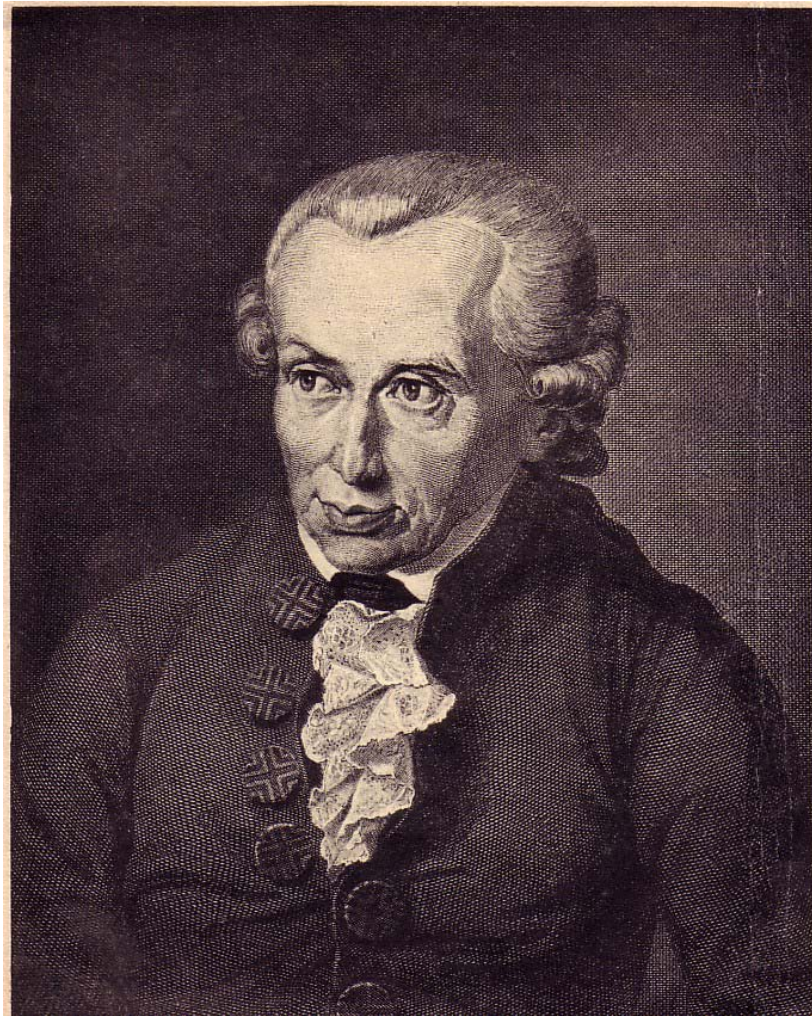




Lifelong Learning in Denmark: The History and Current Challenges of Labour Market Training

Lars Qvortrup, Dean of the Danish School of Education, Aarhus University





Immanuel Kant, 1724-1804



N.F.S. Grundtvig, 1783-1872



The challenge of teaching – and of AVT

* _____

- > How can you free people to develop themselves?
- > how can you change people without tearing them from the reality in which they must (continue to) live and function?



The challenge of teaching – and of AVT

* _____

- › How can you free people to develop themselves?
- › how can you change people without tearing them from the reality in which they must (continue to) live and function?

- › Learn to serve a purpose (Employee)
- › Learn to learn (Human being)
- › Learn to be a self-determined (Citizen)



AVT 1960-2010

* _____

> Agricultural society

> Industrial Society

> Knowledge Society



AVT 1960-2010

* _____

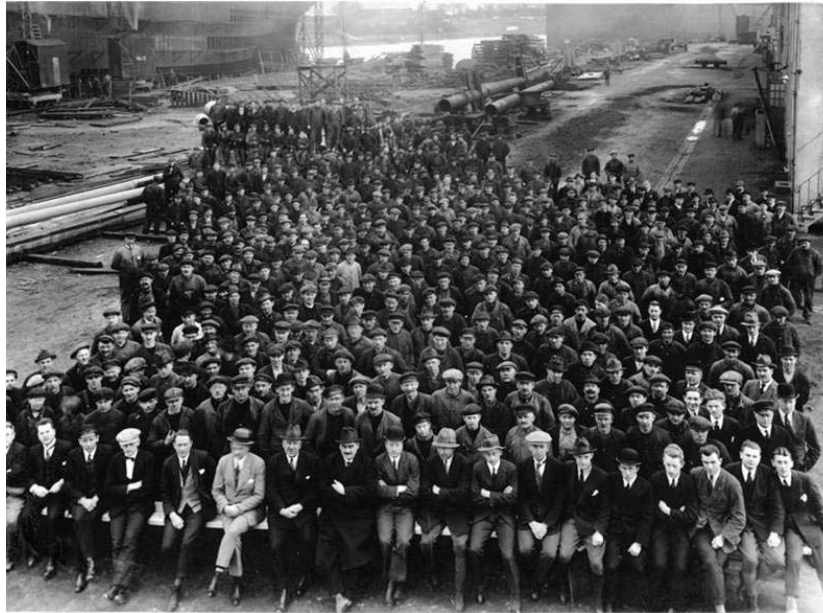
> Agricultural society

> 1960: Learn to be a worker, human being and citizen in the industrial society

> Industrial Society

> 2010: Learn to be a worker , human being and citizen in the knowledge society

> Knowledge Society



1918-1960



1960-2010



1960-2010



2010-



1960



- › Specialized skills: standardized and labour-market relevant: Competency element
- › Industrial workers and citizens: to be part of a collective whole: "Bildung" element
- › STANDARDIZED, SPECIALIZED SKILLS
- › SCHOOL CURRICULUM SKILLS
- › PERSONAL IDENTITY AND CITIZEN COMPETENCIES



1960 – 1st generation female workers

* _____

- › First generation wage-earners
- › Service, textile or electronics industry skills – specialized competency element
- › Administration of a whole new way of life – ”Bildung” element



ATV in the 1960s

- Organization and funding



- › Instruction of defined operations and skills
- › Centrally organized
- › Partnership: 14 members selected by The Danish Employers' Confederation and The Confederation of Danish Trades Unions on an equal basis
- › The state provided a grant for up to 85 percent of the operating expenses
- › An educational “product development machine” – close links to the labour market



ATV in the 1960s – Qualification structure

* _____

- › SPECIALIZED SKILLS
- › SCHOOL CURRICULUM SKILLS
- › PERSONAL IDENTITY AND CITIZEN COMPETENCIES



ATV in the 1960s – Qualification structure

* _____

- › SPECIALIZED SKILLS
- › SCHOOL CURRICULUM SKILLS
- › PERSONAL IDENTITY AND CITIZEN COMPETENCIES
- › Specific qualifications – specific skills, often “on site”
- › General qualifications – general curriculum, in the class-room
- › Personal qualifications – citizenship, cultural skills



ATV in the 1960s – Qualification structure

- * _____
- › SPECIALIZED SKILLS
- › SCHOOL CURRICULUM SKILLS
- › PERSONAL IDENTITY AND CITIZEN COMPETENCE
- › Specific qualifications – specific skills, often “on site”
- › General qualifications – general curriculum, in the class-room
- › Personal qualifications – citizenship, cultural skills

2009: 0.5 mio
people passed a
course – out of a
total population
of 5 mio people



ATV in the 2010 – current challenges 1



- › Even more people need to improve their qualifications
- › Valuation of practical competencies (in addition to formal competencies – as a tool for personal career management)
- › Strengthening basic skills in reading, writing and arithmetic
- › The second career change (end of 50s, early 60s)
- › Even more focus on the ability of learning to learn



ATV in the 2010 – current challenges 2

* _____

> 1960s:

- > STANDARDIZED, SPECIALIZED SKILLS
- > SCHOOL CURRICULUM SKILLS
- > PERSONAL IDENTITY AND CITIZEN COMPETENCIES

> 2010

- > SCHOOL CURRICULUM SKILLS
- > FLEXIBLE, SPECIALIZED SKILLS
- > PERSONAL CHANGE MANAGEMENT COMPETENCIES



Summary



- _____
- › The human being as:
 - › Wage-earner
 - › Citizen
 - › Human being
- › The ATV project: A skills *and* "Bildung" (acculturation) project
- › Guided and administered by both parts of the labour market
- › The goal is to elevate people *above* the limitations of "present conditions" without *alienating* them from those conditions