



Asia-Europe Meeting

WELCOME TO
THE CONFERENCE

LEARNING UNLIMITED

29-30 MAY 2012
COPENHAGEN

•
Are there any limits
to learning? Where
do they come from?
How to identify
them? **How to
overcome them?**

•
What are the
**concepts, policies
and practices** in
lifelong learning in
Asia and Europe?

•
What role do
**researchers and
policy makers** play
in creating lifelong
learning opportunities
for all in Asia and
Europe?

CONFERENCE

PROGRAMME

THE CONFERENCE IS HOSTED BY **ASEM LLL Hub**
DEPARTMENT OF EDUCATION, AARHUS UNIVERSITY

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Welcome

Welcome to Copenhagen and the ASEM LLL Hub's conference 'Learning Unlimited'. It is a pleasure for Copenhagen, Denmark, to be the host of this conference for at least three reasons. First of all, it is very appropriate that a conference called 'Learning Unlimited' celebrates the 40th anniversary of lifelong learning. In 2012, it is 40 years since a UNESCO Commission, chaired by the then Minister of Education in France, Edgar Faure, published the report *Learning to Be*. Secondly, the conference is a good opportunity to make an increased effort to expand the total partnerships of ASEM to include all of the EU's 27 member states and Asia's ASEM countries. Thirdly, from a Danish point of view, this conference is very relevant and is a special honour to host, as Denmark currently holds the EU presidency, but it also has to do with the Danish tradition of focusing on and disseminating ideas of lifelong learning.

The conference will deal with three main questions:

- Are there any limits to learning? Where do they come from? How to identify them? How to overcome them?
- What are the concepts, policies and practices in lifelong learning in Asia and Europe?
- What role do researchers and policy makers play in creating lifelong learning opportunities for all in Asia and Europe?

These are the questions researchers and policy makers from Asia and Europe will address at the conference, which is also a forum for the ASEM LLL Hub's researchers to share the latest results of their Asia-Europe joint research projects with academic communities and ministerial representatives from ASEM member countries.

It is my impression that the interest in lifelong learning has hardly ever been greater than now. It is tempting to say that while the interest in lifelong learning in the 1980s was connected with the contemporary crisis, the current interest – and high expectations – is linked with an even more profound economic crisis. The big question is whether lifelong learning can live up to the expectations? Can lifelong learning take on the role of global crisis resolution strategy? Such a question is of course a huge question, but I hope and am convinced that this conference will make a contribution to reflections on and answers to such questions.

On behalf of the ASEM LLL Hub, I extend a welcome to all delegates.

Yours sincerely

CLAUS HOLM
Chair of ASEM LLL Hub

Opening remarks and keynote speakers

**'Lifelong Learning in the 2010s – Foundations,
Challenges and Opportunities'**

*By Ms CHRISTINE ANTORINI, Danish Minister for
Children and Education.*

'Opening remark'

*By KIM KWAN-BOK, Korean Deputy Minister of Human
Resource Policy*

Keynote 1:

**'Learning at Work: Employee Perceptions
and Practices in Asia and Europe'**

*By Prof. Dr. LYNNE CHISHOLM, Professor of Education
and Generation at the University of Innsbruck, Austria*

Keynote 2:

**'Europe and Asia: Common and Different Needs
for Professionalisation in Adult Learning and
Education'**

*By Prof. Dr. EKKEHARD NUISSL VON REIN, Director of
the German Institute for Adult Education-Leibniz Center
for Lifelong Learning and Professor at the University of
Duisburg-Essen, Germany*

Keynote 3:

**'Bridging Asian and European Ways of Learning
in the New Globalisation'**

*By Prof. Dr. ANTHONY B. L. CHEUNG, President of the
Hong Kong Institute of Education*

Conference programme

Monday, 28 May 2012

ASEM LLL Hub International Participants arrive

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| 1200-1700 | Registration Desk for ASEM LLL Hub members at Wakeup Hotel Copenhagen |
| 1730 | Buses leave the Hotel Lobby for DPU, Tuborgvej 164 |
| 1800-2030 | Welcome Reception for ASEM LLL Hub members at DPU (Network Researchers, University Council and Advisory Board Members) |

Tuesday, 29 May 2012

Forum on Lifelong Learning

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| 0800-0900 | Registration in the Foyer of A220 Festsal |
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Morning Plenary Session in A220 Festsal, Building A

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| 0900-0905 | Welcome and Introduction, Chair Claus Holm |
| 0905-0910 | Opening Remarks, Aarhus University |
| 0910-0915 | Opening Remarks, Ambassador Nguyen Quoc Khanh, Asia-Europe Foundation (ASEF) |
| 0915-0930 | Opening Speech by Danish Minister of Children and Education, Ms Christine Antorini |
| 0930-0945 | Opening Speech by Korean Deputy Minister of Human Resource Policy, Kim Kwan-Bok |
| 0945-0950 | Introduction to the themes and profiles of the keynote speakers, Chair Claus Holm |
| 0950-1030 | Keynote 1: 'Learning at Work: Employee Perceptions and Practices in Asia and Europe' Professor Lynne Chisholm, University of Innsbruck, Austria |
| 1030-1100 | Coffee break in the Atrium, ground floor |

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| 1100-1140 | Keynote 2: 'Europe and Asia: Common and Different needs for Professionalisation in Adult Learning and Education' Professor Ekkehard Nuißl, German Institute for Adult Education |
| 1140-1200 | Open discussion with the keynote speakers Chair: Claus Holm |
| 1200-1205 | Introduction to Poster Session, Chair Claus Holm |
| 1205-1215 | Poster Session on large screen in the Atrium, ground floor |
| 1215-1245 | Press Conference at A308, Chair Claus Holm |
| 1215-1330 | Lunch in the Atrium, ground floor |
| 1330-1500 | Session 1: Four parallel seminars |
| 1330-1500 | <p>Seminar A at Room D174: Workplace Learning Chair: Professor Lynne Chisholm</p> <p><i>A1: Workplace Incivility: Scale Development and its Relationship with Employees' Learning Attitude</i> Professor James Jian-Min Sun, Renmin University, Beijing, China</p> <p><i>A2: Supporting Connectivity in Cross-border Vocational Education: the Case of Business Internship Advisors</i> Professor Annette Ostendorf, Innsbruck University, School of Management, Austria</p> <p><i>A3: From Rational Choice to Biographical Negotiation: Challenging Dominant Policy Paradigms through Interdisciplinary LLAKES Research</i> Professor Karen Evans, Institute of Education, University of London, UK</p> |
| 1330-1500 | <p>Seminar B at Room A 220: Key Priorities and Problems in LLL Strategies. Chair: Dr. Han Min</p> <p><i>B1: Lifelong Learning Strategies and Policies: An International Analysis</i> Dr. Min Han, Ministry of Education, China Dr. Haixia Xu, Ministry of Education, China Dr. Jian Huang, East China Normal University, China</p> <p><i>B2: Strategies and Practice of Lifelong Learning in Latvia and Thailand</i> Assoc. Prof. Ineta Luka, University of Latvia, Latvia Professor Sumalee Sungsi, Sukhothai Thammathirat Open University, Thailand</p> |



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| | <p>↑ <i>B3: Challenges in the Development of Strategies for Early School Leavers of Latvia: Conclusions and Recommendations from Asian-European Perspectives</i> Professor Zenaida Q. Reyes, Philippine Normal University, Philippines Professor Irina Maslo, The University of Latvia, Latvia</p> |
| 1330-1500 | <p>Seminar C at Room D169: The Nordic Exceptionalism Chair: Claus Holm</p> <p><i>C1: Nordic Exceptionalism</i> Professor Andy Green, Institute of Education, University of London, UK</p> <p><i>C2: Nordic Exceptionalism – traced back to the 1930s</i> Professor Ove Korsgaard, Department of Education, Aarhus University, Denmark</p> <p><i>C3: New Nordic Approach to Lifelong Learning</i> Assoc. Professor Søren Ehlers, Department of Education, Aarhus University, Denmark</p> |
| 1330-1500 | <p>Seminar D at Room D165: Learning Cities Chair: Professor Jarl Bengtsson</p> <p><i>D1: Korean Learning Cities</i> Min-Sun Shin, President, Gwang Myung City Lifelong Community Center</p> <p><i>D2: EcCoWell-Living and Learning in Sustainable Opportunity Cities</i> Professor Michael Osborne, University of Glasgow, UK</p> <p><i>D3: The Development of a Network of Learning Cities and a Learning City Index: Rationale and Objectives</i> Dr. Jin Yang, UNESCO Institute for Lifelong Learning</p> |
| 1500-1530 | Coffee break |
| 1530-1700 | Session 2: Four parallel seminars |
| 1530-1700 | <p>Seminar E at Room A220: Validation and Professionalisation Chair: Professor Ekkehard Nuissl</p> <p><i>E1: What impact does teacher training have on the students' performance? The effects of a teacher training programme on the students' outcome</i> Professor Bjarne Wahlgren, Director of The Danish National Centre for Competence Development</p> <p><i>E2: The validation of competencies as a way of professional development of adult educators</i> Professor Simona Sava, Romanian Institute for Adult Education</p> |

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| 1530-1700 | <p>Seminar F at Room D174: Theorising and Practicing Core Competences Chair: Professor Lena Lindenskov</p> <p><i>F1: Entrepreneurship as Core Competence through Interdisciplinary Approach</i> Presentation by Latvian and Malaysian partners</p> <p><i>F2: Personal and Social Competence through Narrative Approach</i> Japanese presentation</p> <p><i>F3: Analytical Competence as Core Competence through Mathematics Learning and Identity</i> Presentation by Danish, Latvian and Lithuanian partners</p> |
| 1530-1700 | <p>Seminar G at Room D169: ICT's Role for Learning Unlimited Chair: Professor Taerim Lee</p> <p><i>G1: Development, Distribution and Publishing of Cross-media Learning Content for Lifelong Learners</i> Professor Tsuneo Yamada, The Open University of Japan</p> <p><i>G2: Professional and Practice Learning Environment</i> Professor Mary Thorpe, The Open University, UK</p> <p><i>G3: Sharable Thai OER: Enhancing Learning Unlimited</i> Dr. Thapanee Thammetar, Silpakorn University / Director of Thailand Cyber University Project</p> |
| 1530-1700 | <p>Seminar H at Room D165: Best Practices of Korean Lifelong Learning Chair: President Un Shil Choi, NILE</p> <p><i>H1: Academic Credit Bank System (ACBS)</i> In-Jong Park, Executive Director, Division of Academic Credit Bank System, NILE</p> <p><i>H2: Workplace Learning in Korea</i> Professor Chan Lee, Department of Agricultural & Vocational Education, Seoul National University</p> <p><i>H3: University Lifelong Education</i> In-Sub Park, Executive Director, Center for Lifelong Education & Skill Formation, NILE</p> |
| 1715-1915 | <p>Tour to Deer Garden. Registration in advance required. Buses leave at 1715 from the main entrance in front of Building A</p> |
| 1930-2130 | <p>Gala Dinner at Festsal A 220, Tuborgvej 164</p> |

Wednesday, 30 May 2012 Morning

Plenary Session at A220 Festsal

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| 0900-0940 | Keynote 3: 'Bridging Asian and European Ways of Learning in the New Globalisation' Professor Anthony B. L. Cheung, Hong Kong Institute of Education |
| 0940-1000 | Thematic Summaries by the Chairs of 4 seminars on Day 1 (Session 1) |
| 1000-1040 | Panel Discussion Chair: Dr. Arne Carlsen, Director, UNESCO Institute for Lifelong Learning Panelists: Professor Lynne Chisholm, Dr. Han Min, Mr Claus Holm, Professor Jarl Bengtsson, Mr Byung-Jae Suh (Director, Lifelong Education Policy Division, Korean Ministry of Education, Science and Technology) and Mr Jan Reitz Joergensen (Senior Advisor, Danish Ministry of Children and Education) |
| 1040-1110 | Coffee break |
| 1110-1130 | Thematic Summaries by the Chairs of 4 seminars on Day 1 (Session 2) |
| 1130-1210 | Panel Discussion. Chair: Deputy Dean Seamah Rahman, National University Malaysia Panelists: Professor Ekkehard Nuisl (Germany); Professor Lena Lindenskov (Denmark); Professor Taerim Lee (Korea); President Un Shil Choi (Korea); Dr. Piniti Ratananukul, Ministry of Education (Thailand) and Mr Dmitrijs Kulss, Latvian Ministry of Education and Science. |
| 1210-1215 | Closing Remarks |
| 1215-1330 | Lunch in the Atrium, ground floor |

End of Conference

Wednesday, 30 May 2012 Afternoon

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| 1330-1500 | <p>Advisory Board Meeting at Room A200 Chair: Dr. Piniti Ratananukul, Ministry of Education, Thailand</p> <p>Part 1: Peer Learning and Experience Sharing (2 presentations on LLL policy and best practice in Asia and Europe by Deputy Minister Nona S. Ricafort, Philippine Commission on Higher Education and Mr. Jørn Skovsgaard, Danish Ministry of Children and Education)</p> <p>Part 2: Proposals and Recommendations to ASEM Ministers of Education Meeting 2013 in Malaysia.</p> | <p>Workshop on methodology Part 1: Public lecture by Dr. Elizabeth McNess Centre for International and Comparative Studies, Graduate School Education, University of Bristol, UK</p> |
| 1500-1530 | Coffee break | |
| 1530-1700 | <p>Meeting of University Council and Advisory Board members (University leaders and Ministerial officials) Chair: Claus Holm Festsal A 220</p> | <p>Workshop on methodology Part 2: Discussion on methodology for specific joint research projects in 5 separate networks RN1: Room A200 RN2: Room A210 RN3: Room A212 RN4: Room A130 RN5: Room A104</p> |
| 1900-2100 | Danish Summer Dinner in the Atrium, ground floor | |

Seminar Speakers and Abstracts

Seminar A:

Workplace Learning at room D174,
1330-1500 on 29 May 2012

Chair: Professor *Lynne Chisholm*

A1: *Workplace Incivility: Scale Development and its Relationship with Employee's Learning Attitude* by Professor **James Jian-Min Sun**, Renmin University, Beijing China

Interest in workplace incivility has grown rapidly in the last decade in Western countries. As a low intensity but widespread negative behavior, both theoretical and empirical evidences have shown that workplace incivility has an impact on employee's attitude and behavior. Unfortunately, this important organizational phenomenon has not been empirically studied in China. This paper reported two studies aimed at the measurement of workplace incivility and its relationship with work attitude in Chinese organizations.

We collected workplace incivility phenomena by in-depth interview with 25 human resource professionals and employees from manufacturing and service industries. Combined with the items from western developed scales, a questionnaire with 40 items was constructed. Four factors were found from exploratory factor analysis with 250 respondents and the factors were named as work-related incivility (Cronbach = .835), supervisor/leader incivility (= .724), environmental incivility(= .716), and interpersonal incivility(= .696), respectively. The scale has 18 items and Cronbach is .846. Convergent validity with Contina's WIS (2001) was also conducted.

We investigated employee's perception of workplace incivility and its relationship with employee's learning attitude. A questionnaire including the scale and demographic information was distributed to 500 employees in four companies. 289 valid questionnaires were used for ANOVA and correlation analysis. Results demonstrated that there is no significant difference in the perception of workplace incivility among gender,

education level, marriage status. Respondents aged under 25 perceive more interpersonal incivility than other age groups. Respondents from private companies perceive more work-related incivility and supervisor/leader incivility than those from state-owned companies. Respondents with managerial duties perceive more interpersonal incivility than other duty holders. Workplace incivility is highly correlated with turnover intention (.267, $p < .01$).

We compared our findings, including the meaning and structure of workplace incivility with those from Western literature and the differences were explained from a cross-cultural perspective. The relationships between workplace incivility and learning attitude of employees are analyzed. We find that three among four of the dimensions of workplace incivility (except environmental incivility are negatively correlated with employee's learning attitude. Implications and limitations of the study as well as future research directions are discussed.

A2: *Supporting Connectivity in Cross-border Vocational Education: the Case of Business Internship Advisors* by Professor **Annette Ostendorf**, Innsbruck University, School of Management, Austria

In all existing vocational educational systems the kind of combination of practice-related and academic knowledge is a key issue for the development of vocational competencies. Knowledge is hereby interpreted in a wider sense including not only cognitive but also social dimensions.

The modus of combination is quite different in various vocational education systems. One eminent characteristic is that all are bound to some form of crossing borders in terms of e. g. changing location, communicative styles, social contexts or communities of practice. However, there are some hidden assumptions included in all models of cross-border-learning situations which make us believe (!) that connectivity takes place - either supported by teachers and guides or solely in the learn-

ers' minds. In reality we don't really know much about the determinants fostering or hindering connectivity. Hence, one hypothesis could be that persons supporting students in cross-border learning arrangements are very important protagonist of connectivity.

Concerning supporting connectivity - in our didactic view called 'bridging' - the roles, perspectives and attitudes particularly of informal workplace guides are investigated very poorly. This is the case both in the dual vocational context and the vocational full-time schools with other forms of offering practical experiences for pupils like compulsory business internships. Whereas for the dual vocational education there are some regulations by law particularly for the in-company part of education encompassing some quality criteria and supervision by the chambers (as in Germany or Austria) business internships are not regulated at all.

In autumn 2011 a quantitative inquiry was conducted with 150 informal internship advisors offering services to a higher vocational school in Germany. They were questioned about their role, tasks, perspectives, qualifications and attitudes. The target group of informal internship advisors was selected for two reasons: firstly, they are the 'real' pillars of guidance, they do all the work with the interns and secondly there is no empirical evidence on their actions. The paper shows some central results of this piece of research.

A3: *From Rational Choice to Biographical Negotiation: Challenging Dominant Policy Paradigms through Interdisciplinary LLAKES Research* by Professor **Karen Evans**, Institute of Education, University of London, UK

Despite the expansion of post-school education and incentives to participate in lifelong learning, institutions and labour markets continue to interlock to shape life chances according to starting social position and family/private resources to greater or lesser degrees. There is evidence of growing diversification of the pathways, but the underlying trends are towards greater rather than less polarisation between the advantaged

and disadvantaged in many societies. Lifelong learning, in these contexts, will not fundamentally redefine life chances for the majority of those who participate in it, but to what extent can it be shown, in terms of evidence that policy-makers are likely to accept, to have the potential to reshape life chances during the adult life course? The dominant view that the economic and social returns to public investment in adult learning are too low to warrant large scale public funding has been challenged by recent LLAKES research. This shows significant returns for movers over stayers in the UK labour market, in their employability and employment prospects. It is argued that, under conditions of growing social polarization and economic uncertainty, lifelong learning can have a significant protective effect by keeping adults close to a changing labour market. Furthermore, LLAKES research demonstrates that research findings from different disciplinary and epistemological traditions show greater consistency when the dynamics of the life course, as well as variations between sub-groups, are taken more fully into account. Transitions and turning-points in youth and in adult life are markers of diversification of the life course. They involve biographical negotiation, in which any decision is consequential upon previous decisions and involves the exercise of contextualised preferences as well as the calculations of 'rational choice'. A 'pluralist' framework for understanding the processes and consequences of learning through the life course is proposed for future policy-making. This is argued to be more suited than linear, rational-choice dominated models to the analysis of divergent patterns of life chances and to realistic assessments of individuals' prospects for life chances to be reshaped through learning in adult life.

Seminar B:

Key Priorities and Problems in LLL Strategies at room A220, 1330-1500 on 29 May 2012

Chair: Dr. **Han Min**

B1: *Lifelong Learning Strategies and Policies: An International Analysis* by Dr. **Min Han**, Ministry of Education, China, Dr. **Haixia Xu**, Ministry of Education, China and Dr. **Jian Huang**, East China Normal University, China

In accordance with the goal of ASEM LLL Network Four, this presentation attempts to review and analyse national lifelong learning strategies and policies that have been recently issued and launched by countries in Europe and Asia, as well as a few other countries. Specifically, this presentation intends to provide an in-depth survey of specific national lifelong learning strategies and policies in selected countries, utilising a framework consisting of national socio-economic context, specific policies, leading and participating organisations, funding, participation, outcome, etc. This presentation further conducts a comparison of the strategic approaches to lifelong learning in individual countries, and it highlights the common trends and unique focus among these countries. The presentation concludes with steps to be taken in order to substantiate these strategies and policies. First, following the formulation of macro-level strategies, relevant institutions and schemes need to be put in place to pave the way for a sound implementation of national strategies and policies on lifelong learning. Second, while specific lifelong learning projects can easily be evaluated, it remains a challenge for both policy-makers and researchers alike to measure the benefits of overarching national strategies and policies to advance lifelong learning, especially its potential impact on narrowing social gaps and enhancing social equity. It is recommended that research on evidence-based outcome be prioritised as an important approach to measuring the wide benefits of lifelong learning as a result of relevant national

strategies and policies. The presentation will be of help to policy-makers and researchers interested in the development, implementation, and evaluation of lifelong learning strategies and policies at the national level.

B2: *Strategies and Practice of Lifelong Learning in Latvia and Thailand* by Assoc. Prof. **Ineta Luka**, University of Latvia, Latvia and Professor **Sumalee Sungsi**, Sukhothai Thammathirat Open University, Thailand

The importance of lifelong learning has been recognised for many years and consequently countries have adopted their policies to develop lifelong learning system. In Thailand the importance of lifelong learning was reflected in the National policies and development plans in every period, since 1940. For example, the National Education Act which was launched in 1999 for reforming education of the country towards lifelong learning process. This Act proposed lifelong education philosophy as a principle and framework of organising the whole education system of the country. A wish to learn and upgrade one's skills and competences is part of Latvia traditions as well. Popular Latvian proverb 'Live and learn' means: the longer we live, the more we learn. Although in Europe lifelong learning became one of the key success milestones already in 2000 by adopting 'A Memorandum of Lifelong Learning', in Latvia the term lifelong learning became well known by adopting National Policy for Lifelong Learning in 2006. Since introduction of Lifelong Learning Policies in the countries, both Thailand and Latvia have experienced success and have faced problems and challenges. Some of them are also revealed in the present paper. The goal of the present comparative research is to study the comprehension of the term lifelong learning in the two countries, analyse the policies introduced, and single out priorities and the main challenges in implementing of lifelong learning policy in the country. The paper proposes some examples of best practice in implementation of lifelong learning in Thailand and Latvia. The best practices of implementation of lifelong learning

policies and strategies in each local area of the country, particularly in rural areas, are provided as a best practice of Thailand. One of the challenges that Latvia is facing at the moment in lifelong learning is how to decrease the level of drop-outs (aged 18-24) from education. The best practice of Latvia provides an example of a possible solution for this challenge. The comparative research shows that the concept of lifelong learning in Thailand and Latvia is similar: lifelong learning is interpreted as learning life long and it comprises formal and non-formal education and informal learning. However, the real practice not always coincides with the documents adopted. Both Lifelong Learning Policies of Latvia and of Thailand define definite target groups but they were defined at the time of adopting the Strategy. Since then practice has introduced changes and some of the priorities have changed. The provided best practice examples might be recommended as good practice for other countries as well. The report shows that although the two countries have different history, traditions and they are located in geographically different areas, similarities in their Lifelong Learning Policy have been discovered and the two countries can learn from each other how to best introduce certain issues into life.

B3: *Challenges in the Development of Strategies for Early School Leavers of Latvia: Conclusions and Recommendations from Asian-European Perspectives* by Professor **Zenaida Q. Reyes**, Philippine Normal University, Philippines and Professor **Irina Maslo**, The University of Latvia, Latvia

Lifelong learning in the Philippines happens in schools, home, community and workplace. This paper particularly examines the policies, programs, results of implementation including problems and issues in the trifocalised education sector such basic education, technical-vocational schools and higher education. The Philippines has a number of policies in order to address lifelong learning and these policies were outlined in some provisions of the Philippine Constitution and

executive orders from the Office of the President of the Philippines, Department of Education (DepEd), Technical Education and Skills Development Authority (TESDA) and Commission on Higher Education (CHED). Through these policies, the three executive departments developed and implemented programs to address beneficiaries in the communities and workplace. For instance, the Department of Education has created the Bureau of Alternative Learning System to ensure that the out-of-school-youth, mothers and young adults who do not have paid jobs and indigenous people were trained in many forms of literacies. Similarly, TESDA was mandated to train technical and vocational skills to the poorer sector of the society while CHED has created a program so that universities will accredit competencies learned by individuals from the world of work. All of these programs were based on the Millennium Development Goals of the United Nations and the Medium Term Philippine Development Plan for 2016.

These projects and programs have their share of success stories. Problems and issues however, were inevitable. The three implementing agencies of the government on lifelong learning have encountered almost similar problems like tracking and monitoring their graduates, sustaining the projects because of lack resources both financial and human, poor performance in examinations and the bias on individuals who finish their degrees though accreditation and technical/vocational courses. Despite well crafted programs for lifelong learning, much has to be done as regards addressing the Millennium Development Goals and the Philippine Development Plan.

Seminar C:

The Nordic Exceptionalism at room D169,
1330-1500 on 29 May 2012

Chair: **Claus Holm**

C1: *Nordic Exceptionalism* by Professor **Andy Green**,
Institute of Education, University of London, UK

Lifelong learning systems in the liberal countries produce rather unequal skills outcomes which tend to reinforce income inequality and undermine social cohesion. However, high levels of participation in adult learning boost employment rates, which enhance economic competitiveness and thus contribute to social cohesion in the sense of inclusion in the labour market. Lifelong learning systems in the social market countries produce somewhat less polarised skills distributions with apprenticeship systems mitigating the effects of school segmentation in some of these countries; it may be equated with lower levels of inequality. Yet, less participation in adult learning reduces employment rates and increases exclusion from work. Lifelong learning systems in the Nordic countries produce more equal skills outcomes from school and benefit from high rates of adult learning participation. Relatively egalitarian school systems contribute to more equal and socially cohesive societies, whilst adult learning and active labour market policies raise employment rates and increase economic competitiveness. The most convincing explanation to the Nordic exceptionalism relates to the fundamental characteristics of social democracy. Nordic countries are substantially more egalitarian than most developed countries. Despite small rises in household income inequality in the past two decades, Nordic countries remain the most income-equal in the developed world. The Nordic countries are also the group of countries with generally low levels of educational inequality. There is a connection between the lifelong learning model and the models of the knowledge economy. Moreover, the Nordic countries, which

produce more equal skills outcomes, tend to benefit socially from greater income equality, higher rates of mobility, better health and more social cohesion.

C2: *Nordic Exceptionalism – traced back to the 1930s* by Professor **Ove Korsgaard**, Department of Education, Aarhus University, Denmark

In his book, *Plague over Europe*, from 1933, the politician Hartvig Frisch was one of the first to draw a clear front against communism, fascism and nazism. According to Frisch, the working class throughout Europe was seduced by the communist theory about the proletariat's dictatorship as a necessary step towards a more just society and also by radical nationalism's criticism of parliamentary democracy. For the working class in Denmark, it was a matter of holding firmly onto Nordic democracy, whose essence, according to Hartvig Frisch, was that the nation is seen as the starting point for cooperation between workers, farmers and other population groups. This idea formed the basis for the development of a Nordic model of democratic welfare system in contrast to a communist and national socialist system. An important background for the Nordic exceptionalism was the global economic crisis that developed in the wake of the Wall Street Crash in 1929. The crisis brought numerous companies to their knees and agricultural exports dropped dramatically. The result was galloping unemployment and a sharp rise in the number of forced sales of farms. In Sweden, a coalition that united workers and peasants was developed in the late twenties and got the symbolic name *folkehemmet* or people's home; in Denmark the so-called *Kanslergade* agreement was reached at the private home of Prime Minister Thorvald Stauning 30 January 1933 between the farmers and workers parties. The agreements' importance was thrown into further relief by the fact that it was signed the very same day as Hitler was appointed Reich Chancellor in Berlin and subsequently led Germany towards totalitarianism and later collapse.

C3: *New Nordic Approach to Lifelong Learning* by Assoc. Prof. **Søren Ehlers**, Department of Education, Aarhus University, Denmark

Lifelong Learning is a unique example of a transnational policy tool developed by international organizations and implemented by nation states. The five Nordic countries started their implementation of lifelong learning in the mid nineties before the EU took action due to the existence of Nordic Council of Ministers and they have developed valuable experiences.

The European Commission published a memorandum on lifelong learning in 2000 and established the following year a work programme called *Education and Training 2010*. Evaluations of this programme have shown that the Nordic countries as a region is having the highest performance in relation to participation and one of the reasons for this seems to be *Flexibility*: The strategies have constantly been revised making the Nordic region a laboratory for flexible implementation environments.

We may in theory differentiate between administrative principles as *Hierarchy, Market and Network* and the Nordic countries could in the late nineties be placed on a continuum where Norway was mostly oriented towards Hierarchy, Sweden towards Market and Denmark towards Network. But such a description would be too simplistic because the countries selected supplementary instruments which pointed in other directions. It may be noted when we consider the mix of instruments that Denmark tended to involve *Information*, Iceland stressed *Economic Means* and Norway preferred *Regulations*.

Nordic Council of Ministers has published a study of the trends within the last decade called *Effective Strategies for Lifelong Learning in the Nordic Countries* (2011). This comparative study has shown how all Nordic countries involve social partners in policy formulation as well as policy implementation and that the same pattern gradually is developed on the county level. The public authorities are no longer so visible, stake holders are being involved, and the strategies from county to county differ from each other.

The administrative principle Market is no longer dominant. There is a trend towards public regulation on the national level and voluntary coordination can be noted on county level. Enterprises and educational providers are interacting more and more. The Nordic *implementation environments* are flexible. This approach has been observed for almost two decades and seem to be a important factor behind the high performance in relation to participation.

Seminar D:

Learning Cities at room D 165,
1330-1500 on 29 May 2012

Chair: Professor Jarl Bengtsson

D1: *Korean Learning Cities - The Driving Factors of Learning City Project in Korea* by Professor Dr. **Min-Seung Jung**, College of Education, Korea National Open University

In recent years, Korea has made a compressed economic growth propelled by advanced ICT. Any kind of social development in Korea is supported by Confucian cultural legacy in which society and nation is modelled on family. Such a culture makes social project charged with collective passion.

In this context, Lifelong Learning City (LLC) project in Korea has been launched successfully, and has achieved excellent results. More than 80 cities have participated in this project with an educational upheaval since 2001. They have been revitalizing the life of the residents with learning networks and study circles, innovating basic structures of bureaucratic educational institutions, and conducting alienated people into the legal supporting systems. Korean government changed the blueprint of LLC several times for the more autonomous regional development. LLC became a new brand name of city project that accomplish the enhancement of regional competence as well as social inclusion.

Considering Confucian collective culture, the success of LLC in Korea seems to be somewhat paradoxical. While Confucian culture is related to centralization, institutionalization, and instruction, LLC is oriented to decentralization, individuation, and learning. Korean case suggests that even decentralization and individuation can be achieved by virtue of Confucian collective passion and efforts. This presentation contrives the critical success factors of LLC in Korea and gives several suggestions for better policy of LLC in Asian context.

D2: *EcCoWell: Living and Learning in Sustainable Opportunity Cities* by Professor **Michael Osborne**, (Pascal International Observatory), University of Glasgow.

This presentation has been prepared to promote discussion of ways in which a number of ideals directed at better life in cities can be integrated in more holistic and connected strategies so that there are value added outcomes in terms of the quality of life and the sustainability of cities.

Its focus is on a seeming convergence of the ideals and objectives built into the concepts of Learning Cities, Healthy Cities, and Green Cities. The paper asserts that there is a common interest in actively fostering potential synergies within these aspirations through the emergence of a new generation of Learning Cities with clear health and environmental objectives and strategies. We have called these cities EcCoWell cities, cities that aim for integrated development across the landscape of ecology, culture, community, well-being, and lifelong learning objectives and strategies.

Until recently most of our work in this domain within Pascal had been concerned with the Learning City/Region idea, and focused mainly in Europe with the support of the European Commission. For some time the European Union has been supporting lifelong learning as an organising principle for all forms of education: it has put much effort in utilising the learning city (or town/region/community) as a framework for the delivery of lifelong learning for all. Various projects funded by the European Commission have contributed much in showing the range of strategies that can be applied in building innovative Learning Cities and Regions. Information and lessons derived from this experience may now be accessed through the EUROLocal project (<http://eurolocal.info>). Elsewhere, the Learning City concept has evolved in new contexts as challenges have been encountered as, for example, in the development of learning community initiatives in Asian countries such as China, Japan, South Korea, Vietnam and Chinese Taipei. Experience has shown that the core ideas in the Learning City concept are sufficiently flexible

to accommodate these applications in a wide range of international contexts while at the same time evolving international experience adds to the richness encapsulated in this concept.

With the evolution of Pascal International Exchanges (PIE) we have developed the concept and this paper builds on the experience of the ten cities in Asia, Africa, Australasia, Europe and North America participating in PIE as well as the lessons of a number of lifelong learning projects funded by the European Union, and the extensive knowledge base on Healthy Cities and Green Cities. The growing knowledge across these sectors points to areas where common interests exist, and where value added outcomes could be achieved through more integrated and holistic policies and strategies.

Cities around the world are confronted by a spectrum of unprecedented challenges in a context which has been seen as “a runaway world”, where traditional responses are no longer adequate. Successful Healthy Cities and Green Cities are by their nature Learning Cities in which strategies to build a rich web of connections between necessary sectoral ideals and objectives will benefit all residents in creating cities that are humane, inclusive, and sustainable.

D3: *The development of a network of learning cities and a learning city index: rationale and objectives* by Dr **Jin Yang**, UNESCO Institute for Lifelong Learning

In recent years, several studies have shown that the creation of learning cities has become an effective instrument in promoting lifelong learning in the international community, despite various challenges. A nation aspiring to build a learning society or develop a lifelong learning system may use the names „learning cities“, „learning regions“ or „learning communities“ to mobilise or encourage their local authorities. To facilitate the development of learning cities in the international community, a truly global network of learning cities is needed.

Inspired by the Creative Cities Network, launched by UNESCO in 2004, the Healthy Cities initiated by

the World Health Organisation in the 1980s, and the Alliance for Healthy Cities, as well as the Green Cities around the world, as UNESCO's centre of excellence for promoting lifelong learning, and in response to Member States' call to adopt a more pragmatic and instrumental approach to building a learning society, the UNESCO Institute for Lifelong Learning (UIL), in collaboration with interested national, regional and international organisations and agencies as well as private sector corporations, proposes the establishment of the UNESCO Global Learning Cities Network (UNESCO-GLCN) to enhance and accelerate the practice of lifelong learning in the world's urban communities.

The overall aim of the establishment of the UNESCO-GLCN is to create a global platform to mobilise cities and demonstrate how to use effectively their resources in every sector to develop and enrich all their human potential to foster lifelong personal growth, the development of equality and social justice, the maintenance of harmonious social cohesion, and the creation of sustainable prosperity.

One of the objectives of the UNESCO-GLCN is to develop a Global Learning City Index and to assess and award a „Global Learning City“ brand to those showing exceptional progress and achievement as learning cities. To be reliable and instrumental, the development of the index needs to reflect – *inter alia* – a variety of principles, policies and approaches in building learning cities in the international community, including political will and commitment, partnership and networking, increasing learning opportunities, combating exclusion and enhancing social cohesion, promoting wealth creation and employability, as well as recognising and rewarding all forms of learning.

Seminar E:

Validation and Professionalisation at room A220, 1530-1700 on 29 May 2012

Chair: Professor Ekkehard Nuissl

E1: *What impact does teacher training have on the students' performance? The effects of a teacher training programme on the students' outcome* by Professor **Bjarne Wahlgren**, Director of The Danish National Centre for Competence Development

International educational research focuses on the professionalisation of teachers. An important question is which competences are needed to be a professional teacher. One of the answers is that teachers' social-pedagogical competence is an important factor which affects the students' learning outcome. A developmental project was launched to shed some light on the relationship between social-pedagogical competences and the adult students' outcome of teaching programmes. The project was implemented in four Danish institutions that teach adults in the general subjects. The project includes a programme in which teachers are trained to use a specific teaching method: cooperative learning (CL). This method focuses on social interaction among students. By using the specific method it is assumed that students develop better skills in some areas compared to students taught with traditional adult educational principles.

This study examines the extent to which the training programme for teachers is effective; that is, do teachers develop the ability and willingness to apply the specific method? The results show that teachers are able to apply the method in a reflective way. The results also show that teachers actually use the method. The study examines the effects of the application of this method on the students. The results show that some effects are evident. The students are first and foremost more willing to cooperate. However, no effects can be documented on a number of other areas, including the perception of the

learning environment, the perception of being integrated in the classroom, increased satisfaction with the teaching programme, higher completion rate or better marks. The results raise a discussion: what kind of teacher training and which adult educator competences can be expected to have a wider positive impact on the students' outcome?

E2: *The validation of competencies as a way of professional professional development of adult educators* by Professor **Simona Sava**, Romanian Institute for Adult Education

The validation of competences is seen in European education and training policies as a valuable pathway for professional development, as it builds on the self-reflection of people on their learning experiences and competencies acquired within a wide range of learning environments and situations. For adult educators, as a heterogeneous group of professionals, with limited opportunities of formal qualification, but with a large experience acquired on the job, the possibility to document in a structured way, to get evaluated and then certified their pedagogic competencies of dealing with adults, it is an important step towards professionalisation, as it is conferring and improving activity.

In the last years, most of the European countries have introduced national systems and practices for the validation of competences. Their discourses and concerns for the professionalisation of adult educators are varying a lot, as well as their national solutions and attitudes towards the validation of competencies as an alternative for professionalisation. The Validpack instrument was developed in 2008 with European cooperation. In 2011 a research was carried out in 20 European countries to check out the extension to which such instrument can be used and adapted within different national contexts, giving to the adult educators the possibility to validate and certificate their prior experiences and competences. Some reflections will be drawn upon the research findings, as well as on the added

value of the validation process, as a way of personal and professional development of adult educators.

1. Validation of Informal, Non-Formal, Psycho- Pedagogical Competencies of Adult Educators (VINEPAC), Project No. RO/06/C/F/TH-84201 – within it the Validpack instrument was created, consisting in a set of instruments for the validation of adult educators' competences.

www.vinepac.eu

2. Capitalizing on Validpack: going Europe wide (CAPIVAL), Project No. 511883-2010-LLP-RO-KA4-KA4MP – that aims to extend the use of Validpack instrument at European level and to adapt this instrument at different countries needs.

www.capival.eu

E3: *The status quo and development trends of continuing education In China – the case of Zhejiang University* by Professor **Shanan Zhu**, Zhejiang University, China

Through the analysis of the situation of regular higher education and adult higher education in China, we come to a conclusion that continuing education will embrace a new stage of development in the coming period. The evidence include the trends of the mass higher education, the rapid expansion of universities and the significant changes of internationalization of higher education, which lead to the transformation of the continuing education from the compensation of degree education to non-degree training. Secondly, economic upgrading and the enhancement of overall national strength create the demand for creative talents and human resources. Also, economic restructuring enhances the demand of working population stratification and mobility; and the process of construction of a harmonious society acquires the improvement of quality of social management personnel and civil servants. All these account for a greater and better continuing education. From the status quo, universities are the major force in the development of continuing education.

Seminar F:

Theorising and Practicing Core Competences at room D174, 1530-1700 on 29 May 2012

*Chair: Professor **Lena Lindenskov***

F1: *The Development of Entrepreneurship as a Core Competence in Interdisciplinary Study Environment: First Achievements, Hindrances and Perspectives* by Dr. **Karine Oganisjana**, Dr. habil. **Tatjana Koke**, Dr. **Andra Fernate**, University of Latvia, Dr. **Saemah Rahman**, University Kebangsaan Malaysia [in collaboration with Dr. **Lena Lindenskov**, Aarhus University Denmark and Dr. **Lucija Rutka**, University of Latvia]

The development of students' entrepreneurship has become one of the contemporary educational topicalities due to its crucial significance as a success factor needed for personal fulfilment, active citizenship, social cohesion, employability and competitiveness. However very often formal education lacks the experience of teaching and learning for real life and therefore students mainly perceive studies as means for passing exams and getting certificates, considering schooling as something remote from the needs of real life. Many students during their school years aren't aware how the theoretical knowledge and skills acquired in school may be applied in practice for solving real life problems, getting better oriented in a constantly changing life, identifying and realizing opportunities offered by it. When students get mostly theorized education, they don't get prepared to face the challenges of real life; this leads them to become "job seekers" but not "job creators". The solution of this problem by pedagogic means encompasses three aspects: the research of the concept of entrepreneurship; the elaboration and trying out of an entrepreneurship promoting methodology; the working out and implementation of an appropriate research methodology for monitoring, ensuring feedback and improving the process of entrepreneurship development.

The paper presents how these three aspects were accomplished in the University of Latvia with the development of research methodology together with ASEM network 5 partners from the Universiti Kebangsaan Malaysia in the last phase of this research stage. The elaboration of the methodology for developing entrepreneurship in the study process serves as a ground for considering it as a core competence in the way this concept was discussed and finalized at “ASEM LLL Core Competences” meeting in Riga in September 2011. The methodology of developing entrepreneurship in study process is based on four pillars: holistic teaching and learning, interdisciplinarity, experiential learning by doing and framework of attributes of entrepreneurship promoting study process. This interdisciplinary teaching and learning entrepreneurship promoting methodology was tried out within implemented participatory action research with teachers and students of five secondary schools of Latvia within the ESF project “The development of teachers’ professional competence within interdisciplinary study environment for linking learning to real life and promoting students’ entrepreneurship”. Both teachers and students’ reflections were registered in electronic learning diaries; the incorporation of diaries as learning and assessment vehicles into the interdisciplinary study process provided the benefit of growth of reflection, creative writing, critical thinking and metacognitive processes of teachers and students’ learning (Gleaves, et al., 2008) which enabled to update the methodology on the systematic basis.

The first results of the research give evidence of the appropriateness of: the holistic interdisciplinary entrepreneurship promoting teaching and learning methodology for developing teachers and students’ entrepreneurship in study process as a core competence and electronic diaries as research and learning means.

F2: *A Method of “Guided Autobiography” for Enrichment of Core Competence* by **Koichi Sasagawa**, Professor, Faculty of Lifelong Learning and Career Studies, Hosei University, Tokyo, Japan

It is requested for human beings to have three layers of human abilities which are 1) capability for completion of projects; 2) competency for control of each basic concrete abilities; and 3) many kinds of concrete basic abilities. Among these three human abilities, function of competency is a kind of junction which connect concrete basic abilities and capability. By putting basic abilities in practical use, competency can try to complete his/her mission of life, occupation, family relationship and management of local community under concrete conditioned situation of him/her. Competency is a kind of black box or function into which he/she put new conditions and from which he/she can get the best result for the mission. In some extent every human being has his/her own function of competency. And it is requested for him/her to enrich his/her competency and to enjoy his/her better life. However no one can buy the enrichment process by money. Everybody have to try to enrich it by him/herself 1) by enrichment of daily practical life; 2) by learning social standard of skills and knowledge; and 3) by creating his/her own individual and local skills and knowledge.

As a learning method for fulfilment of third process, it is popular among ordinary people to write autobiography, family history, community history etc. As to autobiography, styles of producing are different depending on their life stages. In case of youth one of the ways is focusing on “something heavy on his/her mind recently”. The process of the way is as follows; At the first a leader of study group give young learners five questions that are 1) what is your concernment recently?; 2) When have you started to mind the concernment?; 3) In what context do you mind it?; 4) What is your ideal solution of the problem?; and 5) Where can you find signs for the solution? Secondly each students of the study group follows their leader’s indications as follows: 1) Each of them fill up an answer sheet for the five question and 2) share each sheet in a small group by giving comments, questions and answers. Then 3) every student can start to describe his/her own short story reflecting the small group discussion. 4) When description become a few pages the leader interviews

every students one by one to help each student be aware of his/her context of the concern and find a scheme for his/her inquiry. 5) Each learner implements own inquiry by interview, reading documents such as diary and newspaper and making his/her own chronological table. After repeating the 2-5 cycle a few times, the student combine autobiographies of the persons and produce a handmade book of them to share the contents and process of the study. In this successive process of the work young people can have experience of some psychological processes. And In the result of these experiences, they can enrich their competency with their selfconfidence and mutual reliability.

F3: *Senior Citizens as Volunteers: New Resources for Exploration of Analytical Competence as Core Competence through Mathematics Learning and Identity* By **Andra Fernate**, University of Latvia, Latvia, Dalia Staniuleviciene, Vytautas Magnus University, Lithuania and Lena Lindenskov, Aarhus University, Denmark

Senior citizens are rich sources of knowledge and experience, which they acquired through their courses of lives. It is our hypothesis, that older volunteers can offer new and unique perspectives to analytical competences development. As a starting point we are making an explorative study into the relationship between pensioners' performances in mathematics and their beliefs and positioning as doers of mathematics.

In order to investigate these issues sequential explorative research is conducted. The conducted qualitative-quantitative research included the following stages: 1) a questionnaire and (semi-)structured interviews for qualitative data collection (statements); 2) primary and secondary qualitative and quantitative data processing; 3) data analysis and interpretation. Informants will be pensioners involved in voluntary work in Latvia, Denmark and Lithuania.

Some results are presented from the ongoing project on pensioners' statements about their beliefs and positioning as doers of mathematics related to the informa-

tion gathered about their voluntary work, the pensioners' education and working life, and the marks received on mathematical performance in school and education.

The results will be discussed in relation to previous results from studies on young students in RN5, carried out with similar research design. The questionnaire and (semi-) structured interviews for qualitative data prompted respondents to reflect and express their view on mathematical thinking and problem solving, and for young students we found big variations in how they positioned themselves mathematically and towards teachers and other students.

The demographic changes towards fewer young people and more elder people are in Western countries often seen as a threat and challenge for economy and welfare development. Knowledge and experience of senior citizens may as well be seen as opportunities for societies to be further explored as life conditions for pensioners differ extensively across countries and regions. Besides opportunities for theoretical development on core competences we also see opportunities for new ways of practicing core competences between generations as part of learning unlimited.

Seminar G:

ICT's role for learning unlimited at room D169,
1530-1700 on 29 May 2012

Chair: Professor Taerim Lee, Korea National Open University

G1: *Development, Distribution and Publishing of Cross-media Learning Content for Lifelong Learners* by Dr. **Tsuneo Yamada**, Center of ICT and Distance Education, the Open University of Japan (OUJ-CODE)

The learner characteristics in OUs (open universities) and LLL (lifelong learning) institutions are broader than traditional universities and schools. For example, thirty percent and more of the OUJ students are over fifty years old. Their academic backgrounds and occupations are also various. The institutions are requested to assure the quality of learning even if they must admit all of the applicants because of the government and institutional policies for open education and LLL. In order to prepare for the diversity of learners and their learning processes, the institutions as course/content providers should have variable and flexible learning platforms and content by utilizing advanced ICTs.

In order to learn in more comfortable learning environment, OUJ uses digital broadcasting (TV or radio, terrestrial and/or satellite), printed materials, the Internet and these combinations as delivery media. While computer/Internet literacy classes are held in all regional study centers (at least one center in each prefecture, totally 57) and many elderly students study hard, the utilization of more user-friendly and accessible media, such as smart media, is also examined in pilot studies.

Another issue is how to deliver the right content at the right timing to each learner. It suggested that courseware should be reconstructed in each context at least partially, that is, that personalization of learning should be realized. In order to customize learning content under the financial and human resources in assuring

the quality, some strategies for sharing and reuse of the materials and the pedagogical data are indispensable. At OUJ, the content production for each medium has been independent each other. For example, copyright clearance was processed in each phase (i.e. printed textbook, broadcasting program, video streaming version of broadcasting program, open content and so on) by different producers and production units. A probable solution to realize efficient development of cross-media content is to build up an in-house integrated production system and content distribution infrastructure including a materials repository.

Another solution is to share learning materials and pedagogical data cross-institutionally and to exchange them on the digital marketplace, free of charge or in proprietary fashions. In order to facilitate the international sharing and exchange of quality learning content, the national hub organization in each country and region, which managed the functions for federated repositories and meta-repositories, established the Global Learning Objects Brokered Exchange (GLOBE) consortium in September 2004 (the current number of GLOBE member organizations is 14). An initial objective of GLOBE was to provide a global infrastructure to share data for cross-institutional searches world-wide and to support to realize "critical mass". Now, it is to provide various value added services to learners and teachers in order to find the right content from innumerable repositories on the globe.

G2: *Professional and Practice Learning Environment* by Dr. **Mary Thorpe**, Professor of Educational Technology, the Open University UK

The Open University provides social work degree qualification for over 10% of social work graduates annually and makes innovative use of ICT as a core element in students' learning experience. The OU's expertise in this area was recognised in the award of a HEFCE-funded Centre of Excellence in Teaching and Learning (CETL) in 2005, titled the Practice-based

Professional Learning CETL. This Centre funded a range of practice learning projects, including in 2010 The Practice and Professional Learning Environment (PePLE), whose aim was to create an online learning environment for social workers and related staff, at <http://peple.open.ac.uk/>

The role of ICT was seen as potentially important in the context of social work. Over preceding decades, loss of experienced staff, increasing workloads and the growth of target-driven organisational cultures have meant that it is not always possible to provide opportunities for reflective supervision by a qualified social worker with appropriate training and experience. In addition, online access to both resources and computer-mediated communication is more widely available. In theory, expertise does not have to be limited by the current staffing in particular workplaces since expertise can be accessed in the form of research and good practice documentation, and online discussion of the issues these raise. Although in practice not all social workers have good access to technology, the project set out to create an online environment providing audio-visual and text resources for flexible use by either individuals or teams in the workplace. A basic forum area is also available on the site and with signature of a licence agreement, workers within an organisation are free to use the site as they choose, once they have registered. The aim is to support effective continuing professional development in the workplace, in areas of child protection and some aspects of adult services, and to support in particular the supervisory relationship through specially-commissioned structured learning resources intended for both the supervisor and supervisee. An overview of the project and its evaluation will be delivered.

G3: Sharable Thai OER: Enhancing Learning Unlimited by Dr. **Thapanee Thammatar**, Assistant Professor, Faculty of Education, Silpakorn University / Director of Thailand Cyber University Project, the Office of the Higher Education Commission, Ministry of Education, Thailand

Thailand Cyber University Project (TCU), under the Office of the Higher Education Commission has supported distance learning via the internet since 2005. Operated under the e-Education Policy of the second Thailand National ICT Policy Framework, IT 2010 (2002-2016), TCU acts as a center assisting all the higher education institutes to use Information and Communication Technology (ICT) to enhance education quality and provide e-learning to people at all levels in order to increase educational opportunities and to support the lifelong learning of the Thai people.

Since its establishment, TCU has been actively promoting sharable Open Educational Resources (OER) to all Thai Universities. TCU can be referred to as a public content provider, supporting utilization of ICT to enhance quality of education at national level. Resources provided include courseware, learning media, e-books, e-journals, and digital content (research articles, theses and dissertation, etc.). These educational resources are made available in electronic form, reachable by all with the help of the internet at <http://www.thaicyperu.go.th>

Presently, TCU is offering over 700 freely available courses on the website. More than 100,000 learners have enrolled in one or more courses, and more than 1,400,000 people have visited the website so far. In addition, TCU has also offered a range of certificate programs, which over 10,000 persons have participated to date.

TCU is pioneering for development and effective deployment of self-paced learning media, as a best practice model suitable for the context of Higher education in Thailand (for example: delivering digital content via IPTV technology). To realize this goal, TCU establishes a “Common Infrastructure” inter-connecting nine major state universities across the country in nine different regional areas. This “Common Infrastructure” enables sharing of the educational resources belong to its member institutions and sub-networks, thus serving as a national hub of Thailand Open Educational Resources (Thailand OER).

As a hub, TCU provides a central web portal, as a mechanism for the members to search for educational

contents within the national network and from inter-connecting Global network through TCU Gateway. In addition, TCU also focuses on development of human resources by conducting full-range of e-training programs via TCU Academy. Combination of strong human development programs and strong inter-connecting network should enable Thailand OER to its full potential.

In summary, Thailand OER is clearly seen as a critical success factor in enhancing education of the country, which has constantly been underlined in recent Educational and ICT policies issued by the Government or related Authorities. With the support from TCU, Thailand OER should hopefully be flourished and hence enhancing quality of learning to the unlimited, as well as enabling lifelong learning for all the Thai people in the near future.

Seminar H:

Best Practices of Korean Lifelong Learning at room D165. 1530-1700 on 29 May 2012

Chair: Professor Un Shil Choi

H1: *Academic Credit Bank System (ACBS)* by Dr. **In-Jong Park**, Executive Director, Division of Academic Credit Bank System, National Institute for Lifelong Education (NILE)

The Academic Credit Bank System (ACBS) is an educational system which officially recognizes diverse types of learning experiences acquired inside and outside of formal education. It has been 15 years since ACBS established in 1998. During 15 years ACBS has been enormously developed.

The total number of registered learners at ACBS in 2012 is 676,243, total number of degrees issued by ACBS is 255,316, and numbers of education and training institutes affiliated with ACBS out of Universities or colleges are amount to 547. The reason ACBS has been expanded in its short history is recognition of prior learning, flexibility of management, diversity of majors and accredited programs. I'd like to explain why ACBS in Korea has been developed, and what current situations and tasks to be solved by ACBS are.

H2: *Workplace Learning in Korea* by Chan Lee, Vocational Education & Workforce Development Major, Seoul National University

In terms of lifelong learning, it is important for organizations to motivate employees to learn continuously in order to use their knowledge and information for organizational performance improvement. Therefore, most organizations in Korea have started to emphasize human resource development (HRD). Especially, as the paradigm of HRD has been changed from activity-based HRD toward performance-based HRD,

it becomes essential to make HRD be more strategic, so that it can take a critical role for implementing organizational vision and strategies.

Thus, this presentation is aimed to introduce two best practices of HRD in Korean large corporation. Those two case studies will introduce Korean workplace learning and provide significant implications for strategic HRD.

The first one is a case from Samsung SDS, the Korean large corporation. Samsung SDS developed diagnosis system for HRD maturity level which makes organizations find the solutions to improve the HRD as a strategic partner of business. This system can diagnose alignment between organizational strategies and HRD activities and it includes the key factors which are essential for HRD to fulfill the organizational strategies. Moreover, it is possible to provide the specific solutions to organization to make HRD as a strategic partner of business by this diagnosis system. The speaker will introduce System development process and key components of the diagnosis system.

The second one is a case from Hyundai Motor Group, another Korean large corporation. Hyundai Motor Group redefined its vision and core value in 2010. So, they developed training program to diffuse its core value within oversea branch offices using Appreciative Inquiry (AI). The speaker will introduce AI approach, training development process and critical success factors of the case.

H3: *University Lifelong Education* by Dr. **In-Sub Park**, Executive Director, Center for Lifelong Education & Skill Formation, National Institute for Lifelong Education

It is concerned to investigate the nature of the changing role of the University in the Republic of Korea with respect to lifelong learning and skill formation. It takes as its starting point a link to the changing structure of labour market in relation to elements of economic globalization. In responding to these changes the state has introduced a 'new strategic' role of university with respect to lifelong education. With this, key features are

presented, but included that issues retain significance in charting the future role of the state with respect to university lifelong education.

General information

The conference LEARNING UNLIMITED is organised by the secretariat for the ASEM Education and Research Hub for Lifelong Learning.

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About ASEM LLL Hub

The 21st century needs more and better knowledge on strategies for lifelong learning. ASEM LLL Hub's job is to contribute to fulfilling this need.

The ASEM Education and Research Hub for Lifelong Learning – ASEM LLL Hub – is a network for collaboration between Asian and European countries with regard to the intersection between research-based practice, evidence-based research and research-based policy making. The ASEM LLL Hub consists of five research networks and brings together 70 researchers in its five research networks, senior representatives of 36 universities in its University Council and Senior Officials from 22 ministries of education and five flagship international organisations.

The ASEM LLL Hub was established as the result of a preparatory work for the ASEM IV Heads of State Summit in Copenhagen in 2002. The work underscored that lifelong learning enables governments to respond constructively not only to the changing demands of the knowledge economy but equally to strengthening social cohesion by engaging with the most vulnerable groups of society through raising participation in education and training, regardless of age and social and economic circumstance. Therefore, the work of the ASEM LLL Hub is to focus on a better and a common understanding of lifelong learning concepts and on making relevant research-based policy recommendations.

“Seldom before has the demand for educational solutions been so big. In the beginning of the 21st century there is a global demand for research-based recommendations for lifelong learning strategies. The expectations are high, almost enormous. The strategies are expected to contribute to a win-win-situation, i.e. they should solve both humanistic and economic problems for all and at the same time. This is a challenge, on which we have to work together to solve,” says Claus Holm, Chair of ASEM LLL Hub.

Three goals

The ASEM LLL Hub seeks to:

- Produce and disseminate new research-based knowledge on lifelong learning
- Facilitate exchanges of students and academics in the interests of scholarly advancement, enhancing mutual understanding and strengthening higher education collaboration between Asia and Europe
- Create an advisory mechanism between research and policy making, thus casting the Hub as an important source for sustainable human resource development and policy advice concerning effective lifelong learning strategies.

Five research networks

- Development of ICT skills, e-learning and the culture of e-learning in Lifelong Learning
- Workplace Learning
- Professionalisation of Adult Teachers and Educators
- National Strategies for Lifelong Learning
- Core Competences

Sponsors and partners

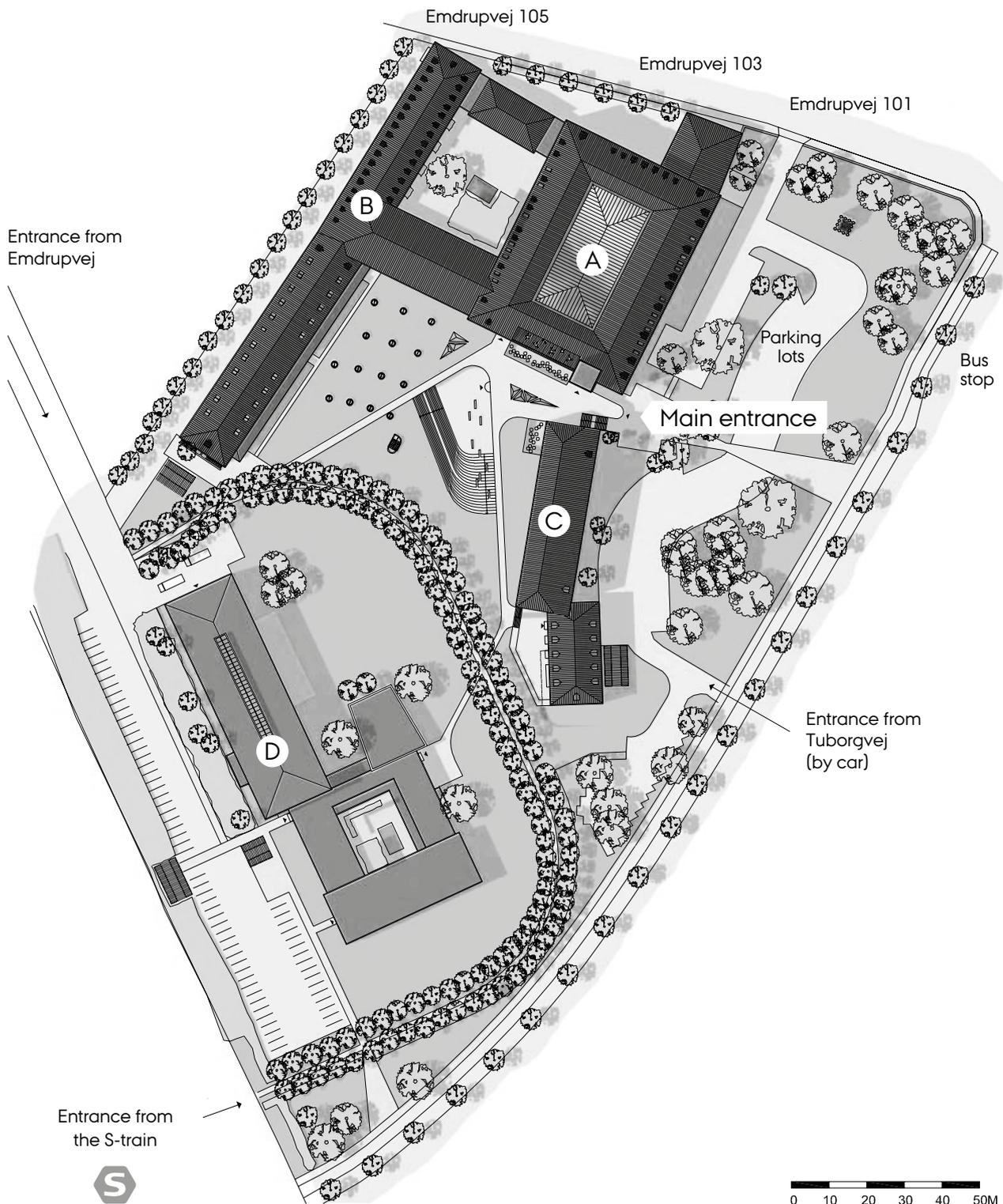
The ASEM LLL HUB works in cooperation with and receives support from its partner universities and ASEM governments. The Hub's activities are organised and sponsored by the following main sponsors:

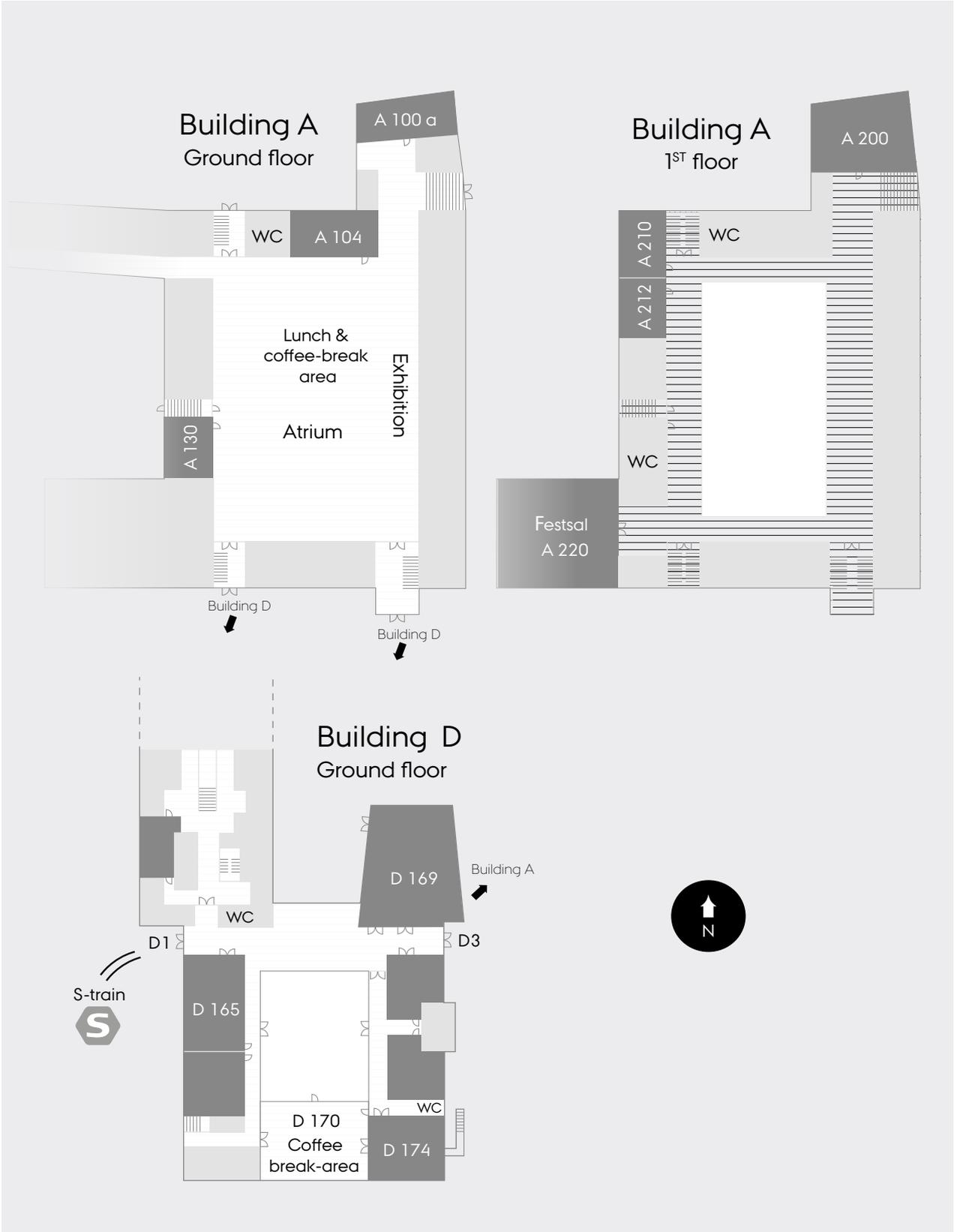
- Asia-Europe Foundation with the financial support of the European Commission
- The Department of Education, Aarhus University
- Danish Ministry of Children and Education
- Danish Ministry of Foreign Affairs

Read more:

www.dpu.dk/ASEM

Map of Department of Education





Practical information

Arrival: Directions from Copenhagen Airport to Wakeup Hotel

Taxi

There are taxis outside Terminals 1 and 3. A taxi to the hotel should not cost more than approx. 14-20 EUR depending on the time of day and the day of the week. It often costs more late at night or at weekends.

Public transportation

Public transportation in Copenhagen is very convenient. You can buy tickets for the trains, metro and buses from either DSB dispensers or counters near the exits in Arrival Terminal 3 at the airport (see www.dsb.dk).

Train

Trains leave from Platform 2 below Terminal 3 every 10 minutes. This train ride takes approx. 25 minutes. It takes approx. 10 minutes to walk to the hotel from the Central Station.

Bus

Bus 5A towards Husum Torv stops outside Terminal 3 and it will take you to the bus stop called Polititorvet, from where it takes approx. 5 minutes to walk to the hotel.

To plan your journeys with different means of transport (buses, metro, trains) within Copenhagen and Denmark, please see www.rejseplanen.dk.

Directions from Wakeup Hotel to conference venue

Taxi

The Department of Education (DPU) Campus Copenhagen can be reached in 15-20 minutes. The fare is about 17 EUR.

Train (S-tog)

The Department of Education (DPU) Campus Copenhagen / Emdrup Station can be reached very easily in less than 15 minutes. Purchase tickets for 2 Zones (3 EUR) at DSB counters or dispensers (not on the train). From any train station (S-tog) in the city centre you can take Line A (direction Farum). Get off at Emdrup Station and you are at the DPU campus. From here, it is a 5 minute walk to the campus - see map of Campus Copenhagen on page 6.

Car

If you arrive by car, you can see the location of the conference venue and parking on the map of Campus Copenhagen on page 6.

Public transportation from the city centre

If you are at Copenhagen city centre, you are within walking distance of one of the following major train stations: Central Station, Vesterport Station, Nørreport Station, or Østerport Station. From any train station (S-tog) in the city centre you can take Line A (direction Farum). Get off at Emdrup Station and you are at the Department of Education (DPU) campus. From here, it is a 5 minute walk to the campus (see map).

You can also reach the university campus by any of the following bus lines: 21, 42, 43 or 185.

Departure

Train and metro

By train (S-tog), the airport can be reached very easily in less than 15 minutes. Purchase tickets for 3 Zones (5 EUR) at DSB machines (not on the train). From Emdrup Station, you can take Line A (Hundige/Solrød Strand). Get off at Nørreport Station and proceed to go downstairs to the metro. Then, get on M2 for the airport/lufthavn.

Taxi companies

Taxa 4x35 : +45 35 35 35 35

Amager-Øbro Taxi: +45 32 51 51 51

Taxi Nord: +45 48 48 48 48

Internet

Wifi net and password is unlimited2012 at the conference venue on the campus.

Liability and insurance

Neither the organisers nor the conference secretariat will assume any responsibility whatsoever for damage or injury to persons or property during the forum.

Lunch and coffee breaks

Lunch and coffee/tea breaks will be located in Building A – the Atrium.

Poster exhibition

The stands are located in Building A – the Atrium.



Asia-Europe Meeting

WWW.DPU.DK/ASEM