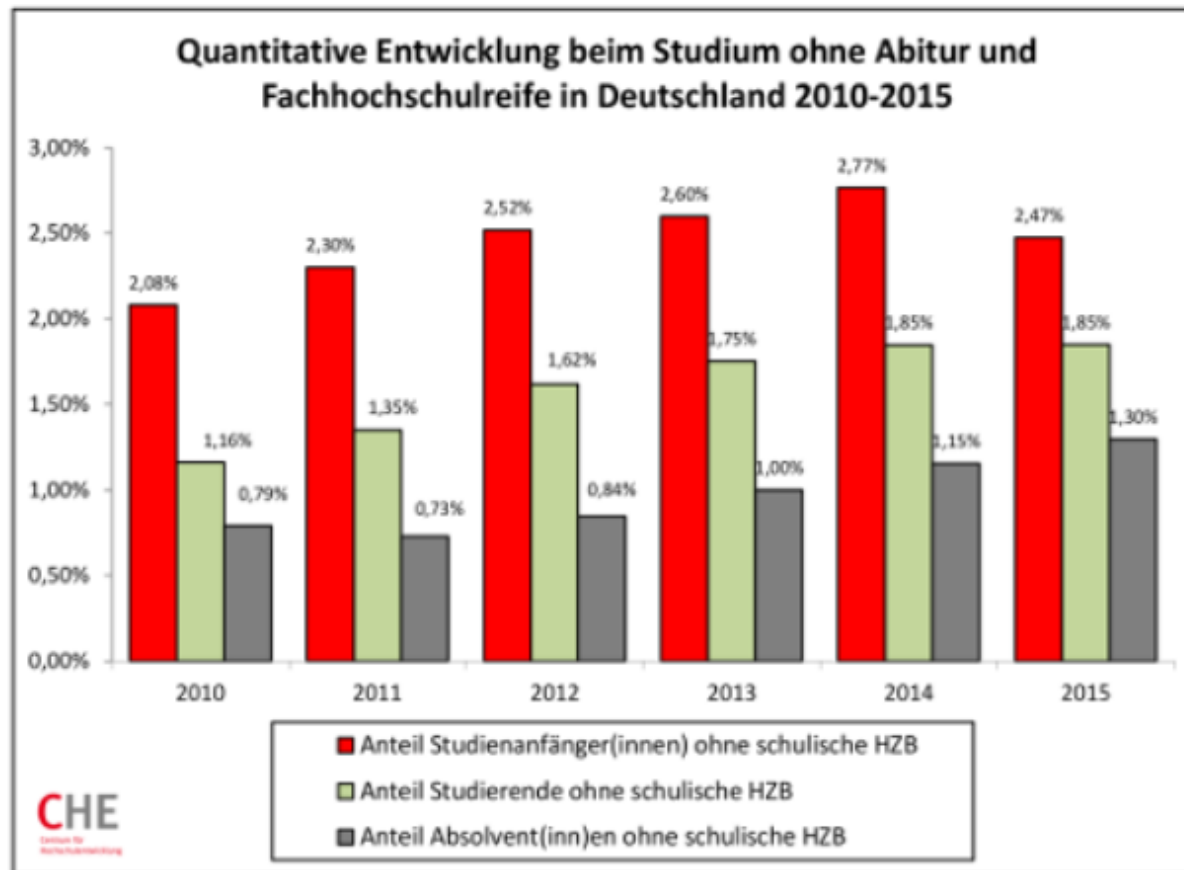
**Alternative university entrance
examinations -
Studienberechtigungsprüfung,
Berufsreifeprüfung,
Lehre mit Matura**

TVE Diploma Examination (especially for persons who received dual education) & university entrance qualification examination (limited to a specific degree programme or group of studies).

**Professional qualification in the
specific field**

Access to universities of applied sciences sector (Fachhochschulen) admission requirements may include professional qualification in the specific field.

Percentage of students who come on alternative access routes (Germany):



Access routes through validation of non-formal and informal learning

- **In Germany there is almost no way to get access via validation of non-formal and informal learning.**
- **Less than 3 percent get access with vocational training qualifications, which, by definition, are formal competences.**

And:

A higher education entrance qualification is the pre-condition for the admission to higher education institutions, but there is no guarantee that the person can study the subject of his/her choice. The decision is made by the individual institution on the basis of set criteria.

The situation in Austria it is different, because anyone with an entrance qualification can study the subject of his/her choice (with exceptions). That results in rather high drop-out rates in some subjects.

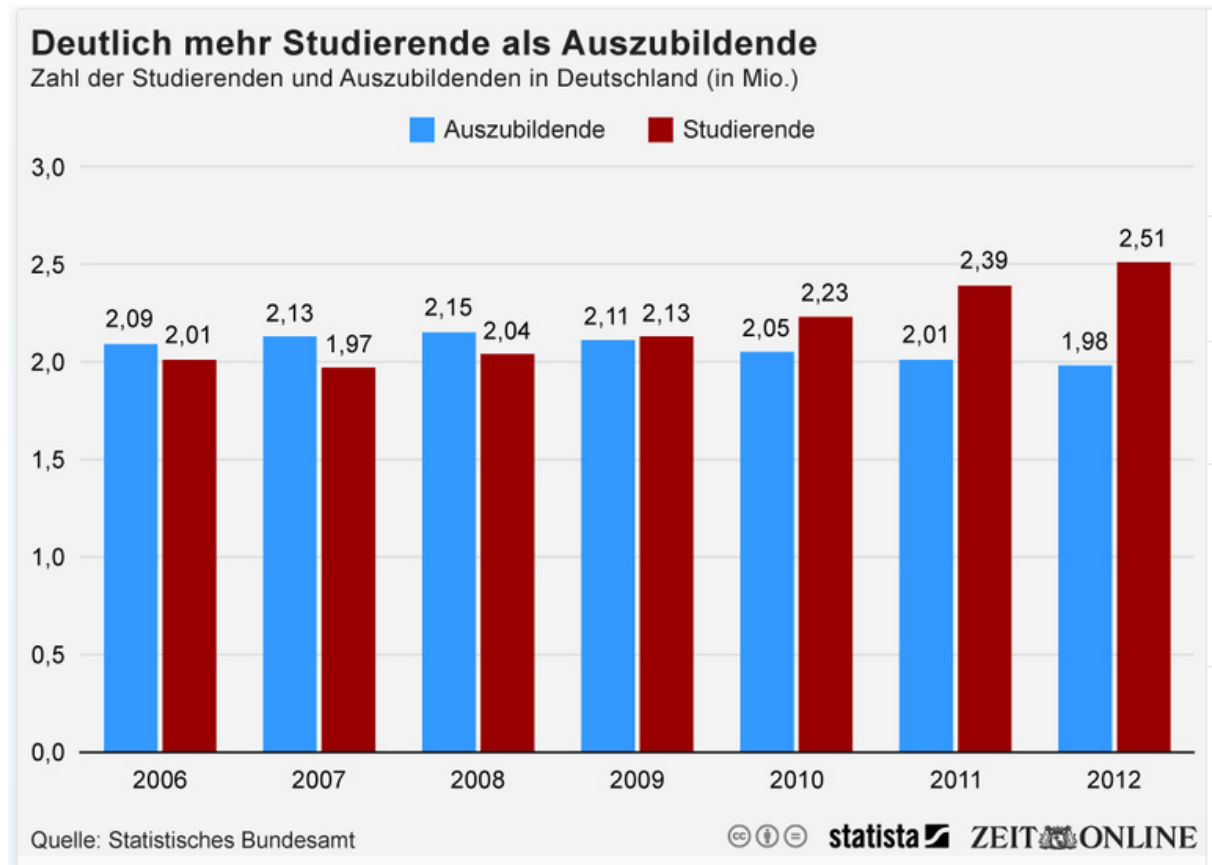
Why are non-formal and informal alternative access routes not successful?

Possible reasons:

- Legal restrictions: There is only a small legal path to informal access: Continuing education Master programmes, which are very rare.
- Lack of interest and reservations of the universities because they have too many students, who access on the formal path.
- Increasing attractiveness of higher education and decreasing attractiveness of vocational training, so that many more young people take the formal route to higher education.

The shift from more vocational training to more higher education

Since 2009 -
More students in
higher education
institutions than
in vocational
training
institutions.

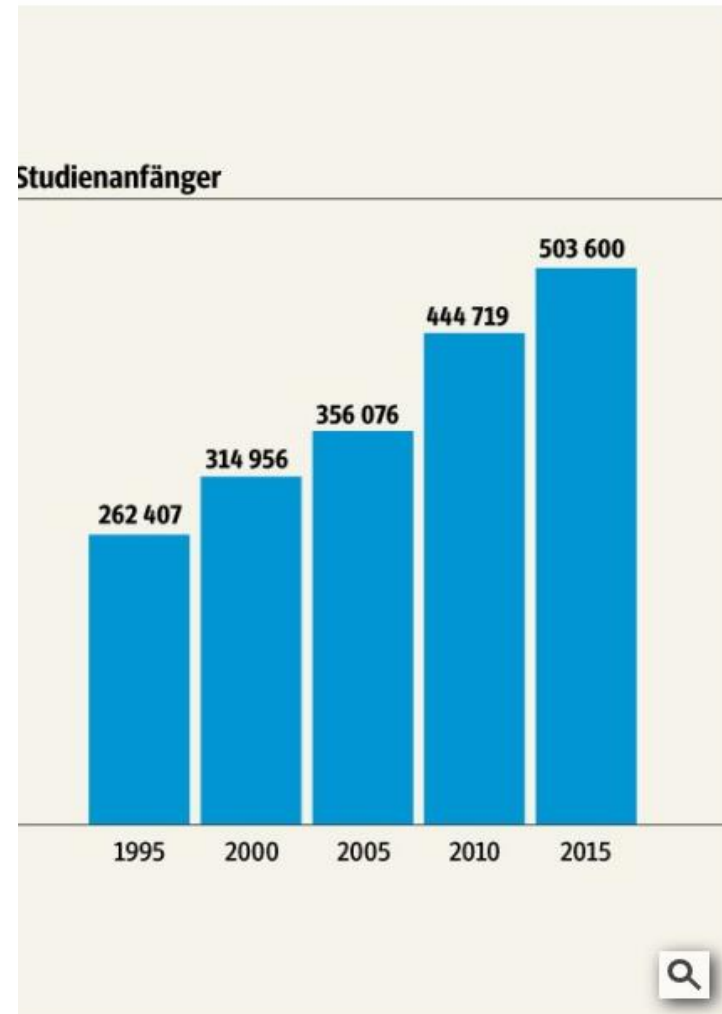


Too many university students?

Prof. Dr. Nida-Rümelin:
„Akademisierungswahn“

Prof. Dr. Burckhart: „Wir haben zunehmend große Studierendekohorten, die nicht wegen eines wissenschaftlichen Studiums kommen, sondern zur Berufsvorbereitung.... Studiengänge dürfen nicht noch stärker an Berufsbilder herangeführt werden. Stattdessen sollte man verstärkt Neigung und Eignung darauf prüfen, wer wirklich akademische Bildung anstrebt - und wer sich eine Ausbildung erhofft an der Uni, sie nicht bekommt und womöglich abbricht.“

Prof. Dr. Anke Hanft



Businesses in Germany are complaining loudly that they cannot find enough young people to fill their apprenticeships

Nachwuchssorgen

Betriebe finden keine Lehrlinge mehr

Noch nie seit der Wiedervereinigung wurden so wenige Ausbildungsstellen besetzt wie im vergangenen Jahr. Viele junge Leute wollen lieber studieren. Die Gewerkschaften geben der Wirtschaft eine Mitschuld.

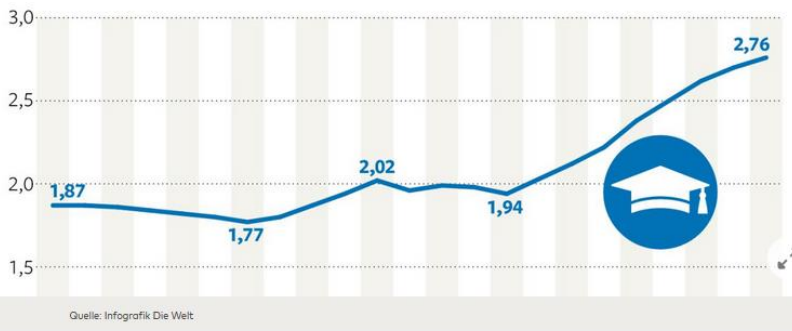
16.04.2015, von DIETRICH CREUTZBURG

Studenten-Rekord – ist das wirklich gut für uns?

Veröffentlicht am 25.11.2015 | Lesedauer: 4 Minuten

STUDENTENZAHLN AUF HÖCHSTSTAND

Anzahl der an deutschen Hochschulen eingeschriebenen Studierenden, jeweils im Wintersemester (in Millionen)



2.759.267 Studenten sind in diesem Wintersemester an deutschen Universitäten eingeschrieben – so viele wie nie zuvor. Die Politik feiert den Boom. Doch ist das wirklich nur positiv?

ZEIT ONLINE

Suche

Politik Gesellschaft Wirtschaft Kultur Wissen Digital Campus Karriere Entdecken Sport ZEITmagazin mehr

Berufsausbildung

Wenige Lehrlinge, viele Studenten

Die Zahl der Studenten steigt seit Jahren, die Zahl der Azubis aber nimmt ab. Die zunehmende Akademisierung hat Auswirkungen auf den Arbeitsmarkt.

Von Tina Groll

11. Februar 2014, 15:11 Uhr / 71 Kommentare

Immer mehr Betriebe finden keine Lehrlinge mehr. Im Ausbildungsjahr 2012/2013 blieben 34.000 Lehrstellen unbesetzt, hat die Agentur für Arbeit erfasst. Wo sind die ganzen Schulabgänger? An der Uni. Die Anzahl der Studenten liegt seit dem Jahr 2009 über der der Azubis. 2,13 Millionen junge Menschen waren damals an den Unis eingeschrieben, aber nur 2,11 Millionen junge Erwachsene steckten in einer Berufsausbildung. In den Jahren davor hatte es immer mehr Auszubildende als Studierende gegeben.

2009 war die Differenz noch sehr knapp, aber seither ist sie jedes Jahr gewachsen. Das zeigt unsere Infografik, die das Statistikportal Statista für ZEIT ONLINE mit Daten des Statistischen Bundesamts erstellt hat. 2012 studierten über 2,5 Millionen junge Menschen an einer Hochschule, aber nur 1,98 Millionen hatten einen Ausbildungsvertrag.

The current situation in Germany

Higher education system

- Increasing complaints about lack of preparation for academic studies
- Student demand more job orientation and practical orientation during their studies.
- High drop-out rates.

Vocational apprenticeship system

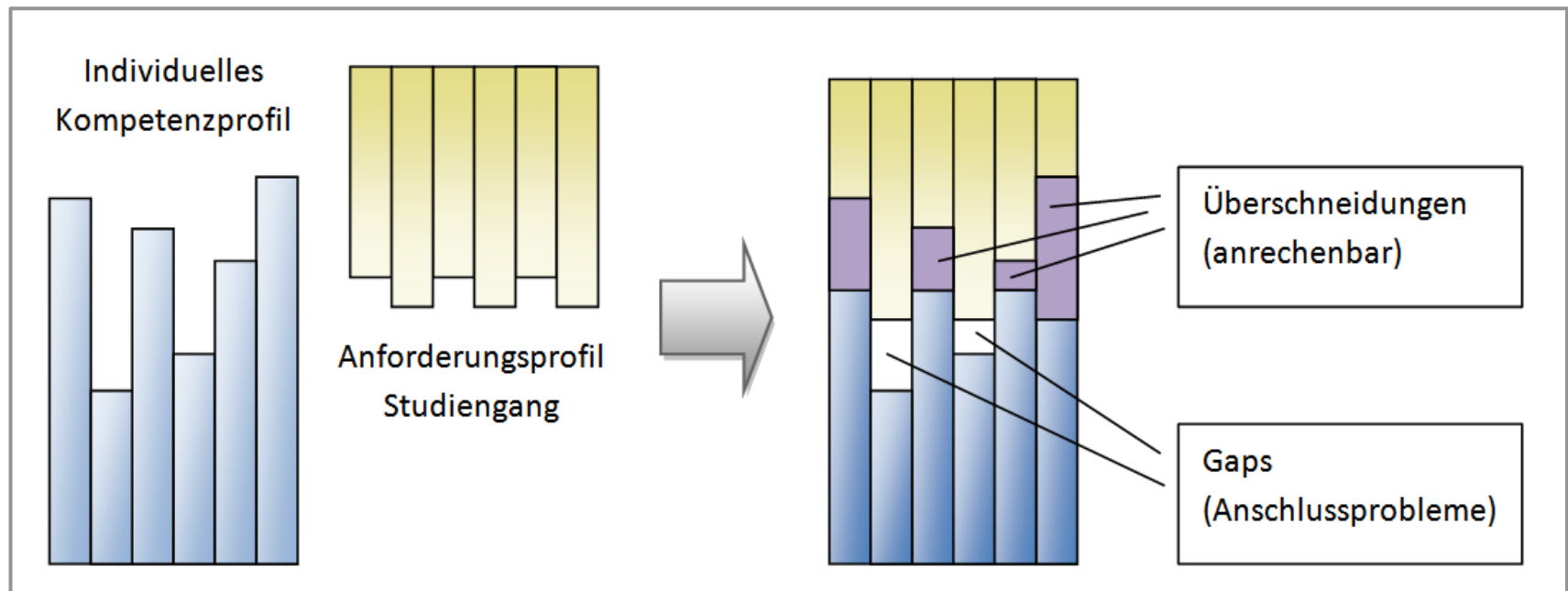
- Growing problems finding qualified candidates for apprenticeships.
- University graduates take the jobs from people with vocational qualifications.

Consequence: Neither the higher education institutions nor the businesses are interested in fostering alternative access routes.

What might be a solution?

Access on the basis of competences and not on the basis of school-leaving qualifications.

From the Abitur as a ticket to university to the selection of students by each university on the basis of what they have learned.



Quelle: Müskens, W. (2011). Auf dem Weg zur Offenen Hochschule - Erfolgsfaktoren Lebenslanges Lernens. Campus Innovation am 25. November 2011 in Hamburg. URL: https://www.uni-oldenburg.de/fileadmin/user_upload/anrechnungsprojekte/download/Mueskens_Campus_Innovation.pdf (06.07.2015).

How do Austrian experts think about these aspects?

Expert position:

Ao.Univ.-Prof.i.R. Dr. **Hans Pechar**

Expert position:

Univ.-Prof. Mag. Dr. **Peter Schlögl**

Conclusion

- Fostering alternative access routes is not only a matter of changing attitudes and commitment.
- In an aging society with growing competition between higher education and vocational training bigger solutions are necessary.
- Instead of strengthening alternative access routes through validation of non-formal and informal learning universities should select their students on the basis of competences.
- A new entrance policy raises new quality questions: The main goal should be the diversity conscious university, which maintains permeability without reducing the established quality standards.

Thank you for your attention!

Prof. Dr. Anke Hanft

Arbeitsbereich Weiterbildung und
Bildungsmanagement (we.b)

Center für lebenslanges Lernen (C3L)

Carl von Ossietzky Universität Oldenburg

anke.hanft@uni-oldenburg.de

www.uni-oldenburg.de/c3l

