



Lifelong
Learning
Programme



**Blindecenter
Bredegaard**

Adult education (AE) in Denmark:

At Cyprus meeting, partners of **Educ-Arts Grundtvig Learning Partnership** agreed to write 300 words on Adult Education instead of education in general in order to limit the area to be covered and due to relevance to our project, focusing on 50 + age group.

A general description of AE in EU can be found in this document:

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/179EN_CD.pdf

Danish partner in project Educ-Arts is Blindecenter Bredegaard: www.densocialevirksomhed.dk

Fredensborg Aftenskole (Fredensborg evening school): www.fredensborg-aftenskole.dk is offering non-formal learning to learners at Blindecenter Bredegaard. Wikipedia definition of non-formal learning: **Non-formal learning** is a loosely defined term covering various structured learning situations, such as swimming sessions for [toddlers](#), community-based sports programs and conference style [seminars](#), which do not either have the level of [curriculum](#), [syllabus](#), [accreditation](#) and [certification](#) associated with 'formal learning', but have more structure than that associated with 'informal learning', which typically take place naturally and spontaneously as part of other activities. These form the three styles of learning recognised and supported by the [OECD](#).^[1]

I think it is interesting reading the “Circle” for future development:

In 2011 DAEA invited 9 professors, politicians and opinion formers to create a “circle” and discuss the values and future strategy for non-formal and informal AE.

Among them were the present Minister of Culture Ms. Marianne Jelved. Their discussions resulted in a book with 14 articles and 8 recommendations.

The 8 recommendations are:

1. Non-formal and informal AE is one of the pillars of democracy. It is its task to support active citizenship.
2. Non-formal and informal AE must contribute to the strengthening of the European identity and citizenship of the Danish people.
3. Non-formal and informal AE must enable people to have a global outlook and international solidarity and to become global citizens.
4. Non-formal and informal AE must challenge that type of community cohesion which

excludes minorities and creates a mono-culture. And it must strengthen the type of cohesion which is based on active, disagreeing and debating citizens.

5. Non-formal and informal AE must be in the front to create a society based on opinions and views rather than economic calculation.
6. Non-formal and informal AE must provide knowledge, skills and insights empowering people to become active citizens.
7. Non-formal and informal AE must challenge the monopoly of the elite in the public debate.
8. Non-formal and informal AE must create “committing communities” within civil society.

Further reading about AE in Denmark:

<http://www.infonet-ae.eu/country-overviews/denmark>

<http://www.daea.dk/>

<http://www.daea.dk/themes/adult-learning-in-denmark/>

<http://www.dfs.dk/media/441066/UP1205-Rapport-Inklusion-og-den-folkeoplysende-voksenundervisning.pdf>