

EXAMPLES OF GOOD PRACTICE LIFELONG LEARNING DANISH ADULTS

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Abstract

Our communication presents some examples of good practice in adult continuous training that we observed during an exchange project -driven POSDRU Esbjerg University of Denmark, which is a section of the University of Aalborg. We believe that the fundamentals of preparing the individual for training place yet from university with teaching learning strategies. We consider mainly the problem-based learning, called "PBL - Aalborg model". The model provides a unique learning environment, where teamwork and project management are highly evolved. Therefore, the student will gain experience and practice in project management and self-learning ability - skills required in the industry. The Denmark had in 2013 the highest percentage of coverage of the population (25-64 years) in training (31.4%) in the European Union (Source : Eurostat, 2014), this being an important element of government strategy for 2007-2012. Labour market model is based on political consensus and decentralization through the active involvement of different actors at basic levels and stable social networks. A significant example is the organization AMU Centre, an adult training center which has the following objectives: developing skills, solving problems on the labour market opportunities for men, global approach to world problems professions. Training of contemporary individual must reconcile two different purposes: preparing for occupations that exist and the capacity to adapt to professions that have not yet been imagined (Delors J., ed ., 2000).

Key words: good, lifelong, learning, Danish, PBL - Aalborg model

The doctrine of continuing education was formulated in the early twentieth century in England (1919) in the famous memorandum attached to the report of the Committee for Adult Education (Dave R.H., 1991). After the Second World War has become an active principle, a fundamental idea of reform projects (G. Văideanu); insight for all types and levels of education, a challenge for 2000 (G. De Landsheere); Copernican revolution in pedagogy (Ch. Hummel); distinctive feature of contemporary civilization, expression, and motivational factor for inner youth (B. Suchodolski); educational system of the society of tomorrow (Stanciu M., 2003).

Training of contemporary individual must reconcile two different purposes: preparing for occupations that exist and develop the capacity to adapt to professions that have not yet been imagined (Delors J., 2000). Therefore, each person must follow throughout life, various training programs. The duration of training courses may vary, favoring formation throughout life. Other courses of action in this regard: alternating periods of theoretical instruction with practical training; alternating periods of

employment with education and training; organization of joint courses that combine work and learning activities; adoption and implementation of modern technologies; development of skills and competencies to cope with new situations, the power to communicate and relate to other peers, understanding of the social issues etc.

MATERIAL AND METHOD

Overview of University activity Aalborg-Esbjerg

It is called "the Paris of the North", Aalborg is Denmark's third largest city with over 215,000 inhabitants, historically attested since the days of the Vikings. Over 10% of the city population is composed of students, a percentage that makes the atmosphere in the city to be a youthful, full of life.

Aalborg University is a public university situated in the northern part of Denmark which is training more than 14,000 students on campuses in Aalborg, Esbjerg and Copenhagen. Of these, over 1,700 students are international students. University customizes study method "Aalborg Model" based on research and technology-based teaching development projects that combine theory with practice. In each semester, students must prepare an extended project on a topic chosen by

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themselves (but in a predefined themes), under the supervision of a teacher advisor who monitors academic progress of the student. Method development project is characterized by teamwork, the method has many advantages, including the development and implementation of collaborative skills necessary to complete a complex project partnerships.

University facilities are very modern and all students have access to university computers. University Library is equipped with specialized periodicals and books necessary personal development. A special aspect of the university is that most students have their own team work rooms they belong, rooms in which students can work on their projects without being bothered or they can meet with partners in team work.

University philosophy is that an environment of study provides the best conditions for professional development and therefore, the university tries to offer the best conditions, including a "buddy" (a tutor that will present important aspects of student life, yet of your arrival in Aalborg).

Aalborg- University Esbjerg is a section of Aalborg University, located in the city of Esbjerg, Denmark. Aalborg University, Esbjerg is a research department with a wide range of research and study programs.

With approximately 400 students and a number of study programs (energy, chemistry and Biotechnology, Oil & Gas, Civil Engineering, Mechanical Engineering, Electronics and Systems Media) and 100 employees, the campus is relatively small. This results in a relaxed atmosphere and interaction between students and between researchers.

Aalborg University graduates are highly evolved in the industry, with the best training in project management and qualified core competences. Study programs in Esbjerg include both undergraduate and the master.

RESULTS AND DISCUSSION

The labor market in Denmark

This model is based on political consensus and decentralization through the active involvement of various actors to base levels and a stable social networks. The Danish labor market is characterized by a high degree of flexicurity:

- external flexibility - it is easy to hire and fire; flexibilitatea internă - program de lucru flexibil;
- Functional flexibility - adaptability and training.

Also, the Danish system is characterized by a high level of security: ensuring high employment security; high income security - especially for low income groups; minimum job security.

Labour market recorded good results in the European Union (the unemployment rate is 5-6%). In Denmark, you need to apply for unemployment benefits if someone becomes

unemployed. The first thing that an individual must do is to register as an applicant for employment on the first day of unemployment. There has to be actively seeking employment and wants to accept job offers when you are unemployed and receiving unemployment benefits. To be entitled to unemployment benefits when someone became unemployed, you must have had at least 52 weeks of work in the last three years and was a member of an unemployment insurance fund for at least one year. Unemployment benefits may be paid up to a maximum of 90% of revenue previous work, however, no more than the maximum rate of unemployment of DKK 3760 (€ 495) per week.

In *table 1* we summarized the participation rate of the adult population in training programs. In the EU (28 countries) the percentage is 10.5% (2013), Denmark has the highest rate (31.4%), followed by Switzerland, Sweden, Finland and Norway, with a rate of over 20%. There are countries that have already achieved the Europe 2020 target, with a rate of over 15%. Also, there are some countries which have a share of less than 3% (Bulgaria, Romania, Greece and Hungary).

Table 1
Participation rate in education and training from 25 to 64 years

	2010	2011	2012	2013
European Union (28 countries)	9.1	8.9	9.0	10.5
Denmark	32.5	32.3	31.6	31.4
Switzerland	30.6	29.9	29.9	30.4
Sweden	24.4	24.9	26.7	28.1
Finland	23.0	23.8	24.5	24.9
Norway	17.8	18.2	20.0	20.4
France	5.0	5.5	5.7	17.7
Netherlands	16.6	16.7	16.5	17.4
United Kingdom	19.4	15.8	15.8	16.1
Austria	13.7	13.4	14.1	13.9
Slovenia	16.2	15.9	13.8	12.4
Spain	11.0	11.0	11.0	11.1
Germany	7.7	7.8	7.9	7.8
Romania	1.3	1.6	1.4	2.0

Source: Eurostat, Last update: 21-07-2014,
http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_ifs_01&lang=en

Institution and Danish experience in training adults

a) Job Center

Visited Centre is subordinated Hall and liaison between unemployed and working with many stakeholders. The main remit and objectives pursued in 2012 are: reducing the three-month period of disengagement; application of permanent aid schemes; conducting training programs; etc. Being an area predominantly focused on energy, many of the new jobs are related to these areas (58 000 jobs offered in 2010).

b) AMU Center

AMU Center is a training center for adults (*Arbejdsmarkedssuddannelsescentre*), the following objectives: developing skills, solving problems on the labor market; opportunities for people; global approach. The target group of these training programs is to both people in the labor market and people looking for a job. The state is the main financier of the over 2500 adult training programs (European Commission, 2012).

c) High energy -Tove Morell

Region offers you have 20,000 employees in the field (2020). We found an involvement of all social actors (mayor, AMU Center, private companies, families, etc.). At the moment the main project undertaken is 6,000,000 euros.

d) PlastNet Innovationsnetværk-Dorte Baelum

It is an innovation center that collaborates with various institutions and private companies in developing difeitor projects ("house of the future", is just one example). Funding for these projects is made from European funds, local communities and private funds.

e) Biroul de inivații TekMomentum-Marie Grimstrup, Universitatea de Sud, Esbjerg

Occurred as a result of a European project, is part of the Faculty of Engineering, having structure and four research institutes. The main objectives of the center are to develop innovation; increasing competitiveness; access to scientific knowledge. A major coordinated activity of the center is to initiate innovative activities by: student projects; master works; expert team; technical assistance; verification innovation; winning new market segments; involvement in large projects.

f) Rețea de inovare practică. AluCluster

AluCluster is the center for dissemination of knowledge in the field of aluminum and one of the country's innovation networks. AluCluster was established In 1999, at the initiative of Hydro, Sapa, Maersk, Danfoss, EUC Syd and municipalities since 2002 and became a

foundation. The center consists of two units: a unit of advice and counseling, and drive innovation. Advisory and consultancy unit offers a wide range of consultancy in the area of aluminum, including a training program attractiv. Unitatea innovation aims to increase the use of aluminum in Denmark and develop innovative group consisting of companies, institutions and organizations AluCluster publice. În 2006 as the only company in South Jutland, was named Technology Center by the Ministry of Science. In 2007 he was included in the Danish group AluCluster South program, and accredited as Euro Info Centre directly under the European Commission. In 2009 he was named Network of the Ministry Științei. AluCluster AluCluster Innovation is a national cluster, with a focus on national and international level.

Problem based learning – the way of motivation

Aalborg University and also Aalborg University Esbjerg are known for their unique learning model - based on issues, called "PBL - The Aalborg".

The learning cycle is based on the theory of Kolbs (Birgit Kjærside Storm 2013, Stanciu M., Ungureanu G., eds, p.188). This model has several advantages: "working with the project is motivating for the pupils / students; the pupils / students is a part of the lessons; the pupils / students learn how to learn; the pupils / students pick up more knowledge; the pupils / students remember what THEY have learn "(Birgit Kjærside Storm, 2013, p. 186).

The model provides a unique learning environment, where teamwork and project management are highly evolved. Therefore, the student will gain experience and practice in project management and self-learning ability - skills required in the industry. The Aalborg, became both nationally and internationally recognized as an advanced and effective learning model. The Aalborg PBL-gives students the opportunity to learn independently to achieve knowledge and skills at a high academic level. Many students also have the opportunity to work with the business community to solve real-life problems. The learning also helps students learn how to analyze problems, how to work in a results-oriented, and finally how to carry successfully work in a team.

CONCLUSION

The "2020" must be important milestone for Romania in developing educational policies,

including continuing vocational training of adults (FPA).

The Danish model of FPA was an instance of best practices in the OECD (1995, 2004). Romania needs to rethink policies FPA and the Danish model is a landmark.

Romanian Universities should act proactively organizing programs in terms of the years 2020 to 2030 FPA.

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