Financing LLL in Denmark

Workshop 1 Presentation 1a
at ASEM LLL Conference Nha Trang

30 October 2009

Morten Pristed,
University College Sealand,
Denmark
What is the systemic context?

LLL as an integrated component in the mainstream educational system
The Danish Mainstream Education System

The Danish Adult Education System

<table>
<thead>
<tr>
<th>Age</th>
<th>No. of years</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Long cycle higher education  Professional bachelor degrees  Diploma programmes

Upper secondary education  Vocational education and training  Individual programmes

Primary and lower secondary school  Pre-school class  Kindergarten

Not: Liberal adult education is founded in NGOs such as evening schools, folk high schools and day folk high schools. The general adult education branch also provides special education for adults and Danish as a second language for foreigners. Parts of the adult education system do not correspond to the Isecd.

Abbreviations:
GVU: Vocational Adult Education
VVU: Further Adult Education
FVU: Preparatory Adult Education
AVU: General Adult Education
HP: Higher Preparatory Education
AMIU: Labour Market Training
VEU: Adult vocational education and training

1) Isecd – International Standard Classification of Education – classification of educational levels developed by Unesco.
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 Counselling
- Regional Guidance and Counselling Centres
Labourmarket

Supply of qualifications | Demand of qualifications

High

Medium

Low

Need of further education

Bottleneck

Need of further education

Unemployment
Dynamic Danish Labour Market: 
¼ million jobs created and ¼ 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

- Lack of time
- Too busy at work

- No money

<table>
<thead>
<tr>
<th>Country</th>
<th>Lack of time</th>
<th>Too busy at work</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denmark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Switzerland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netherlands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hungary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poland</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

\[ \sum: \] 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](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!

Morten Pristed
Head of International Relations
University College Sealand
4180 Sorø
Denmark

mpr@ucsj.dk

www.ucsj.dk/international