

Lifelong Learning

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Lifelong Learning – a Bologna Process Priority

“Faced with the challenge of an ageing population Europe can only succeed in this endeavour if it maximizes the talents and capacities of **all its citizens and fully engages in lifelong learning** as well as in widening participation in higher education.”

From the communiqué adopted by European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28-29 April 2009



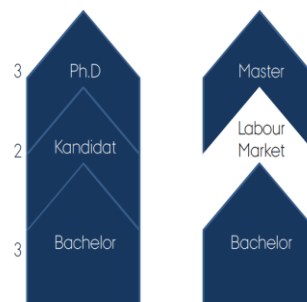
The concept of Lifelong Learning

- Essential to the competitiveness of the knowledge economy.
- Provides citizens with tools for personal development, social integration and participation in the knowledge economy.
- Applies to all levels of education and training.
- It concerns all stages of life - from cradle to grave.
- Formal, non-formal and informal learning.



Lifelong Learning in Denmark

- Long history of learning culture related to participatory democracy.
- Comprehensive system of 'folk high schools', private learning organizations.
- Formal general adult education, labour market training, courses for the unemployed.
- "Folkeoplysningen" – long tradition of adult and further education. Supported by the "The Danish General Adult Education Act"
- National lifelong learning strategy that promotes personal development, active citizenship and employability through training.
- Dual system of formal higher education – "kandidat" and master.



Danish University Extension

- Collaboration with Danish Universities.
- Research-based courses taught mainly at university campuses.
- Non-profit, demand driven
 - i.e. financed by participants (fees waived for alumni and staff).
- Bring the general public up-to-date on the newest scientific theories, methods and results.
- Participants are a cross section of the adult population from 18 to the third age.
- The Danish University Extension in Aarhus annually offers approx. 600 courses taught by 750 researchers from Aarhus University.
- The Danish University Extension in Aarhus has 155.000 participants per year.

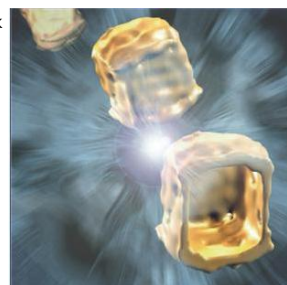


An Example of Lifelong Learning

"The World of Tomorrow"

This series of lectures will take you on a journey through the latest advancements in science:

- **Stem Cells – April 21st:**
Prof. Moustapha Kassem, Medical Biotechnology Center, Uni. of Southern Denmark
- **Gerontology – April 28th:**
Prof. Tinna Stevnsner, Dep. of Molecular Biology, Aarhus University (AU)
- **Sustainable Energy – May 5th:**
Prof. Jørgen E. Olesen, Dep. of Agroecology and Environment, AU
- **Nanoscience – May 12th:**
Prof. Trolle R. Linderoth, Interdisciplinary Nanoscience Center, AU
- **Neuroscience – May 19th:**
Prof. Andreas Roepstorff, Center of Functionally Integrative Neuroscience, AU
- **Genetics – May 26th:**
Prof. Thomas G. Jensen, Department of Human Genetics, AU
- **Futurology – June 2nd:**
Head of Research Marianne Levinsen, Fremforsk



Small Nano Boxes with Great Potential

Lessons learned from the reviews in the Netherlands

- The Netherlands faces many of the same challenges as other European countries:
 - A shift in focus from traditional physical capital and production factors to less tangible capital
 - Factors like formal education, lifelong learning, and public-private linkages are keys to success.
- One of the biggest challenges is to ensure a sufficient supply of high skilled labour with competencies matching the needs of the business community.
- A relative lack of focus on the Lifelong Learning dimension of tertiary education in the Netherlands.



Further and adult education

The proportion of the population between 30-39 enrolled in education institutions in the Netherlands is less than 3% (2.7%) and only 0.7% for the age group 40+.

Source: Modified table based on OECD (2009), *Education at a Glance 2009: OECD Indicators*, table C1.1, OECD Publishing.

The proportion of the population in the age range 30 and above is an indicator of the level of participation in lifelong learning

Rank	Country	percentage
1	Finland	14,4
2	Australia	13,5
3	Sweden	12,9
4	Belgium	8,5
5	Denmark	8,1
6	Hungary	5,9
7	UK	5,7
8	Ireland	5,6
9	USA	5,5
10	Spain	4,0
11	Switzerland	3,8
12	Portugal	3,7
13	Austria	3,5
14	Italy	3,5
15	Netherlands	2,7
16	France	2,6
17	Germany	2,5

LLL challenges in the Netherlands

- More than in many other nations, in the Netherlands higher education is seen as the prerogative of the young.
- Lack of a strong tradition of adult education.
- Lack of effective policy initiatives that can ensure a more effective provision of Lifelong Learning.
- Students older than 30 years lose their eligibility for student loans and some tuition charges rise steeply.
- Mid carrier do not see degree programmes in tertiary education as an option.

Recommendations

- The Netherlands faces an ageing population, and a general enhancement of the qualifications of the existing workforce is one of the most effective ways of increasing competencies in the work force.
- Need to continuously enhance the skills of workers to stay competitive.
- Targeted investments in human capital, including in a more coherent higher education system and in lifelong learning programmes.
- Develop lifelong learning programmes aimed specifically at adult learners.
- Encourage participation in existing formal tertiary education programmes.

