

Qualifications and lifelong learners

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Two perspectives

- What does the qualification system provide for the individual lifelong learners?
- Why and how do the individual lifelong learners use the possibilities which the system provides – and why not?

Perspective of the qualification system:

What does the qualification system provide for the individual lifelong learners?

What does the qualification system in DK provide for the individual lifelong learners?

- A lot of qualifications – 3000 short cvt-programmes ($\frac{1}{2}$ day to 6 weeks, in average 3 $\frac{1}{2}$ days)
- Validation of non formal and informal learning regarding all these 3000 qualifications
- Several VET-schemes for adults with the same qualifications as the initial VET
- the short-cycle higher non-university programmes
- the medium-cycle university and non-university programmes
- long-cycle university programmes

Qualifications – lifelong learners – labour market

3 labour market segments

- Qualification as a *license* to work
- *Level* of qualification as a decisive entry to the segment
– not the specific qualification
- Segments with high degree of *substitution* between different qualifications

Perspective of the individual lifelong learners:

Why and how do the individual lifelong learners use the possibilities which the system provides – and why not?

Why and how do the individual lifelong learners use the possibilities which the system provides – and why not?

- In this presentation I do not include the first transition from the education system into the labour market
- Lifelong learners understood as individuals being or having been in the labour market

Why and how do the individual lifelong learners use the possibilities which the system provides – and why not?

- It is all about motivation
- Life long learners have different motivations
 - Returning to education, aiming at a different career pathway
 - Adapting to formal requirements
 - Progressing in the same occupational field
 - Specialising on the same qualification level
 - Peaking
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 - Getting more competent in present work
 - Prospect of wage increase

Validation of non formal and informal learning

- Huge efforts by the national authorities:
 - New legislation
 - General guide for the training institutions
 - Sector specific guides for the training institutions
- Huge efforts by the unions:
 - Strategies for all members 'to get a formal proof for what you can'
 - Campaigns for incentivising members

A story about the non formal and informal learning in Denmark

The scope of the validation of non formal and informal learning

- Only a very small number of persons have signed up:

	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
Validation of non formal and informal learning	56.812	50.088	51.411	38.912	26.410
AMU-courses	595.738	617.093	755.071	614.956	625.552

Validation of non formal and informal learning

- Only a very small number of the participants (of the very few) have signed up as individuals
- Most of the participants (of the very few) have been signed up by their enterprise

Validation of non formal and informal learning Case Copenhagen Airport

- Why yes
 - The qualification must be useful
 - Prospect of wage increase
- Why no
 - 'Dead initiatives'
 - Unclear communication from the management