



Asia-Europe Meeting
ASEM Education and Research Hub
for Lifelong Learning

Lifelong Learning in the Learning Society – the case of Denmark

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Arne Carlsen

**Chairman of the ASEM Education and
Research Hub for Lifelong Learning**

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Learning to Be

- If learning involves all of one's life, in the sense of both time-span and diversity, and all of society, including its social and economic as well as its educational resources, then we must go even further than the necessary overhaul of 'educational systems' until we reach the stage of a learning society. (Faure et al 1972: xxxiii)



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Theories on learning society

- The learning organization
- Argyris and Schön explore the extent to which companies, social movements and governments are learning systems – and how those systems can be enhanced as learning systems



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Theories of learning society

The humanistic concept

- **Robert M. Hutchins and the learning society:** Education systems are no longer able to respond to the demands made upon them. Instead it is necessary to look toward the idea that learning is at the heart of change.
- Education is not a segregated activity, conducted for certain hours, in certain places, at a certain time of life. It is the aim of the society. The city educates the man.



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Theories on learning society

The technological concept

- Torsten Husén: With the industry of knowledge, learning is going to be a lifelong process.
- Education will not have any fixed points of entry and 'cut-off' exits. It will become a more continuous process within formal education and in its role within other functions of life.
- Education will take on a more informal character as it becomes accessible to more and more individuals. In addition to 'learning centers', facilities will be provided for learning at home and at the workplace, for example by the provision of computer terminals.
- Formal education will become more meaningful and relevant in its application.
- 'To an ever-increasing extent, the education system will become dependent on large supporting organizations or supporting systems... to produce teaching aids, systems of information processing and multi-media instructional materials'



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Theories on learning society

The democratic concept

- **Roger Boshier:** Adult education and the learning society must be approached with an integrated model of education that allows for participation throughout a person's lifetime.



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Concept of learning society

Need for clarity of the concept, linking learning to the future society

Need to analyse the role and function of educational strategies

Need to include emancipatory, active citizen and cooperative dimensions

Need to include learning in family and at work

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Cisco 2010: The learning society

- Learning is an activity, not a place
- It is increasingly virtual
- It is learning for all
- It must realise that people learn differently
- It demands a new coalition of governments, businesses and NGOs
- It transcends education systems to the learning society

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Denmark

- Long tradition of liberal adult education and LLL
- Well-developed LLL policies. Moreover, the Danish society is based on shared fundamental democratic values and a historic tradition of change through dialogue and cooperation.
- Comprehensive system to support LLL
- Danish School of Education, Aarhus University - a leading education research institute in Europe with 200 researchers, member of IALEI - the International Alliance of Leading Education Institutes
- Aarhus University – nr. 63 in Times Higher Education rating 2009



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Denmarks national strategy for lifelong learning 2007-2012

- Builds on 2006 Strategy for Denmark in the Global Economy
- Strives at excellent development and learning opportunities for children, young people and adults to strengthen personal development, employment and active participation in society of the individual.
- Everyone shall be challenged in a learning process that develops inventiveness and pleasure, in being able to improve oneself continuously

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Awareness

- Lifelong learning has to be promoted in the many settings in which people acquire new knowledge and gain useful skills. This applies in education, at work, in liberal adult education and in association and leisure activities. This is a shared responsibility for all and will give the best prospects of raising the skills and competences in Denmark.

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- Extensive investment in the education system and strengthened efforts in the area of adult education and continuing training will contribute to an overall enhancement of education and skills for everyone in the Danish society.
- The implementation of Denmark's strategy for education and lifelong skills upgrading is based on all the relevant players taking co-responsibility.
- The Government and the social partners – employers' and employees' organisations – agree that it is a shared responsibility to ensure lifelong skills upgrading for everyone in the labour market.



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Aims

- **The overall aims of the educational reforms are that**
- All children shall have a good start in school.
- All children shall achieve good academic knowledge and
- personal skills.
- 95 per cent of all young people shall complete a general or vocational upper secondary education by 2015.
- 50 per cent of all young people shall complete a higher education programme by 2015.
- Everyone shall engage in lifelong learning.



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Promotion

- It is the Government's aim that lifelong learning shall be promoted in all parts of society and in all areas in which the knowledge, skills and competences of people are developed and put to use. This applies at all levels and in all parts of the education system, in adult education and continuing training, in the workplace, through liberal adult education and in association and leisure activities etc. It is a shared responsibility for everyone.
- The Government's strategy for education and lifelong skills upgrading, which covers all forms of education and learning, shall support and promote individual personal development, employment, active citizenship and participation in society

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Globalisation

- The knowledge, inventiveness and work efforts of people, together with the ability to continuously develop, produce and sell new goods and services, are key to exploiting the opportunities presented by globalisation and technological development.



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Concrete steps

- Systematic competence development in the workplace should be strengthened in both public and private enterprises. Increased public and private investment in continuing training and competence development for employees shall contribute to improving the skills of individuals and strengthen the development of the enterprises.
- Opportunities for guidance and counselling must be improved and help ensure the best possible conditions for pupils, students and adults to choose education programmes and to participate in Lifelong Learning.



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- All forms of education and learning should be based on and build on the knowledge, skills and competences of individuals. In adult education and continuing training new and improved opportunities shall be created promoting visibility and recognition of an individual's prior learning.
- Coherent education paths and transparency in the education system are to contribute to targeted education and lifelong skills upgrading and facilitate the best possible use of public resources.
- A global perspective must be included in all education programmes contributing to strengthening internationalisation and cooperation with the world around us.



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- It is a well-established practice that the social partners, through collective bargaining, enter into agreements concerning the competence development of employees and human resource planning in the enterprises.
- The public efforts in adult education and continuing training play an important role in the development of the qualifications and competences of the labour force and provide opportunities for all groups in the labour market and in the population – from the low-skilled to those with higher education.
- Publicly funded adult education and continuing training include general adult education, vocational adult education and continuing training up to higher education level



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Liberal adult education

- The Danish society is undergoing great changes at the moment. It is therefore crucial that everyone can keep up with developments in the society and can take an active part in democracy and the community in order to ensure cohesion in society. New knowledge and skills are being acquired in many different settings which are of importance for the personal development of individuals and their opportunities to participate in the labourmarket and in the society at large.
- Liberal adult education and voluntary work within the framework of associations play an important role in the development of both individuals and society. This includes, among other things, folk high schools and liberal adult educational associations offering adult education in the form of evening school, day high schools and study circles etc., or voluntary work in associations in the form of activities for children and young people.