

Financing LLL in Denmark

Workshop 1 Presentation 1a
at ASEM LLL Conference Nha Trang

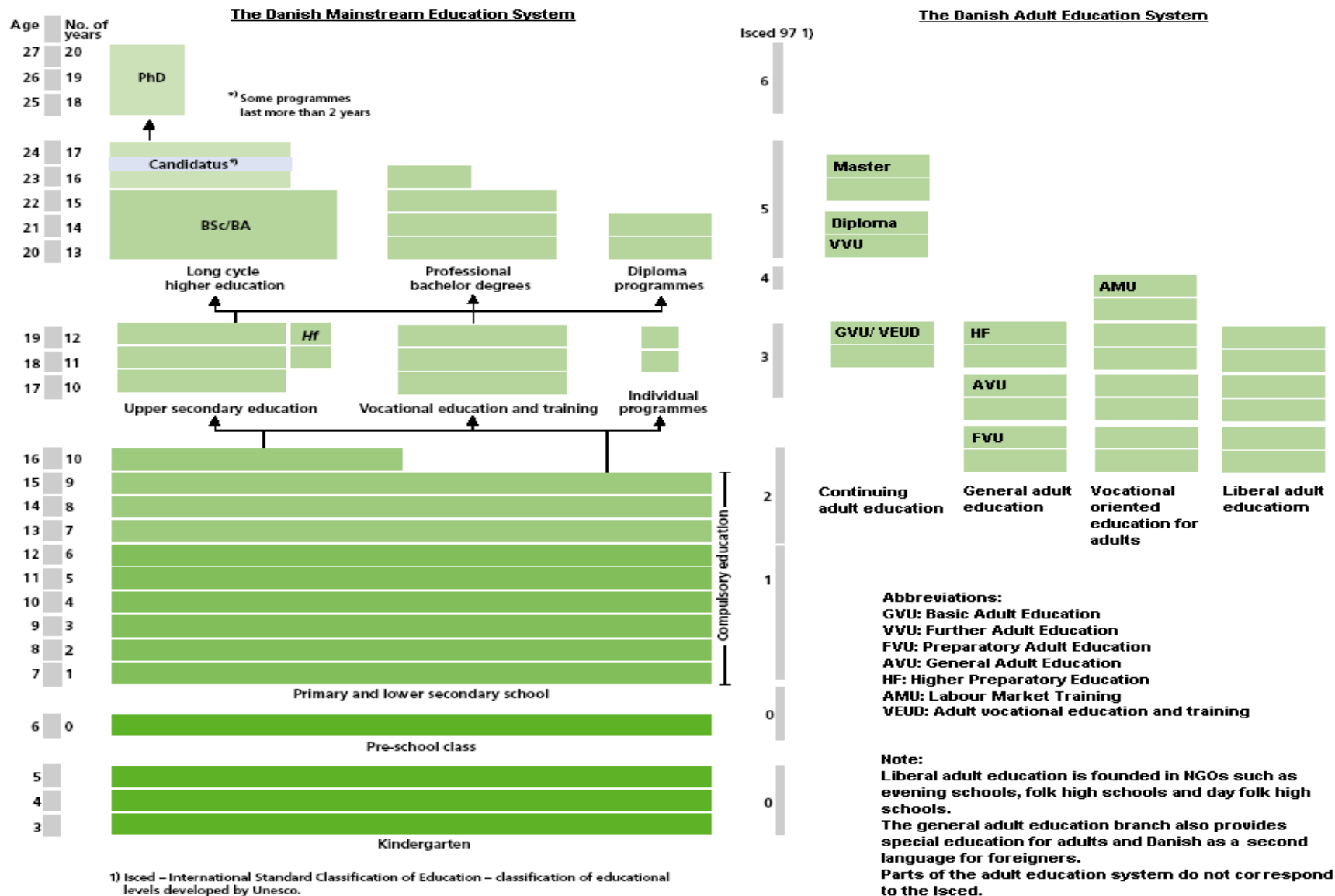
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What is the systemic context?

LLL as an integrated component in the mainstream educational system





The Institutional Framework

Liberal Adult Education:

- Folk High Schools
- Associations for Enlightenment

Vocational Adult Education

- Regional AMU centres
- University Colleges are Responsible for Profession Oriented Initial & In-service Training

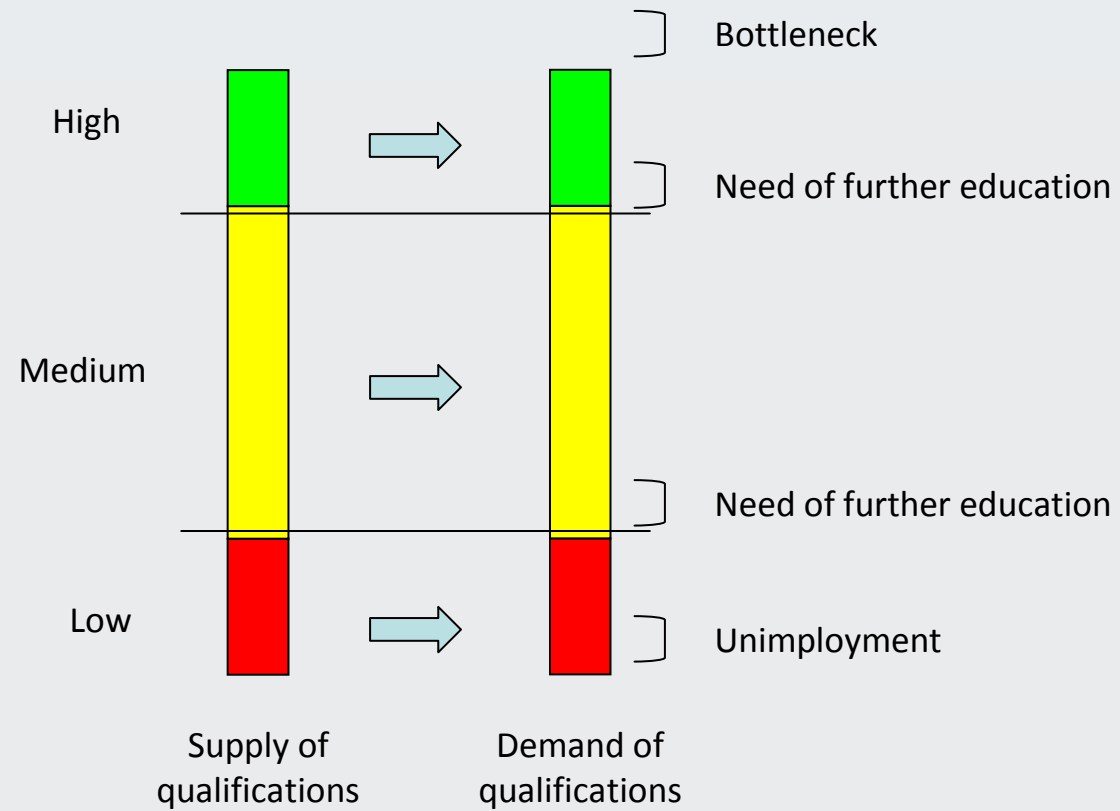
General Adult Education

- Regional VUC centres

Guidance and Councelling

- Regional Guidance and Councelling Centres

Labourmarket



Dynamic Danish Labour Market: 1/4 million jobs created and 1/4 million jobs abolished annually



Who gains? Who pays?



- Social returns
- Private returns

Sources for Finance of LLL

- The State
 - The Tripartite Governance- and Finance Scheme
 - The Taximeter System
- The Municipalities
 - The Social Security Scheme
- The Labour Market Partners
 - Inclusion of Education Costs in Bargaining of Collective Agreements
- Tuition Fees

**State
(Tax-payer)**

**Municipalities
(tax-payer)**

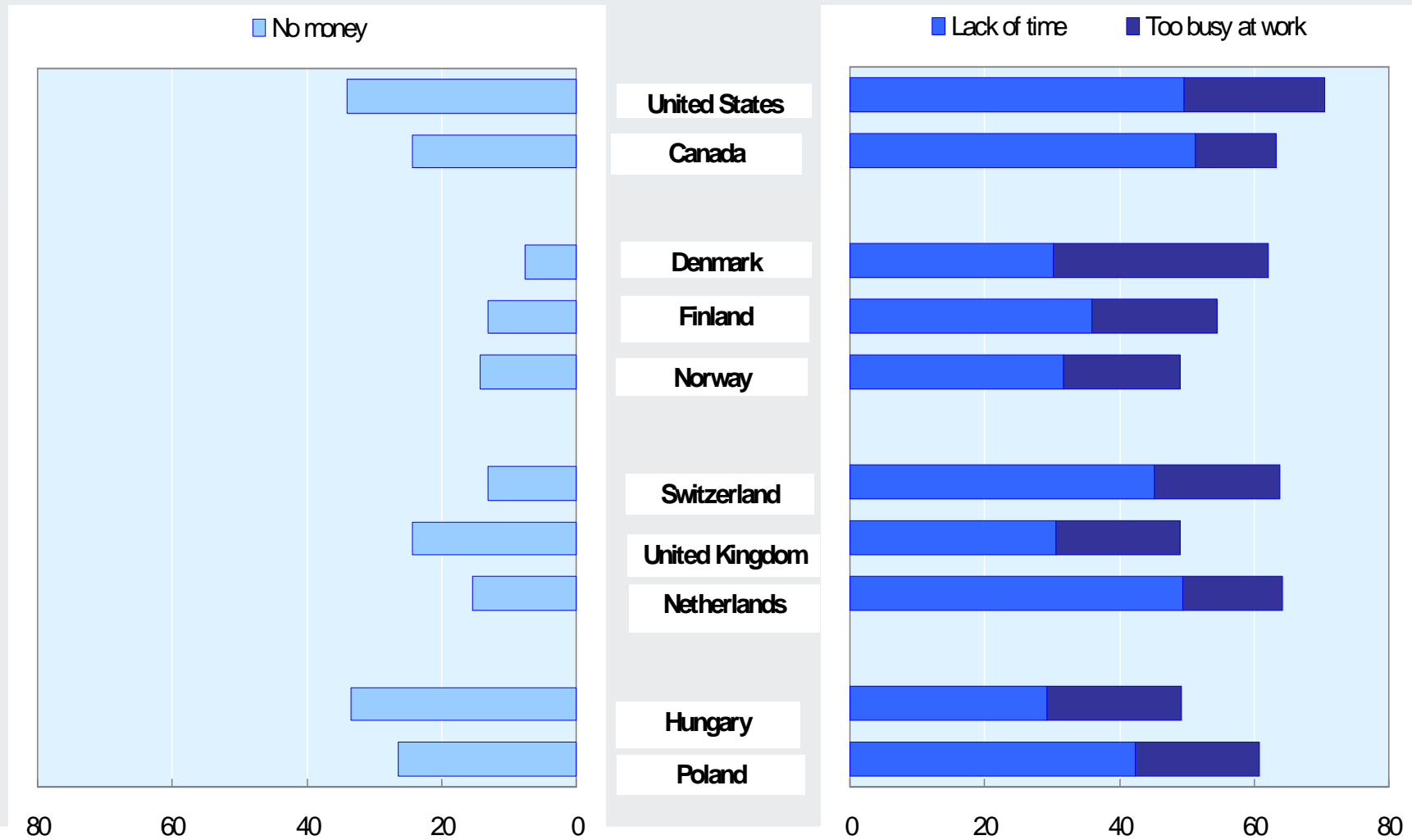
**Unions
and
employers**

Individual

Obstacles to entering LLL

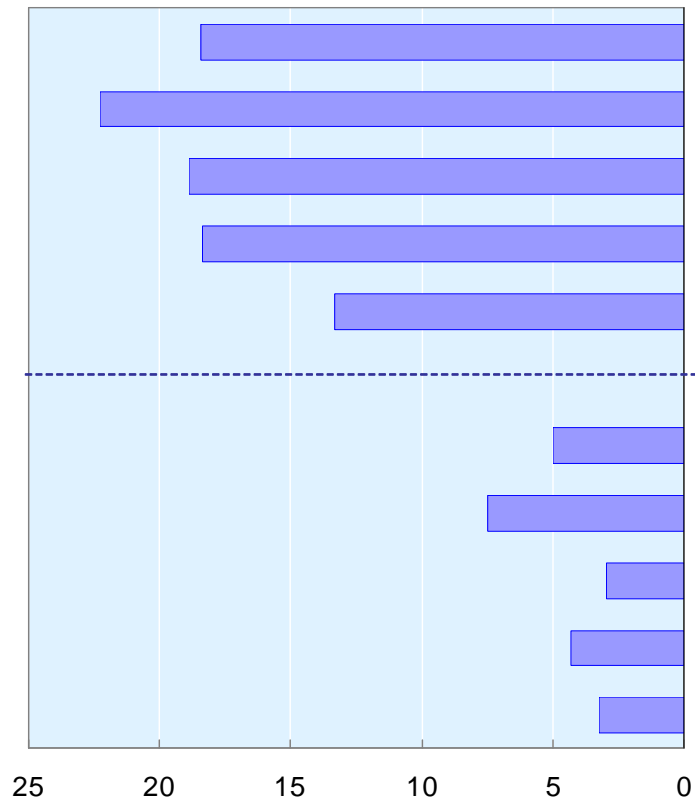
- Lack of relevant possibilities
- Lack of traditions
- Lack of time
- Lack of funds

Three major reasons for not taking the adult education and training the respondent either needed or wanted, 1994-1998



Share *versus* intensity of adult learning

Share of adults participating in the past 4 weeks (Percentages)



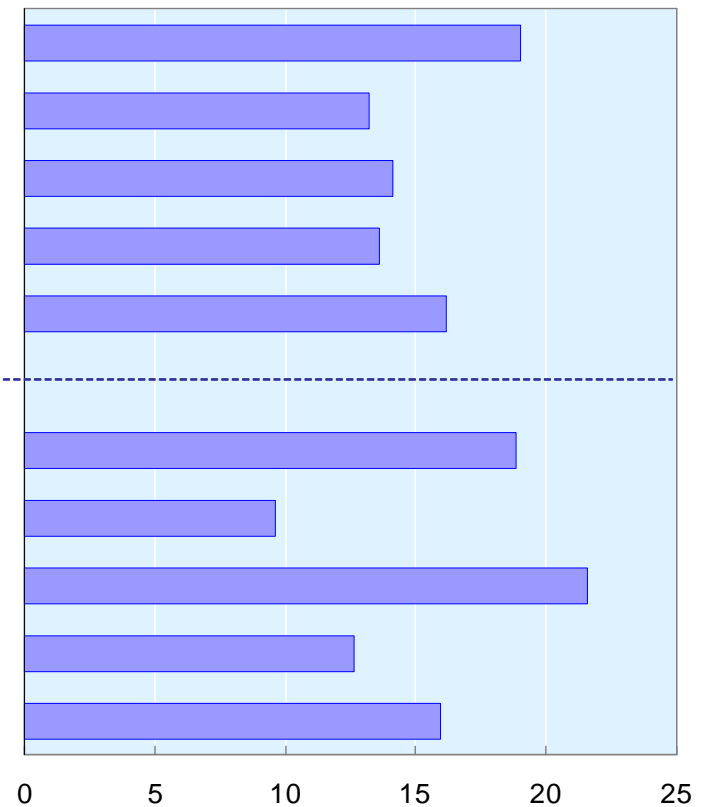
High IPR countries

- Denmark (10.0%)
- United Kingdom (8.4%)
- Finland (7.6%)
- Sweden (7.1%)
- Norway (6.2%)

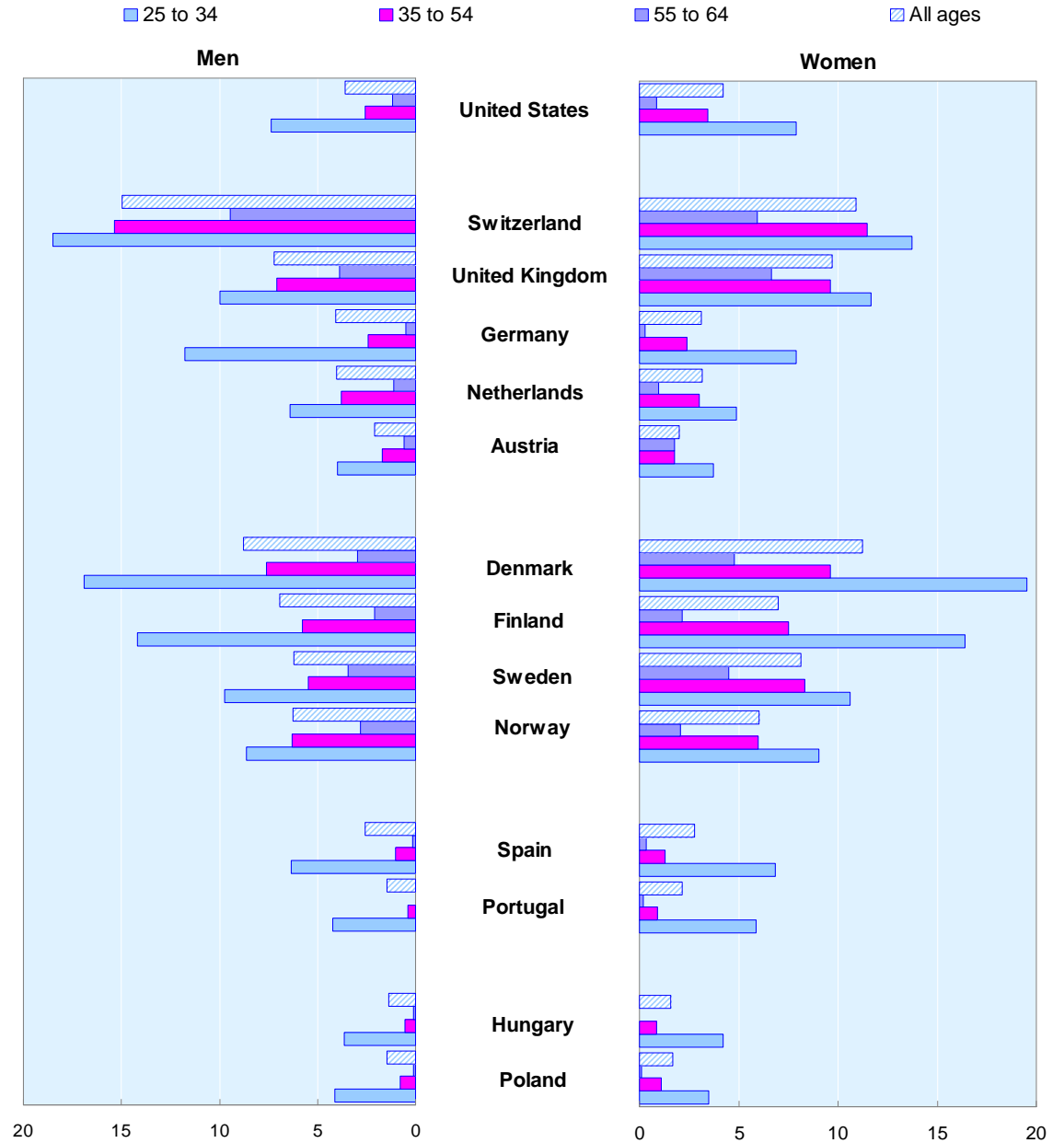
Low IPR countries

- Spain (5.0%)
- Austria (2.0%)
- Portugal (1.8%)
- Poland (1.6%)
- Hungary (1.5%)

Average hours of learning among the participants (Hours/week)



Instantaneous participation rate (IPR) by gender and age



Why are we doing this?



- The change from industrial to knowledge society
- Risk of unemployment, exclusion, disparity and increased social tension
- Recovery will be propelled by innovation
- Nations who develop and maintain systems efficiently fostering work placed learning and lifelong learning opportunities in response will pave their way more smoothly through the crisis and recover more rapidly than those who do not.

- Developing and maintaining LLL-systems demand
 - consensus,
 - trust and
 - joint action from governments, employers and trade unions

- Governments' action need to be
 - holistic
 - comprehensive



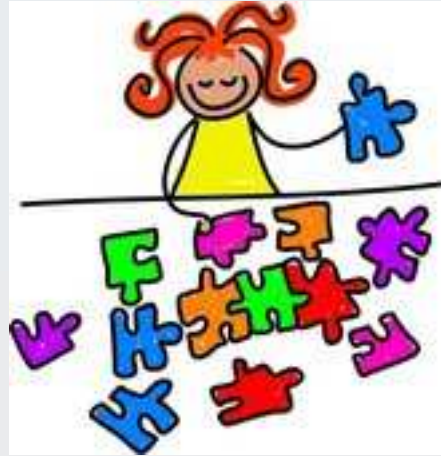
creating a sense of **ownership** and **responsibility**

- An efficient LLL-system address individual, local, regional and national needs.
- Mainstream education must keep an open door for adults who want to re-enter.
- Traditional 'schooling' will not work.
- The instructors must be educated to meet the challenge of teaching adults.
- New inclusive learning environments must be developed.
- <http://vietnam.articulate-online.com/3583177140>

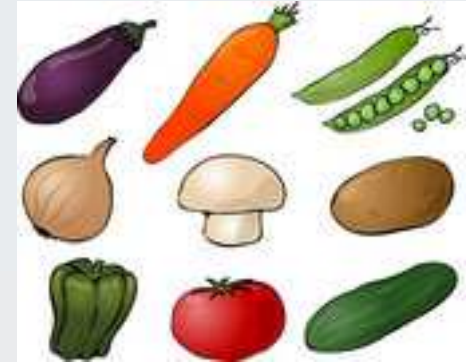
Professions



Teacher



Preschool teacher



Nutrition & health



Nurse



Art teacher



Leader

Lifelong Learning

- goes beyond the interest of individuals, companies and organisations
- it is all about a contribution to progress for our societies in the broadest and most vital sense

3 key points

1. Recognition of LLL
2. Methodology and relevance
3. Funding

Thank you for your kind attention !

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