

Lifelong Learning between educational participation and educational offering structures - german and selected international perspectives



Main assumption

Adult education systems need a balance between focussing individual educational participation behaviour and educational offer structures in institutions and beyond to meet learning needs and interests of all groups, including the middle classes.

- Constellations of educational participation
- Remarks on international perspective
- Educational Leave to realize (paid) access to education
 - Educational offering structure
 - Educational participation

Assumptions

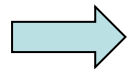
Constellations of educational participation are dynamic and in motion.

➡ Constellations have a tendency to decline educational access.

There is a need for a wide-ranging institutional supply with a wide understanding of education, and "inclusive" institutions to realize educational access for all groups, including the middle class milieus.

Assumption

Policies concerning Lifelong Learning have influence on the system of adult/continuing education with consequences for educational participation: ***principle of employability*** (excluding broader ideas of education)



Constellations of educational participation form between different individual (biographical and situational, including the workplace) aspects and institutional offering structures.

Consequence: educational participation between mechanisms of „pressure" and of "freedom"

The forming constellations of educational participation are revealing ***mechanisms of pressure*** and options for biographic developments (***liberal aspects***), which are following a wide definition of education.

➡ ***It needs a wide term of education (cf. Nida-Rümelin 2013) and an inclusive system of adult/continuing education with "inclusive institutions"***

The differentiation of **opportunity structures** is following the ***primacy of employability*** (using the example of AES 2012):

- Increasing segregation due to profession and career position (cf. BMBF 2013, p. 23)
- Participation rate gone up: 49 % in 2012 (ibid., p. 20), particularly in East Germany: 53%, up to 51 % in 2014 (BMBF 2015, S. 13),
- increase in continuing vocational training – 70 % of all participation matters in the company (ibid., S. 21)),
- Increase in finance by employers as well as participation during working time (BMBF 2013, p. 2)
- 81% of participation due to vocational reasons (BMBF 2013, p. 10)
- Continuing vocational training, induced by employers: 58% (ibid.)

Fundamental constellation factors for educational participation (Friebel 2009, Kuper/Schrader 2013)

- Gender (middle-aged women **with child** = loser = solidification)
- Career position (Biographic dynamic element)
- Kind of occupation (routine = solidification)
- **Decision on further education** (to ensure self participation, with supervisor = highest probability of participation)
- Benefit: in several aspects – improving work and performance, economic reward, promotion.

With reference to the employability primacy:

- Age (dynamic)
- Gender (dynamic and depending on monitoring systems – cf. Leber/Möller 2006)
- Migration (Bilger 2011)
- Financing, volume and duration of employment (Käpplinger/Kulmus/Haberzeth 2012)
- Profession/Workplace characteristics, kind of occupation
- Decision making processes of the employer are directly **workplace-related**.
- Educational decisions in companies are made by **varying groups of persons** (non-pedagogues) (cf. Heuer 2010).
- Definition of **demand for continuing education** is hard-fought and is following varied interpretations (Bahnmüller/Fischbach 2003).
- No respectively few **study time** (cf. Schmidt-Lauff 2007)

More factors influencing participation:

- Formal education
- Regional educational infrastructure (see Wittpoth 2007)
- Enterprise size (see also Behringer/Moraal/Schönfeld 2008, p. 10; Käßplinger 2007), sector, branch of industry
- Socio-economic circumstances
- Cohort effects (Eckert/Schmidt 2007, p. 31ff., Tippelt et al. 2009).

Consequences for educational participation:

Constellations forming education access structures for individuals and groups.

At the same time there are dynamic developments.

Female university graduates: overaveraged educational participation, but: no inclusive access

Participation in further vocational education: in last 20 years not more than 40%, selective mechanisms (S. 5)

Negative influences in enterprises are: age, part time work, (S. 229), time limits; positiv: leadership function

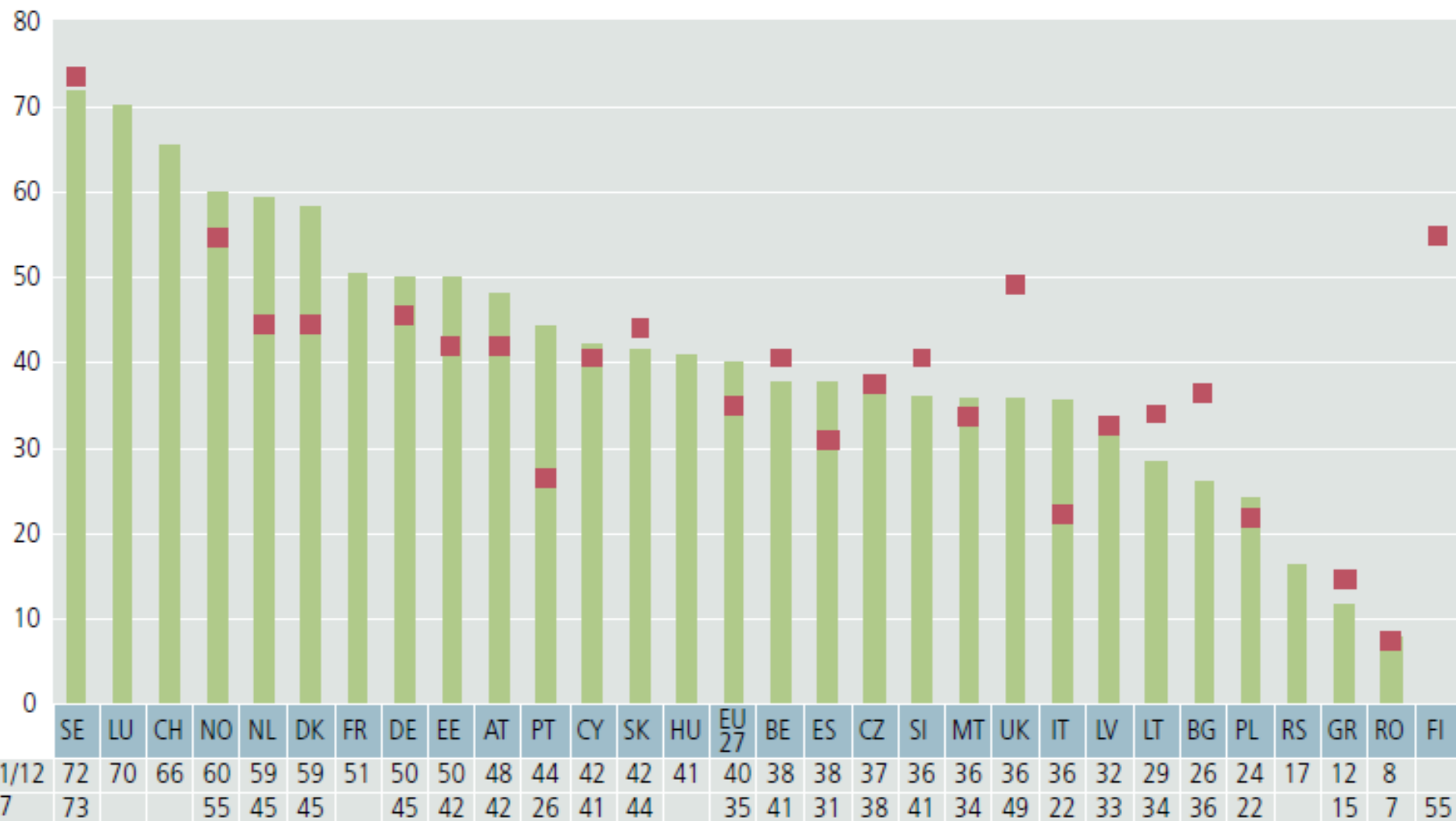
Higher participation of women in co-financed or individual financed courses



selective access structures in enterprises, public sector of high interest

- Remarks on international perspectives

Basis: Bevölkerung im Alter von 25 bis 64 Jahren; Teilnahmequoten in %



Für EU-27 jeweils geschätzte Werte. Werte für 2007 von CH, FR und HU nicht vergleichbar (Bruch in der Zeitreihe lt. Eurostat oder nationalem Qualitätsbericht). Keine Teilnahme an AES 2007 von IE, LU und RS. Werte für 2011/2012 von FI und IE liegen noch nicht vor. Länderkürzel nach ISO 3166.

Results (Behringer/Kuwan/Schönfeld 2013, p. 336ff.)

- Highest rates in scandinavien and western european countries
- Increasing rates in most countries of northern, western and south-european countries + estonia, poland, rumania
- Increasing participation rate in 13 countries
- i.e. reason in Portugal: obligation for employers to realize further vocational training
- Declining rates in most countries of eastern europe + Belgium, Greece and UK

Comparative perspective aspects age, formal education background - tendencies

- Age: lowest segregation concerning age in Sweden, Switzerland and Germany (ibid, p.a 339)
- Correlation between participation rate and age: High participation – difference between age groups lower, low participation rate – differences between age groups higher (25-34 highest rate, 55 – 64 lowest rate)

Formal education background

- low qualified less integrated than average educated
- relatively integrated: Luxembourg, Denmark, Sweden, Norway, Hungary, Germany = 60% of the averaged educated
- relation to participation rate, but: not all countries with high rate integrate low qualified (see Switzerland, Netherlands, Austria)
- High qualified in all countries higher participation rate (ibid, p. 341)

Educational Leave to realize (paid) access to education

- Educational offering structure
- Educational participation

Educational leave in Germany

Educational leave

- a legal right to time off work for education
- Absence of the employee from work to allow participation in organised further education subject to continued payment of the employee's wage or salary by the employer (see Grotlüschen/Haberzeth/Krug 2011, page 361f.)
- federal state laws with different regulations
- 5 days p.a.

Occasion of research project: Amendment of the educational leave law in the federal state of Bremen

- Two new additions of the amendment:
 - (1) In addition to officially certified further education institutions, **commercial providers** of further education may now also offer educational leave.
 - (2) In addition to 5-day compact courses, **shorter organised course formats** may also be offered as educational leave.



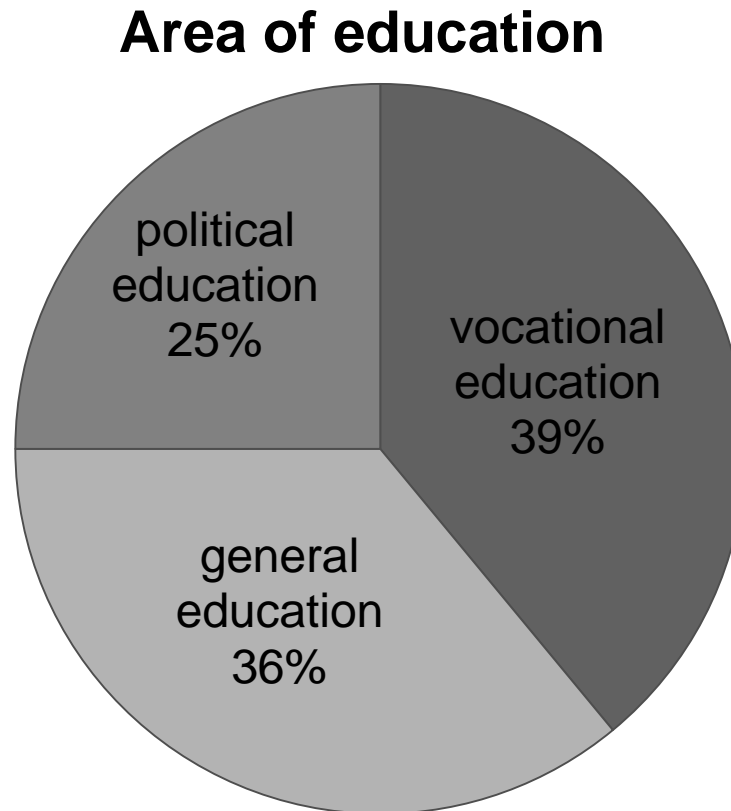
- Policy intention: **Increasing the level of participation in educational leave** by creating greater differentiation and orientation towards the needs of the participants within the spectrum of educational leave providers and organised course formats.

Research design

- 1. Analysis of the educational leave offers following the legal amendment of 2012 (H. Rippien):** Programme analysis, comparison of the results with the assessment made by J. Schrader 2006
- 2. Analysis of the program planning (C. Pohlmann):** 9 interviews with pedagogical staff of various further education institutes
- 3. Analysis of the participant structure (H. Rippien):** Assessment of the 2011 statistical data in comparison to other offer formats
- 4. Analysis of follow-up learning and the intended learning usage of the participants:** Qualitative study: 10 illustrative scripted interviews with participants in educational leave on the subject of follow-up learning and usage contexts (**S. Robak**),
Quantitative study: questionnaire filled out by randomly selected participants (**L. Heidemann**)

Empirical findings of the programme analysis: Structure of educational leave offers

Programme analysis of the offers in 2012



Political education

- **Main topics:** environment, environmental law and environmental policy
 - Courses examine general or universal political questions, often emphasising the close proximity to local aspects, and are intended to transfer general political knowledge and develop corresponding analysis and assessment skills.

General education

- **Main topics:** healthcare, foreign languages and cultural further education
 - Healthcare courses offer possibilities for self-care in various combinations of knowledge transfer and practical application and claim to offer opportunities for experiencing this at first hand in the courses.
 - legitimacy validation of the course offers through reference to the compensatory function for primarily work-related forms of stress

Vocational education

- **Main topics:** IT courses, key qualifications
 - Two types of standardisations (IT): on the one hand, training in the use of standard software products and, on the other hand, through a focus on teaching and learning goals that are not set by the educational institutions themselves, but by bodies such as the ECDL Foundation, or qualifications certified by professional organisations
 - New trend: integrating educational leave in long-term career progression education courses

Participant structure

Assessment of the 2011 statistical data

- **53% male / 47% female participants**
 - outside educational leave, female participants predominate (2/3)
- highest share of participants in the **36- 50 age class** (45%) and **older** (38%)
 - younger participants are less well represented than in other formats
- Participants with **relatively low formal education** qualifications are represented in educational leave to a *greater extent than in the other formats*.
- **Workers** (30%) and **employees** (47%) are the largest groups
 - workers in industrial companies exercise their right to educational leave unusually often

Participant structure

Selection behaviour

- the group with low formal education qualifications concentrates strongly on the political further education offers; those with higher formal education qualifications are more interested in general further education courses (e.g. healthcare courses are the most popular choice here, before foreign languages and culture)

Distribution across the different subject groups

- the selection options of the participants generally becomes more diverse the higher the level of formal education and the lower their age

Participation in education, learning interests and the intended learning usage of the participants

Quantitative sub-study: random sample of participants (n=561)

Decision to participate in educational leave

- 2/3 took the decision without the involvement of others and in the case of 1/3 together with other people.
- *liberal decision moment* and *social components* of participation.

Participation

- participants are often “repeat offenders”
- other further education activities of the participants varies: educational leave reaches people who participate in different forms of organised further education as well as other people

Participation in education, learning interests and the intended learning usage of the participants

Working and company structures of the participants

- nearly 90 % of the companies have a works council
- the level of trade union membership of the participants is also very high (50 %)
- 75 % of the companies offer strong (financial) support for further education, but not always (30%) for the current vocational group
- **Shift workers** are particularly strongly represented (42 %) in educational leave!
- *Segregation* (employment/time) and simultaneously *positive opportunity structures* within the companies: mostly large companies with an active structure of further education

Participation in education, learning interests and the intended learning usage of the participants

Multiplicity of learning usage interests, which vary according to the education areas:

Political education

- Learning usage interests in differential life contexts of the individual dominate.
 - *Differential life contexts* means differentiated, non-vocational aspects outside a narrow definition of the private sphere (e.g. exchange with others and personal development).
- Professional relevance is limited (except for the specific case of business-related, political functionaries in educational leave).

Participation in education, learning interests and the intended learning usage of the participants

General education

- *dual structure of non-vocational learning usage interests of individuals on the one hand and professional goals on the other hand (career development, employability)*

Participation in education, learning interests and the intended learning usage of the participants

Vocational education

- *Immediate applicability for work activities and the long-term development of employability* are primarily relevant.
- Non-vocational intentions play a subordinate role, but are proportionally present.
- Participation in educational leave opens up options and connections for career development orientation.
- The intention is both to *acquire new* knowledge and *deepen existing* knowledge.

In all areas the *individual relationship of the participants to the topic* is of great importance!

Participation in education, learning interests and the intended learning usage of the participants

Qualitative sub-study: 10 interviews with participants

- typical **examples** of participation subject to specific consideration of educational structures, intended learning usage and follow-up learning

Main Results

- **Personal biographical aspects** and the **situational positions** are relevant for participation in educational leave.
- Participation is also significant for (career) prospects focussing on individual learning usage interests.
- Educational leave creates an **opportunity for participation, biographical development** and the unleashing of **hidden potential in individuals**.

Outlook: consequences and recommended actions for politically structuring the educational leave course format as an instrument for educational participation

- **level of education policy**

- legal framework conditions and a strong government funding opens up a path to participation in lifelong learning
- the universal use of the term “leave of absence for education” instead of “educational leave” would be favourable

- **level of businesses**

- initiating incentives for supporting leave of absence, in particular for groups of people that show low participation
- professional representatives of the interests of the employees take a key and multiplication function for participation in educational leave

Outlook: consequences and recommended actions for politically structuring the educational leave course format as an instrument for educational participation

- **level of the further education institutions**
 - particular challenges for education scheduling, e.g. upholding multiple educational leave offerings in all areas of education, developing different time formats and course formats as well as the development and differentiation of teaching concepts

Matching points between individual educational participation and offering structures

- More access for workers
- Shift workers
- More participants with Hauptschulabschluss
- Important role of support structures in enterprises (education and Betriebsräte)
- Focus of offering structures via programme analysis: political participation, Vocational/professional development, self-care in a wide
- Offers meet learning interests with focus by the individuals on: access to education to realize lifelong learning, professional development and self-care (stay healthy, lowering stress, to be creative, reflect political developments)

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