Addressing the various lifelong learning needs in ASEAN countries:
To what extent is MOOCs/E-learning the solution?

Le Huy Lam, SEAMEO Regional Centre for Lifelong Learning
Background:
ASEAN, SEAMEO, SEAMEO CELLL
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ASEAN, SEAMEO, SEAMEO CELLL

ASEAN:
Association of Southeast Asian Nations
1967, 10 members
Economic growth; social progress; cultural development; peace and stability

SEAMEO:
Southeast Asian Ministers of Education Organisation
1965, 11 members
Cooperation in education, science and culture
625 million people
World’s third-largest labour force

Combined GDP $2400 billion USD
GDP average growth 5.1% (2000-2013)
Associate Member Countries

Australia
Canada
France
Germany
The Netherlands
New Zealand
Spain
The United Kingdom

Affiliate Members

The International Council for Open and Distance Education
The University of Tsukuba
The British Council
The China Education Association for International Exchange
7 priority areas of SEAMEO (2015-2035)

1. Early childhood care and education
2. Addressing barriers to inclusion
3. Resiliency in the face of emergencies
4. Promoting technical and vocational education and training (TVET)
5. Teacher Education
6. Harmonization in higher education and research
7. Adopting a 21st century curriculum

SEAMES, 2015
21 SEAMEO Regional Centres in 3 groups: Education, Science and Culture
SEAMEO CELLL
The Regional Centre for Lifelong Learning

To conduct research on LLL

To act as an information center and consultation/service provider on LLL

To conduct training for LLL managers, researchers and adult education teachers
ASEAN is moving towards “One vision, one identity, one community”

ASEAN Economic Community (AEC) to be implemented in 2015, aiming at freer movement of

- goods
- services
- skilled labour
- capital
ASEAN

Vast disparities and development divide between member countries (2013 figures)

<table>
<thead>
<tr>
<th>Category</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDP per capita</td>
<td>55,182 USD / 888 USD</td>
</tr>
<tr>
<td>Population</td>
<td>248 mil / 0.4 mil</td>
</tr>
<tr>
<td>Urban population</td>
<td>100% / 21.4%</td>
</tr>
<tr>
<td>Adult literacy rate</td>
<td>97.2% / 79%</td>
</tr>
<tr>
<td>Infant mortality rate</td>
<td>2/48.9 (per 1000 live births)</td>
</tr>
<tr>
<td>Internet subscribers</td>
<td>720/ 41 /1000 (2011)</td>
</tr>
</tbody>
</table>

Diversity also extends to language, culture, religion and politics

ASEAN Statistic Leaflet 2014
Wealth gap within a country

VIETNAM
POVERTY RATE
5.7% / 58%
2014 / 1993

$11,500 / $300
Vung Tau / Ha Giang

R 3.8x
P 6x
131x

Challenges of integration

“The AEC will create opportunities, but risks leaving some behind and aggravating inequalities. We find for example, that some new jobs growth could be in sectors that are prone to be informal and vulnerable, women will gain less from new jobs than men, and the demand for high skill workers will increase faster, potentially creating wage inequality between skilled and unskilled workers.”

Sukti Dasgupta, Senior Economist at the ILO, 2014
Lifelong learning to tackle the issues

WHY LIFELONG LEARNING?

Learners as dynamic actors

Resources can be effectively mobilised

Inequality can effectively be reduced

ASEAN CHARTER 2007

15th ASEAN SUMMIT 2009

2013 SEAMEO CELLL ESTABLISHED
Diverse Lifelong learning focuses

- Literacy and basic skills
- Income generation and job skills
- Quality workforce development
Diverse Lifelong learning focuses

LLL Objectives in Thailand

1. The target groups are to obtain basic and necessary knowledge and skills which can be used as a tool for enhancing their occupations.

2. The target groups are to have the ability to learn and develop themselves so that they can be regarded as quality citizens.

3. People in each community are to obtain knowledge that relates to their society, environment, economy, politics and technology

LLL Objectives in Singapore

Lifelong learning is the means to an end, and that end is to add value. The ability to add value will bring about better employability and better income for workers.

Deputy Prime Minister Teo Chee Hean, 2010)

(Sumalee, 2013)
Diverse Lifelong learning focuses

LLL is provided through

- Workforce Development Agency (WDA), 2003
- Workforce Skills Qualifications (WSQ), 2005
- Employment and Employability Institute, 2008
- Continuing Education and Training (CET) Masterplan, 2008
- Skills Programme for Upgrading and Resilience (SPUR), 2008
- Institute for Adult Learning (IAL), 2010
- Continuing Education and Training (CET), 2020

At one end:

Technical skills, mindset, attitudes
People management, problem analysis, communication skills for Lifelong Employability
Diverse Lifelong learning focuses

At grassroots level, LLL is provided through

the

Community Learning Centres, (CLCs)

At the other end:
Basic education
Literacy
Skills development and vocational training
Income generation skills
Entrepreneurship
Community development
Culture, recreation and sports
Civics and practical knowledge
Community Learning Centres (CLCs)

An effective community-based non-formal education mechanism

A provider of various learning opportunities.
   a) education and training,
   b) community information and resource services,
   c) community development activities,
   d) co-ordination and networking.

In 2003, the United Nations Literacy Decade (UNLD 2003-2012) encouraged the establishments of CLCs
Community Learning Centres (CLCs)

MORE THAN 25,000 CLCs in 7 ASEAN countries*

*2013 data from national reports to UNESCO
CLCs in ASEAN countries

Target groups
- Children and youth;
- Adults and the elderly;
- Marginalised and disadvantaged individuals

Programmes offered:
- Literacy
- Income generation/vocational skills
- Practical knowledge
- Community development

Funding:
- Some are established by government, others by NGOs
- Inadequate funding/sustainability issues
CLC sample programmes

Programmes offered by CLCs

- Growing chemical free vegetables
- Producing household items
- Raising traditional chicken
- Equivalency programmes

- Community forest management
- Local construction skills
- Health, hygiene and community enterprises

- Women's rights
- Awareness-raising and empowerment to protect women's rights
- Functional literacy

- Drug prevention/combatting prostitution
- Maternity protection and health
- Preservation of cultural and historic sites
- Handicrafts

- Tourism promotion
- Basic computer training
- Training focused on change of occupations
- Art and culture, folk dancing, traditional music

CLC Challenges

Huge demands but limited resources: Funding, facilities, quality programmes, quality teachers/facilitators

CLC teachers' background*

- Primary (2.9%)
- Secondary (45.5%)
- College (28%)
- University (23.6%)

None have training in adult education. 22.7% are local incumbent/retired teachers from local schools 77.3% are volunteers from sectors such as agriculture, health, political organisations*

*survey data of Vietnam CLCs (UNESCO Vietnam 2010)
Towards a solution

Facts

- 25,000 CLCs in 7 ASEAN countries
- Diverse learning needs but there are a lot topics in common
- Suffer common issues of lacking resources and quality teachers
- Local budgets very limited

Ineffective utilisation of resources
Absence of coordination considering ASEAN is a shared identity

Courses difficult to organise due to time and travel constraints
MOOCs and Elearning

What do we know about MOOCs? How are they relevant to the CLC context?

- **M**assive
  - Excellent for 25,000+ CLCs in 7 ASEAN countries
  - A successful MOOC was attended by as many as 160,000 students from over 190 countries

- **O**nline
  - People can access learning content with a computer/mobile device from anywhere
  - Not much hardware required; works with almost any platform

- **O**pen
  - The courses are free (ARE THEY?)
  - The content is organised/structured/not fragmented knowledge

- **C**ourse
  - Given the target groups of ASEAN CLCs, this is very relevant
  - Yes and No
  - Some content should be developed into a course where as others can be given in short, easy to understand lessons
MOOCs and Elearning

Clear benefits of MOOCs to CLCs

- Quality assurance of content
- CLC learners can select content most relevant to them and can learn whenever and wherever they choose
- Networking of CLCs nation-wide and region-wide
- Interactions among learners
- Easier to get funding from stakeholders
- Efficient utilisation of CLC resources in a country and across ASEAN countries
MOOCs and Elearning

Issues to consider, though!

- So far most MOOCs have been developed by prestigious universities. Very little insight gained in non-academic contexts.
- MOOCs require ICT skills while ICT skills themselves are content to be taught at CLCs.
- High drop-out rate reported!
- Platform stability and affordability pose a big challenge.
- MOOCs management requires well-trained staff.
- Is there an online culture ready?
MOOCs and Elearning

Several questions need to be answered

- Computer basic skills?
- Communication skills?
- Self-direction skills?
- What are the KEY things to make a MOOC truly “massive”-enabled?
- To what extent is a MOOC-compatible platform needed?
- What are the universal skills for a MOOC participant?
- How to address the language issues?
1. A shared CLC learning resources system (at regional, national and local levels) is necessary

2. The online access mode should be more strongly promoted as it will be more economical in the long run.
So what is advisable?

3. Various Stakeholders need to be well informed and invited for contributions
So what is advisable?

4. The learning contents can be organised into **various categories**: quick tips, lessons, units and courses.

   *In a later stage, credits may be accumulated upon completion of the “courses” (towards non-formal and informal learning outcome recognition)*

Sample online learning contents

- Youtube videos
- ACCU publications
- Intel EZ Steps
- https://easystepsonline.intel.com/modules-preview
Mobile Learning in Adult Education
We Can Take Action!

Active Participation of Women in Village Development

- We can get more income from new skills.
- We can acquire knowledge for our own and village needs.
Online courses for communities

Easy Steps Course: Online Modules

In Modules 1–7 of this course, you will get an introduction to how a computer operates, and to basic software applications. Click on the "Learn More" links below to see a list of the activities and content covered in each module.

Module 1: Introducing Computers and Operating Systems
Module 2: Introducing the Internet
Module 3: Introducing Word Processing
Module 4: Introducing Spreadsheets

New to Easy Steps?
You will need an email address to sign up.
- I have an email address
- Learn how to get email

Returning to Easy Steps?
Enter your Email Address and Password.
Forgot User Name or Password
Log in

http://easystepsonline.intel.com
Funding and technical support from partners and donors

Publications
Short videos
E-learning packages
Courses

Regional CLC Learning Content Development Team

National Team

Translation

LMS
Thank You