

Re-imagining Higher Education (HE) for all

For the last two years (2011-2013), the Gender, Lifelong Learning and Social class (GLAS) project – a collaboration of EU universities and stakeholders has been comparing, developing and disseminating best practice in supporting the social inclusion and progression of working class individuals and, in particular women, in lifelong learning.

Within this pack are the key findings and recommendations aimed at policy makers in Government and within Higher Education Institutions (HEIs).

All the outputs from the project can be found on the GLAS website: www.linkinglondon/europe

We have produced five Action Alerts which are intended to serve as a reminder of the potential of what we have already, and suggestions as to how these processes could be improved to support learners currently not engaged with HE.

We hope you find them useful. Suggestions and queries please to info@linkinglondon.ac.uk

These existing processes are:

The Accreditation of Prior (Experiential) Learning (AP(E)L) – which is a way of formally recognising and accrediting an individual's prior learning or experiences.

Continuing Professional Development (CPD) – which is the way employers help employees to keep up to speed on current processes and practices.

Work based learning (WBL) – which describes learning that takes place in or via the workplace.

The existing strategies are:

Widening participation and social mobility (WP and SM) – the former is about improving the representation of under-represented learners and the latter, which is subtly different, is the movement of individuals (upwards) in terms of their social position.

The existing strategies are:

Community and Civic Engagement (CCE) – are strategies which refer to the partnerships or dialogues between HEIs and others for mutual benefit.

This project has been funded with support from the European Commission. This product reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Overarching message: Overcoming issues of access to lifelong learning opportunities due to gender or social class requires joined up policy and practice.

The higher education (HE) and further education (FE) sectors have processes and strategies at their disposal that if used creatively could strengthen lifelong learning.