

ASEMIS-LLL 2014

ASEMME INTERNATIONAL SEMINAR ON LIFE LONG LEARNING

FINAL REPORT



**KEMENTERIAN
PENDIDIKAN
MALAYSIA**



MINISTRY OF EDUCATION MALAYSIA

THEME:

**STRATEGIZING COLLOBORATION, LEVERAGING RESOURCES: CHARTING THE
WAY FORWARD FOR LIFELONG LEARNING**

Sub Themes:

National Policies and Practices on Life Long Learning: Issues, Challenges and the Way
Forward

Intensification of Online Learning: Formulating Effective Strategies and Policies: Issues
and Challenges

Developing Workplace Learning: Workplace as Learning Spaces
Engaging Business, Industry and Community in LLL

DATE:

25th & 26th August 2014

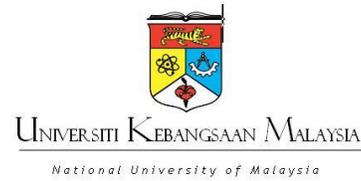
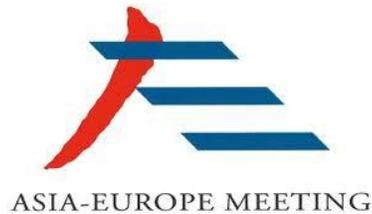
VENUE:

PUTRA WORLD TRADE CENTRE (PWTC)
KUALA LUMPUR

ORGANISER

Ministry of Education, Malaysia

CO-ORGANISERS



1. BACKGROUND

21st century is characterized as knowledge-driven economies, rapid information exchanges and fast-moving communication technologies which have created new demands on human resources worldwide. In this high-tech information, communication and technology (ICT) era, education must focus not only to give knowledge for the immediate employment but also need to think of giving skills and competences that able them to survive in the competitive and ever-changing world. All citizens need to acquire new knowledge and competences that goes with the demand of the now and future living to ensure their survival and success as individuals, as members of the community, as citizens of a nation and as a global player. Lifelong Learning is seen as a panacea for economics and social development through education.

UNESCO's mission of lifelong learning is to see that all forms of education and learning, whether formal, non-formal and informal, are made available, recognized and valued in meeting the demands of individuals and communities throughout the world. To escalate the realization of this mission, lifelong learning including TVET has been an important topic in the ASEM Education from the very beginning and will be given special attention in the year to come. This is also in line with Malaysia's transformation plan to become a high-income economy where lifelong learning has been given high priority in Malaysian education where the Blueprint on Enculturation of Lifelong Learning for Malaysia (2011-2020) had been launched in 2012. Therefore it is timely for Malaysia to host a lifelong learning conference to share with other members of the world, especially Europe and Asia countries in this ASEMIS LLL International conference 2014.

This ASEM Lifelong Learning International Seminar 2014 (ASEMIS LLL, 2014) is co-organised by the MOE and UKM. It aims to provide a platform for discussion on issues emerging from current practices and to share best practices from Europe and Asia countries in light of research findings in our way to chart the way forward in policies and programs for Lifelong learning. The keynotes from local and international experts in the area of lifelong learning, policy makers, LLL service providers and industries will enhance participants' knowledge in Lifelong learning practices, researches and other related issues towards strategizing a better and sustainable future for Lifelong learning initiatives.

The seminar was officiated by the honorable Minister of Education II of Malaysia, YB Datuk Seri Idris Jusoh and was closed by the Secretary General II, Ministry of Education Malaysia, Dato' Seri Ir. Dr. Zaini bin Ujang.

1.1 OBJECTIVES

The objectives of the conference is to bring together experts, academicians, researchers, policy makers, industries and other important stakeholders to present and share their practices, ideas, experiences and findings in our way to chart the strategies, future trends, directions and new challenges on lifelong learning. Some specific ones are:-

- To provide an avenue for discussion and exchange of views on issues and challenges related to Lifelong Learning practices, policies and research.
- To share and disseminate new research findings related to Lifelong Learning practices, policies and knowledge.
- To share effective practices with regard to Lifelong Learning practices, policies and research.
- To illustrate regional and international practical examples related to Lifelong Learning practices, policies and research.
- To enhance intellectual dialogues and exchange of ideas Lifelong Learning practices, policies and research between Lifelong Learning service providers,

industries, policies makers, educators, researchers , NGOs and other stakeholders.

- To promote and establish networking between participants from international, regional and national in the area of Lifelong Learning

1.2 PARTICIPANTS

The seminar was attended by the policies makers, researchers, academicians, industries and community members from both Asia and Europe countries. There were **140** participants from 18 countries. The number of participants according to the countries as in the following table :

No.	Countries	Number of Participants
1.	Germany	3
2.	Australia	2
3.	Singapore	2
4.	Japan	2
5.	Finland	3
6.	Denmark	2
7.	Korea	3
8.	Austria	3
9.	Thailand	5
10.	Czech Republic	1
11.	India	1
12.	Lithuania	1
13.	China	1
14.	Philippines	1
15.	Latvia	1
16.	Indonesia	4
17.	Brunei	1
18.	Malaysia	101
	TOTAL	140

1.3 TOPICS AND SPEAKERS

Keynote address on National Policies on LLL: Issues, Challenges and The Way Forward was delivered by the honourable Deputy Minister of Education, Malaysia – YB Tuan P. Kamalanathan a/l P. Panchnathan.

The forum on Collaborative Effort in Promoting LLL: Issues, Challenges and the Way Forward been presented by Emeritus Prof. Tan Sri Dr. Anuwar Ali (President of Open University Malaysia), Associate Prof. Dr. Claus (Chair of ASEM Education and Research Hub for LLL) and Prof. Dr.Arne Carlsen (Director of UNESCO Institute for Lifelong Learning).

The plenary sessions 1 were delivered by the Asia and Europe researchers according to the sub-themes. The National Strategies for Life Long Learning: Australia and its National Approach to Lifelong Learning – Dr. Allie Clemans (Senior Lecturer in the Faculty of Education at Monash University in Australia)

Plenary Session 2: Intensification of Online Learning: Formulating Effective Strategies and Policies: issues and Challenges by Prof. Dr. Mohamed Amin Embi (Director, Centre for Teaching Excellence and Learning Technology, UKM).and Prof.Dr. Mansor Fadzil (Senior Vice President, Open University of Malaysia) that focus more on MOOCs.

Plenary Session 3: Developing Workplace Learning: Workplace as Learning Spaces by Dr.Helen Bound (Head Center for Work and Learning, Institute for Adult Learning Workforce Development Agency, Singapore)

Plenary Session 4: Industry and Community Participation in LLL and Collaboration with Service Providers by Dato' Amir bin Md.Noor (Director General, Department of Communty College Education, MOE, Malaysia)

The second day of seminars was followed by the three workshops according to the themes: i) National Strategies for Lifelong Learning

Speakers: Prof. Dr. Atsushi Makino (Japan)

Prof. Dr. Steffi Robak (Germany)

Prof. Ineta Luka (Latvia)

ii). Intensification of Online Learning: Formula

Speakers: Prof. Dr.Jan M.Pawlowski (Finland)

Prof. Dr. Mie Buhl (Denmark)

Prof. Dr. Bowon Kim (Korea)

iii). Developing Workplace Learning: Workplace as Learning Spaces

Speakers: Ms. Areeya Rojvithee (Thailand)

Associate Prof. Dr. Ruhizan Mohammad Yasin (Malaysia)

Prof. Dr. Milan Pol (Czech Republic)

2. REPORT ON THE PRESENTATION

2.1 Keynotes Address

The keynote address was presented by the Honourable P. Kamalanathan P. Panchanathan, Deputy Minister of Education II on behalf of Dato' Seri Idris Jusoh, Minister of Education II.

He started with the stand that Malaysia believes in regional empowerment and that the government is aware of the ASEM LLL hub (hub for life-long learning) that has offer research-based education policy recommendation, and develops mutual understanding between Asia and Europe. It also facilitates researcher and student mobility and exchange within and between the two world regions. This is in line with the Blueprint for the Enculturation of Lifelong Learning for Malaysia 2011-2020 launched in 2011. The Blueprint targets to reach 34 million people by 2020 so Malaysia targets at improving the quality of life and competent workforce through quality education. The Blueprint also states LLL as the 3rd pillar.

The Enculturation of LLL 2011-2020 Blueprint outlines transformation of human capital through LLL efforts such as the Technical & Vocational Education and Training (TVET) and Malaysia universities should produce graduates that match the work market and meet technological demands of market. This is done by courses offered by Higher Education Providers that engage industrial in its curriculum. In addition, new policies/initiatives have been taken to ensure employability

The main challenge is that research findings are showing unemployment among graduates as well as the challenge of finding what suits the students' qualification.

Providers of LLL should put forth what drives LLL & why enhancing skills of life skills are only relevant to some. A question to be raised is 'Does LLL lead to employability?' (LLL vs employability) or is it a motivation to learn & keep learning? This has led to formulating policy surrounding the purpose of lifelong learning vis-à-vis for employment market or just a motivation to learn and relearn.

Other challenges evolve around what LLL is some believe that adults' LLL require more skills; that it is continuous learning for them. Some say that LLL is for those who already have qualifications and that LLL should be applicable to all level of age. These indicate that there are various understandings on what LLL is. Therefore, there is a need for a coordinating body to coordinate the LLL efforts offered by institutions. As it is in Malaysia, there are many & diversified bodies offering LLL. The diversity of Asia & European regions itself poses more challenges. One of the challenges is in terms of accreditation & quality. Hence it is complicated to relate & equate initiatives. This also means that there is a need for a regional qualification framework which is applicable for both regions.

In the ASEAN region, the SEAMEO Regional Centre for Lifelong Learning (SEAMEO CELLL) provides opportunities. It acts as the regional center of research and training on LLL as well as being the focal point for LLL. SEAMEO also collaborates with international LLL organisations like ASEM LLL Hub based in Denmark and The Asia South Pacific Association For Basic And Adult Education (ASPBAE) based in Australia. These collaborations promote adult LLL and education; towards promoting quality education. The challenges are in synergizing the life-long learning programmes with each other; funding; and for policy makers finding employment that uses the LLL qualification. Policy should be guided so that the desired outcome of LLL is achieved. Key recommendations must be in place to increase productivity of labour market.

Four strategies of enculturating LLL as stated in the LLL Blueprint: 1). Upgrade mechanism & infrastructure for LLL, 2). Enhance Public awareness & participation in LLL activities; 3). ensure continuity and appreciation in LLL; & 4. provide financial support for LLL proposed initiatives.

As a way forward, the MOE will continue to promote LLL through portals, sponsor & organize seminar, work with ASEM & UNESCO in promoting LLL. The MOE will also

work with local industries and private sectors to promote life-long learning. It is anticipated that there will be more involvement from industries in ensuring their workers are LLL learners

In terms of best practices, Malaysia has started by producing a Blueprint for the Enculturation LLL for Malaysia 2010-2020. Since 2004, 1.3m Malaysian have benefitted & continued from 90 Community College Nationwide targeted 34.3m (26.2m of them working age) citizen by 2020 as the bulk of workforce. In addition, the Asia-Europe Institute (AEI) of University of Malaya aim of promoting LLL by appointing many European Visiting Professors to teach AEI master program.

The issues & challenges indicate that there is: 1. a need for a regional qualification framework that applicable for both regions; 2. a challenge for policy makers finding employment that uses the LLL qualification; 3. a challenge in synergizing; 4. Issues on funding; 5. Questions on accreditation & quality; 6. a caution of community - a concern on diversity; and 6. politic & academic values issues which may be a major of obstacle.

Two implications may be drawn for the Malaysian government that: 1.there is a need for a regional qualification framework that is applicable for both regions; and 2. Malaysians are ready to collaborate with international organization; ie ASEM 3L hub.

It is suggested that there should be regular dialogue to strengthen the Asia-Europe Education Process & shape the ASEM Education. Discussions would be on: 1). Works towards promoting quality education & integrating LLL initiatives; 2). Developing a regional qualification framework that is applicable for both regions; and 3. How Malaysia can learn from the ASEM LLL Hub programmes (eg documentation of good practices in TVET). Areas of focus may also include LLL policies and strategies, basic skills and adult learning/education. There is also a need for more intra-ASEM examination & consideration to have matter properly addressed. This would possibly enable more European students study in Asia. Malaysia also welcomes on going work by various BM centres initiatives by ASEF ASEM such as ASEM Duo of Korea or Campus Asia of Japan.

2.2 Forum

The theme of the forum was on **the collaborative efforts in promoting LLL** which aimed to provide a platform for discussion on **issues and challenges** in relation to collaborative efforts on the promotion of LLL. It is expected to gather information from various perspectives in order to come up with suggestions and recommendations to improve collaborative effort among the parties involved in the promotion of LLL. Three speakers participated in the forum namely:

1. Prof. Emeritus Tan Sri Anuwar Ali, President Open University of Malaysia (OUM)
2. Assoc. Prof. Dr. Claus Holm, Chair of ASEM Education and Research Hub For Lifelong Learning
3. Prof. Dr. Arne Carlson, Director of UNESCO Institute for Lifelong Learning

The three speakers were elaborating on issues and challenges from three different perspective. At the end of the presentations, the speakers provide suggestion and recommendations to address the issues and challenges discussed. The audience were also invited to ask questions or giving comments on the issues discussed by the speakers.

Speaker 1: Prof Emeritus Tan Sri Anuwar Ali

Prof Anuwar started the discussion with the emphasis on the importance of LLL which has become a global phenomenon. It is claimed that this is in parallel with the development of a culture of continuous learning especially among the working adults who seek new learning opportunities to boost their careers and self-improvement. The issues of collaborative effort in promoting LLL is linked to the main LLL document in Malaysia namely the Blueprint on enculturation of LLL for Malaysia (2011-2020) which was launched by the Ministry of Higher Education in November 2011. The blueprint among others emphasizes LLL as the 3rd pillar in human capital development and also the increasing role of Open and Distance learning institutions for working adults.

Several issues were raised in relation to the importance of collaborative efforts in promoting LLL. One of the issues mentioned was on how to create awareness and to sustain interest in LLL among the members of the institutions involved in LLL activities.

It is very important to instill understanding and commitment towards LLL and to ensure proper use and allocation of resources. It is also important to leverage on economies of scale and ICT. Cost-benefit considerations also become one of the pertinent issue as universities tend to ask questions about the benefit in terms of opportunity cost especially when they consider the impact on universities' core businesses due to the diversion of resources.

With regard to these issues, several challenges are discussed that may hamper the collaborative effort among the institutions and agencies involved in promoting LLL. There are many different types or categories of universities existing in Malaysia such as research, public, teaching, private, open and distance learning universities; and community colleges; each adopting a different mission in relations to LLL activities. These differences may inhibit the commitment to collaborate among the institutions in relations to the promotion of LLL. On top of that, it is also noted that the competitive nature between institutions may result in the unwillingness to collaborate between the universities.

It is also claimed that there is a mismatch between the mission of the HEP (Higher Education Provider) and LLL mission; thus discouraging the collaborative effort among the universities. Despite the lack of funding to promote LLL, each university works independently and this practice has resulted in the redundancy of function and wastage of resources.

Accordingly, Anuwar suggested several strategies to overcome the challenges and obstacles. Leveraging on ICT is recommended as an important strategy to complement LLL agenda and objectives. Sharing of ICT facilities should be encouraged in a win-win partnership among the institutions involved in LLL activities. Among examples of collaborations are international collaboration between OUM with 12 partnering institutions in 10 countries whereby OUM design the programmes meanwhile, partners operate as overseas learning centres. Both partnering institution share the mutual benefits in term of sharing of ICT facilities, joint curriculum development, training of staff and sharing of learning materials and support services. The nexus between the university and workplace should also be strengthen. Benchmarking activities should be exercised to take in cues from global trends and best

practices. In summary, effort to encourage collaboration between institutions to boost LLL programmes should be elevated.

In realizing the collaborative effort in promoting LLL, institutions are recommended to focus on respective niche areas. Each individual university should be focusing on increasing individual strength and capacities. Research on collaborative studies on LLL should be geared towards how to encourage inter-institutional working relationship. It is suggested that collaboration between institutions with different strengths can avoid overlapping initiatives.

In conclusion the speaker pointed out that institutions intending to partake in LLL must be mindful in terms of cost, benefits and resource allocation. It is proposed that LLL can benefit from multidisciplinary approach to provide holistic educational opportunities. Therefore inculcating collaborative culture in promoting LLL can help to achieve national targets and agenda.

Speaker 2: Assoc Prof. Dr. Claus Holm

Mr Claus Holms started by presenting the effects of LLL policies; that it: decreases the widespread tensions between policies for economic competitiveness and policies for social cohesion; affects universal preschool education as it increases employment rates and boosts the educational achievements and skills of young people; and illuminates that education played a remarkable role in the accelerated process of state formation.

He then presented a comparison of national strategies for lifelong learning through three best practices: Liberal regimes (broken approach), Social democratic regime (successful approach) & Economic-based development (rising approach). However, the downfall of the liberal regime is individual freedom and choice that is not in tandem with LLL initiatives. In addition, there were issues on policy versus economic development and quality of life. Therefore, there was a need to consider alternative models to promote LLL; that is the Social democratic regime. This too was also affected by the move from a Labour market policy to employment policy due to the importance of certification. There was then a need for a coordination between employment policy

and education policy. This led to a more Economic-based development where focus is put on investment in education and a centralized control. This brought up the focus on a more family oriented versus individuality and this reflects the Asian values.

It may be concluded that the implication for ASEM Education is that there is a need for a central control and government manpower planning of investment in education as it seems to be a good developmental strategy. In addition, there need to be an emphasis on social values and core skills. Meanwhile, an implication for the Malaysian government is that there is a need to monitor the implementation of the LLL Blueprint.

Speaker 3: Prof Dr. Arne Carlson

The speaker introduced the involvement of Malaysia in ASEM LLL Hub which started in 2003 during ASEM conference in Penang. In 2007, UKM hosted an International Conference in LLL involving four research network under ASEM Research Hub for LLL. Following the initiatives, several events has taken place involving Malaysia in LLL activities at the international level including the hosting of research network meetings under ASEM Research Hub for LLL. The hosting of 2014 ASEM International Seminar on Lifelong Learning in Kuala Lumpur demonstrates Malaysia's commitment in effort to support initiatives on the implementation of LLL agenda. The speaker also pointed out that Malaysia is one of the first countries in Asia that launched a Blueprint on the enculturation of LLL for Malaysia (2011-2020) in 2011.

In addressing the role of UNESCO in collaborative effort to promote LLL, several issues and challenges have been highlighted. Among the challenges pointed out in relation to the need of LLL include issues in ageing, health, employment, social cohesion, multi-culturality, community development, widening gaps, gender equality, sustainable development and migration. Universities are urged to invest effort in preparing future professionals in LLL with international outlook through the development of directory of LLL degree programmes.

UNECISO plays a role in organizing collaboration through the dissemination of research findings related to LLL in peer reviewed publications. These include

publications from relevant research involving inter-sectoral and cross-sectoral approaches such as in areas of Education for Sustainable Development (ESD), Programme for the International Assessment of Adult Competencies (PIAAC) and International Evaluation Association (IEA). Other publication by UNECSO include Global Monitoring Report on Adult learning and Education (GRALE) and journal of International Review of Education.

UNESCO is also actively involved in the policy making by identifying new agenda such as; Post 2015 Sustainable Development Agenda, National and Regional Quality Framework, Exchanging Civil Servants, Researchers and Students as well as International Platform of Learning Cities. UNESCO has also published guidelines for the Recognition, Validation and Accreditation of the outcomes of Non-formal and Informal learning (RVA). Other programmes initiated by UNESCO include: Internship programme for students, The CONFINTEA Fellowship and Scholarship Programme, and Lifelong Learning for All. In summary, Arne highlighted the role of UNESCO in the support of lifelong learning mission through various activities and policy making initiatives to promote LLL.

In conclusion the three speakers jointly emphasized the importance of collaborative effort between parties involve in the promotion of LLL. Prof. Anuwar suggested that institutions intending to partake in LLL must be mindful in terms of cost, benefits and resource allocation. He proposed that LLL can benefit from multidisciplinary approach to provide holistic educational opportunities. Therefore inculcating collaborative culture in promoting LLL can help to achieve national targets and agenda. Mr Claus Holm asserted that there is a need for a central control and government manpower planning of investment in education as it seems to be a good developmental strategy. Meanwhile, the third speaker, Arne highlighted the role of UNESCO in the support of lifelong learning mission through various activities and policy making initiatives. He hope that peoples are more aware on the roles of UIL in LLL agenda. On the final note, Arne also praised Malaysia for the commitment shown in supporting LLL and urged the Malaysian government to monitor the implementation of the LLL Blueprint.

2.3 Plenary Session

2.3.1 Theme: National Strategies for Lifelong Learning

Speaker 1: Dr. Allie Clemans

Dr Allie presented a review of the national approach taken to lifelong learning within an Australia context. This lifelong learning strategies in Australia is positioned as a contribution to a broader conversation about effective national lifelong learning strategies and partnerships in the region. In short, Australia has adopted a particular flavour to its policy development around lifelong learning which places attention on employment and foundational skill building. This policy approach tends to assume an unproblematic and positive link between learning and employability/ employment – perpetuating the view such links are achievable and desirable. The presentation reviewed these national directions and considered the strengths and limitations of these approaches in the light of data around their impact.

Dr Allie's presentation revolved around three aspects: **1. What does a lifelong learning framework look like in Australia?; 2. What does the data tell us about lifelong learning frameworks? and 3. What challenges face lifelong learning in these times?**

In Australia, there is no explicit LLL policy. This is believed to be so because Australia's whole approach has encouraged lifelong learning (Karmel 2004, p. 14). Nevertheless, the level of adult participation in education and training in Australia is very high, and Australia could claim to be at the forefront of lifelong learning, at least in terms of formal higher education and TVET (ibid, p. 18). To date [1999] the Commonwealth government has shown no interest in monitoring other types of educational outcomes such as personal satisfaction, increased self-esteem, community involvement or social skills. Yet these outcomes are important indicators of an inclusive education system and an individual's motivation to become a lifelong learner (Kearns cited in Karmel, 2004, p. 17). This means that Australia perceives education as the way out from economic tire. In addition, employment has been the primary point. Hence, Australia focuses on learning outcome & competency based education. The system of LLL in Australia is

therefore focused on adult education (under varied titles in different states). Vocational & Educational Training – VET (public and private providers, enterprise providers); and Higher Education (public and private providers and dual sector institutions). At present, there are 5000 Registered Training Organisations (RTOs) including TAFE Institutes, small private colleges, community colleges, workplace training (in organisations), 3 million students (1/3 publicly funded), 5000 recognised qualifications and 9 different funding bodies.

Meanwhile, the types of LLL programmes in Australia are: Certificate 1 in Work Education (train people with intellectual disability), Language, literacy and numeracy programs, Vocational Graduate Diploma of Aquaculture Hatchery Management, Pre-apprenticeship programs –to ‘taste’ an area of learning, Apprenticeship –sign with an employer and block release for training (training wage, Accredited programs, Competency-based, and A unit of competency, a cluster of units, a whole qualification (skill sets for a specific job role).

In relation to funding, there was a \$5.67 billion funding in 2009 (MCTEE, 2011, p. 5). This represents funding for tuition and does not include incentives or other benefits paid to individuals or employers. Meanwhile, Government funding is allocated through the measure of the volume of training in dollars per student contact hour to a provider (not on outcome or qualification [yet]). However, there was a 13% decline in government funding (MCTEE, 2011). This resulted in a move towards a user pay model; where individuals are only funded if enrolling in a course higher than existing qualification. Data shows that 14.8 million people (20%) aged between 15 and 64 years in the labour force are enrolled in learning. Of this 20%, 27% in schools, 21% in VET, 39% at university, 13% other providers, for instance adult community education (ABS, 2011).

Allie believes that Australia’s performance rests on high full-time participation in education, although this is only going to be effective if the labour market is demanding educated labour; and multiple pathways: apprenticeships and traineeships, and VET in Schools, VET, tertiary education, ‘spread the risk’ and also mean that young people entering the full-time labour market are spread across a range of ages. (Karmel, 2012)

Allie further demonstrated what the data tells about the link between lifelong learning and prospects in Australia as well as the challenges Australia faces in upholding the LLL activities. Data shows that there is a direct as well as indirect link or relationship between learning and earning because these are complex and inconsistency. This was further illustrated by the differences learning and qualification make: multiple disadvantage and location affect participation, effects of low skill is more marked for men in terms of workforce participation, women– with no post school qualifications – have increased in numbers of those participating in workforce to nearly 70% of total workforce in 2006. But in feminised labour markets – retail, hospitality, community care, and Post VET – 2/3 of graduates from lower paid occupations do not move into a different occupation level after training or gain higher pay (unsuitable for work). In addition, Older people are staying at work longer so younger people are finding it harder to get work; there is a strong rate of skill underutilisation and the number of migrants are resulting in overqualified and skills mismatched – with 30% of migrants with university degree working as taxi drivers compared with native born counterparts.

Allie illustrated that this issue is more so for the young people where 8-10 young people combined study and work while at school and post-school ; most likely young women. More than 2/3 of young people found it hard to find work or were doing 'unsuitable' work. Those from lower socio-economic backgrounds least likely to find suitable work, and would do irregular and shift work , ¼ of them are disengaged (not in full time employment or study) between 15 and 24 years and 10% of these are genuinely at risk for significant periods between 15-25 years.

In terms of functional literacy & numeracy at work, almost half of Australia's working age population does not have the reading, writing or numeracy skills to participate effectively in the type of training required for trade or professional jobs. The Core Skills for Work Developmental Framework (CSfW) describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work. She reported that more than 7.5 million Australian adults do not have the literacy and numeracy skills needed to participate fully in today's workforce. A target is set that by 2022, at least two thirds of working age Australians will have the literacy and numeracy skills needed to take full advantage of opportunities afforded by the new economy.

These challenges according to Allie need to be viewed in terms of the different types of jobs. They are: Interaction jobs (those involving more complex interactions and judgement), Production jobs (those primarily about making and moving things) and Transaction jobs (those involving more procedural, rules-based tasks)

She concluded that the lack of a formal policy approach has led to ‘the frustrating conclusion that, to date, opportunities for innovation and forward-looking policies involving LLL and the whole community have been squandered in Australia. LLL therefore should be seen as both a policy goal 1) leading to institutional and programme reforms and 2) as a process which fosters in learners identities that enable them to thrive in the circumstances of contemporary life. However, current approaches seem to be enacting the first but not the second of these agendas.

2.3.2 Theme: Intensification of Online Learning: Formulating Effective Strategies and Policies: Issues and Challenges

Speaker 1: Prof. Dr. Mohamed Amin Embi

Prof. Amin started by introducing the initiative by the Malaysian government and Malaysia public universities in formulating e-learning strategies. The initiative is strategies under the Malaysian Public Higher Education e-Learning Council (MEIPTA). The e-learning council has developed policies related to online learning in Malaysia’s settings, which includes the *Dasar e-Pembelajaran Negara* or National e-Learning Policy.

Prof. Amin then explained on a recent issue that has been addressed, which is: “Should there be a revamp of the e-Learning policy?” To address the issue, an interim review of the National e-Learning Policy (DePAN) was conducted. The review was aimed in identifying the current state of e-learning in Malaysian public higher educational institutions (HEIs) as well as assessment of the DePAN components and sub-components for year 2013-2014 (Phase 2). The expert panel included e-learning coordinators and ICT managers from all Malaysian public HEIs (20 universities).

The results of the e-Learning review are as follows. For the DePAN policy, the current version of DePAN policy has been updated. The previous version consist of five

elements, which are: (i) infrastructure; (ii) organizational structure; (iii) curriculum and e-content; (iv) professional development; and (v) acculturation. In the new version, the second and third elements were revised to “infrastructure and infostructure” and “e-Content Development.” A new element was also added, which was “online pedagogy (teaching and learning).” Five sub-elements of the DePAN policy were also revised. For the current scenario of e-Learning in Malaysia, the results are as follows. The scenario is assessed in terms of: (i) IT infrastructure; (ii) organization IT structure; (iii) professional development; (iv) curriculum; (v) e-Content; and (vi) acculturation. The current blended learning definition, which is being practiced in Malaysia, is supporting or replacing the face-to-face learning mode. The requirement is that a threshold of a minimum of 30% to 80% maximum of the learning content to be conveyed online.

In sum, the session described the scenario of the intensification of online learning strategies in the Malaysian public HEIs context via various e-learning strategies and policy. Future research could be carried out to integrate life-long learning concepts and practices in the current e-learning policies. Future collaborations between Asia and Europe could be further enhanced in terms of publications, research, and content development.

Speaker 2: Prof. Mansor Fadzil

The presentation was geared by three main objectives; to give a review on MOOCs from various perspectives, to summarise potential best practices in MOOCs through North American providers and to discuss on participatory models relevant to MOOCs.

The speaker started his presentation by giving a brief introduction on Massive Open Online Courses (MOOCs), which refer to fully packaged courses that are freely accessible online. MOOCs was initially coined by Dave Cormier and Bryan Alexander in 2008. The implementation of MOOCs became more pertinent when 2012 was announced to be the year of MOOCs by The New York Times. One of the mentioned examples of the best practices in MOOC was what has been implemented in Ivy League University.

The benefits from the ‘open knowledge’ culture are anchored in the aspects of massiveness, openness and connectivism. Through MOOCs, materials and content

were provided collaboratively by contributors and used by learners who were involved in collaborative research and curriculum design. Unlike Open Education Resources (OER), MOOCs are freely accessible, openly-licensed educational materials that can be used for teaching, learning and assessment. MOOCs also offer support system that includes teaching assistants, discussion forums and an assessment system.

Successful MOOCs lie on few characteristics; it should be simple, easily accessible, user friendly, interactive and provides quick feedback to ensure that learners do not feel neglected. It is also vital that the system should be reliable in terms of its delivery approach.

In this presentation, the speaker shared examples of best practices of MOOCs from North America, as this region is widely known as the world's best MOOCs providers. Examples of MOOCs providers are Coursera, edX, Udacity and Udemy. These providers have successfully generated high quality courses and learning materials that promise an excellent educational experiences.

Some of the concerns highlighted were that, although MOOCs is seen as a growing area, there are emerging issues surrounding the application of MOOCs; for instance, the potentiality of MOOCs, and the fears and skepticism from the perspectives of many stakeholders. Apart from that, the extent to which MOOCs might disrupt current practices in higher education is also important to put into consideration. The last issue pinpointed by the presenter was regarding the strategies to implement successful MOOCs.

Basically the strategies are related to the aspects of accessibility, support service, assessment and certification. In order to ensure constant availability, learning materials should be stored in multiple physical servers as well as cloud hosting services. To ensure easy accessibility, the software, hardware and network used must be suitable to the needs of online courses and learners. As MOOCs involve high numbers of learners and users, it should provide excellent support service. For this purpose, the speaker suggested two models. The first model involves a management by a main academic or chief coordinator, who gets assistance from other tutors, all of whom contribute to managing the massive numbers of learners worldwide. In the other model, the main academic is aided by a smaller number of tutors and facilitators.

Through this model, MOOCs are managed through artificial intelligence, which can serve instructive or assisting role.

Another aspects that need to be considered in developing successful MOOCs are assessment and certification. Since there are many learners who sign up for particular courses and are committed to a MOOC, is it a good idea to provide them with certificates.

One of the participants raised a question on why did not the Ministry of Education include private universities in their e-learning policy. The speaker explained that all public and private universities are included in this e-learning policy and as for the implementation of MOOCs, the initial phase includes four institutions, i.e., UKM, UNIMAS, UPM and UiTM.

The next question was related to enrollment to MOOCs courses by these four institutions. The participant asked whether anybody can enroll themselves in these course. Based on the speaker's answer, it was gathered that all students from all institutions can take the courses. However, he emphasised that the courses will only involve four weeks of the whole semester.

The third question came from the participants was on that aspect of employability of a person who graduated from MOOCs, i.e., will the person be able to stand a chance to be qualified as others who graduated through traditional courses? The speaker simply stressed that it is not from where a person came from, but it is how good he/she can perform in work that matters.

Although MOOCs are only in the early stages of development, it is expected that in coming years it will transform and evolve to derive new approaches in online learning. The collaborative spirit in MOOCs that encourage interactive, user-led perspective in higher education should be given a focus by all higher education institutions. In addition to that, proper planning should take place in the process of developing MOOCs courses.

2.3.3 Theme: Workplace as Learning Spaces

Speaker: Dr. Helen Bound

Topic: Developing Workplace Learning: Workplace as Learning Spaces

The objectives of the paper are to explore the various meanings of workplace learning, determine the best condition and situation in which to support workplace learning and to identify strategies conducive for workplace learning

The speaker highlights the crucial aspect of providing an environment conducive for workplace learning. Employers need to provide an organizational culture which is suitable for learning to occur. This involves such factors as a culture of dialogue, friendliness, clear roles of members in organization, strong support, a culture of trust and confidence building efforts.

The speaker discusses the various meanings of workplace learning (WPL) which includes WPL as “relationships between human and social processes of learning and working” and “the need to understand processes at individual and organizational levels and in wider societal terms” (Evans, Guile & Harris, 2011:150).

Other definitions of WPL include the everyday practice of individuals/groups; of highly contextual and socially constructed domains; occurs in multiple boundary spaces; and mediated by workplace artefacts, norms, structures and social relations of production.

In providing a learning environment for the workplace, a number of strategies are suggested such as ensuring a degree of exposure to change, work force demands, external professional contact, provision of direct feedback and rewards, and allocating managerial responsibility.

The speaker suggests specific strategies other than the present strategies such as demonstrations, scaffolding and fading, active noticing, feedback, diagrams and models, worker responsibility, shadowing, and setting challenges, teamwork, workable techniques and goal setting, to provide a workplace environment conducive for learning. Based on research conducted in 2011, Bound and colleagues suggest an approach to workplace learning which comprises strategies such as coaching, guided reflection, gradual release of responsibility, asking questions, teaching others, decision-making empowerment, spaces for sharing, buddy system, opportunities for practice checking for understanding, mnemonics, meetings and sequencing of tasks.

Based on the findings of her research and experience dealing with WPL environments, the speaker suggests a new definition of WPL and a learning metaphor for WPL. She conceives WPL as “creating workplaces as learning spaces and learning that develops us and our work that grow us and the system, requires deliberate attention and planning”. The speaker also suggests a more dynamic understanding of WPL by adopting the concept of “participation” in the metaphor of WPL.

The speaker recommends that organizations need to be highly committed to ensure a positive WPL environment. Elements of positive WPL environment include clear worker roles, a friendly and trusting environment, space for sharing diverse experiences and opportunities for dialogue.

In summary, the speaker points out the limitation of teaching generic skills separate from the teaching of practical skills. In addition, knowledge must be seen to be dynamic and holistic; and one which enables trainees to improve on their skills.

A question raised by the audience concerns the issue of addressing the success of WPL. The speaker suggests that dialogues be used as a tool in WPL. The ultimate responsibility is on the organizations to provide the right kind of environment that fosters positive WPL.

2.3.4 Theme: Collaborative Effort between LLL Service Providers and Industry

Speaker: Dato Amir Md Noor

The objectives of the presentation are to explicate the efforts from the Malaysian government in promoting LLL through community colleges, explain the role of community colleges in contributing towards LLL efforts.

The speaker points out community colleges play an important role in realizing the third pillar in the human capital development of the Malaysian Blueprint on Enculturation of Lifelong Learning 2011-2020. Community colleges provide the needed human resource for the country’s economic and citizenship development. The vision of community colleges is to champion technical and vocational education and training (TVET) and to eventually become the hub for Lifelong Learning in Malaysia by 2015. Therefore, its mission is to leverage on TVET and LLL as a way of developing local communities into a knowledgeable and trained workforce to fulfill the demands of the

world of work. This mission is realized through the active engagement of industries, communities and service providers. Community colleges empower the community through the education and training of students and participants of LLL.

The role of community colleges in supporting LLL includes: (a) building a trained and knowledgeable workforce for the country; (b) offering fulltime courses for local economic activities; (c) providing learning opportunities for the community at large; and (d) offering short term courses for re-skilling, skills upgrading and leisure. All these activities are conducted in collaboration with local industries and service providers, which further prepare the students for actual workplace environment. The programs and activities conducted by community colleges do not only focus on technical and vocational skills, but also provide classes that help develop a holistic person through such courses as spiritual development and living skills.

The speaker concludes on a positive note emphasizing the importance of continued collaboration and partnerships with industry, public and private agencies to produce quality and relevant graduates. The speaker asserts that the main role of community colleges within the context of LLL is to develop active citizenship and thus produce job creators, and not just job seekers.

The speaker identified three challenges in the efforts to produce dynamic and skilled human resource: (a) the need to identify high risk groups within the community and provide intervention via skills training for them to be productive and active citizens; (b) the need to engage industries to cooperate in the required pedagogy of skills; (c) the need to re-employ retiree practitioners to become trainers and teachers in community colleges.

The speaker infers that there is a need to provide skills for new job creation. Although there are already a few small, medium enterprises (SMEs) created by graduates from community colleges, there is still a burgeoning need for more such efforts from the graduates.

A question was raised on the role of community colleges in addressing the escalating number of foreign workers in Malaysia. The speaker pointed out that the high number of foreign workers in Malaysia is mostly laborers who are employed to work on plantations and construction sites. Community colleges are not only training workers for

such levels of work, but more importantly, are training skilled workers who can improve and bring the industry to a higher level of achievement. In doing so, community colleges are not merely producing workers, but are also “harnessing human talents”.

2.4 Workshops

2.4.1 Workshop 1: National Strategies for Lifelong Learning

Three papers were presented in this workshop. The first paper was presented by Prof. Atsushi Makino from The University of Tokyo, Japan. The second paper was presented by Dr. Paed. Ineta Luka from University of Latvia, and the third presenter was Profesor Dr. Steffi Robak, from Department of Vocational Education and Adult Education, Leibniz University, Hannover.

The workshop was facilitated by Dr. Allie Clemans, a Senior lecturer in the Faculty of Education at Monash University in Australia

The three papers presented in the workshop were:

1. Turning into Community: Transformation of social structure and lifelong learning administration in Japan by Professor Makino from Japan.
2. Lifelong Learning in Latvia in 2014 and beyond by Dr Luka from Latvia.
3. Policies of Lifelong Learning in Germany: adult education in reference to system building, evidence based decisions and project oriented governmental funding by Dr Robak, from German.

The Objectives of the Workshop is to share and learn experiences on efforts in promoting lifelong learning strategies in Japan, Latvia and Germany.

Speaker 1: MAKINO, Atsushi (The University of Tokyo, Japan)

The objectives of the presentation is to share Japanese experiences in shifting lifelong learning (LLL) responsibilities to the local community due to changes in the Japanese economic and social structure system.

Makino talked on the transformation of social structure and LLL practice due to turbulence in the system of national governance. The turbulence in Japan’s system of national governance were caused by 4 factors. First, aging population and decline birth rate has caused rapid increase in the number of people needing long-term care, which

is predicted to reach 10% of the population by 2060. Second, the structural shift of economy from a manufacture-centred economy to finance and service-centred economy has caused instability of employment. Third, the national budget is at risk. Fourth, the municipalities are facing the risk of ceasing existence; with a unipolar concentration of population in Metro Tokyo area. All these factors have caused a shift of economic structure.

The local municipalities have been focused to consolidate grassroots municipalities and bear the burden of the national finance by promoting local autonomy. Each resident is expected to voluntarily join the management of local government as an active player in their community. The people are urged to turn to their own community, the basis of society where they live their lives, and find ways to autonomously manage their community on their own. They believe that the key to success include an awareness of local residents of local community, voluntary action of local residents, and development of the ability of local residents. Hence, the government needs to encourage and empower residents to manage their own community and stabilize their own lives. Meanwhile, LLL is expected to play an important role towards building a sustainable community. Makino further described three aspects of social education and LLL scenarios.

First, Japan has 150 years of experience on social education before the introduction of LLL. As such, social education is closely related to people's daily life. As people's interest shifted from material life to cultural life in the 70's, LLL was also accepted as the continuing learning of adult after school education to satisfy their personal cultural demand. Thus, the LLL promotion law (1990) states that "Lifelong learning as the consumption goods of learning opportunities to be circulated on the market." When the bubble economy burst and Japan entered a long-term recession in the early period of 1990, the local community has become the focus of policymakers to stabilize the society. The residents of local communities are forced to participate in and support the local governance and bear the burden of the local government.

Second, the shift of social education administration. In Japan, the framework of educational administration consists of school education, support of home education, and social education. Under the structural change of society, the function of social

education has undergone significant change. Therefore, there is a need to enhance resident's ability to manage the local community and alleviate the burden of the government. In addition, social education has been forced to enhance its territory to bear the new role. This requires cooperation with various actors in the community such as universities, NGOs, businesses, private education providers etc. There is also a need to work with other government ministries and agencies in charge of community development, senior citizens and child welfare, women and youth administrations etc. Social education administration is now expected to go beyond its traditional territory, work with new sectors of administration and social actors, and in the local community lead residents to manage their own community through learning. As social education administration was so restructured, education administration is no longer supposed to cover new social education.

Third, LLL is seen as an integrated administration and deployed at the level of local communities. Residents are encouraged to participate in local government and support the basis of society on their own by relying on the specificity and diversity of each local community, and then giving the feedback to the national government. The same is true for the policies of the other ministries and agencies of the central government. LLL administration has now been recognized as the integrated community administration.

Makino concluded that LLL administration in Japan is focusing at the Local Community as such that the local community is being reorganized through learning. In Japan today, the LLL administration has shifted to support community residents in developing diversified senses of values and managing their community in various ways.

Question was raised on the function of the private sector on LLL at the community level. Makino explained that the private sector has their own responsibilities in building Japanese economy and not so much involve in promoting LLL. Makino further explained that the local communities work autonomously, based on their own concept and beliefs.

Paper 2: Assoc. Professor Dr.paed. Ineta Luka, University of Latvia

Topic: Lifelong Learning in Latvia in 2014 and beyond

Dr Luka started by describing that the education level in Latvia is low and the worry is about those not able to continue education. Latvia's LLL Policy 2007-2013 was adopted in 2007 and was revised in 2009; while the programme for 2008-2013 for the implementation of Lifelong Learning Policy 2007-2013 was adopted in 2008. The definition of LLL in Latvia is focused on economic and non-formal education. Latvia's basic principles of LLL include: shared responsibility, efficiency, synergy of field policies, accessibility, society's understanding, and equality.

Latvia has implemented several measures of ensuring LLL accessibility to all target groups, including:

- Offering almost 80 programmes implemented in the e-learning modules, with more than 3 000 courses by the Higher Education Institutions (HEIs)
- Regional HEIs offer 130 continuing education and professional development programmes and courses.
- Providing vocational training to people with special needs.
- Implementing LLL initiatives for employed and unemployed, including using the support of the EU funds.
- Providing continuing education for different target groups including youth and teachers in bilingual education.
- Conducting measures to provide LLL publicity
- Introducing procedures for assessing professional qualification obtained outside the formal education,
- Adopting legal enactments regarding validation of learning outcomes obtained during previous education or professional experience
- Introducing procedures of aligning degrees and professional qualifications.
- Introducing career guidance
- Approving glossary of adult learning by the Terminology Commission of the Academy of Sciences of Latvia.
- Published information of financing of non-formal adult learning by local governments

- Implementing comprehensive continuing professional development of teachers and academic personnel

On the other hand, there are also challenges faced by Latvia in implementing LLL such as:

- the ageing of population,
- ineffective network of education institutions,
- inadequate learning environment and content due to the contemporary requirements,
- insufficient support to raise teachers' motivation and further professional development,
- unattractive implementation of the principle of inclusive education and individual learning approach,
- unattractive vocational education,
- high youth unemployment rate, and
- ineffective financing and governance (administration) model of higher education,

Thus, it is necessary to increase the quality of education to ensure effective management of resources. At present, the libraries, museums, cultural centers and institutions are not sufficiently involved in providing education opportunities and there is a lack of effective monitoring.

Dr Luka feels that the core principles to be aware of in relation to LLL are first, it is a Human-centered education. Therefore, the education policy is oriented towards individual's development during every stage of life in all the spheres and should create preconditions for the development of every person's enterprise, adaptation of skills and attaining social inclusion, employability and active civic participation. Second, education is for sustainable development as it is a life-long process and it stimulates people's responsible activity in everyday life to realize one's potential in compliance with social, cultural, economic and environmental surrounding. Third, education is a stimulating knowledge-based society development. Therefore education policy has to go hand-in-

hand with technological advancements of the 21st century in providing corresponding learning environment and implementing individualized learning approach.

Meanwhile, the basic goals should be for a qualitative and inclusive education for the individuality development, human wellbeing and sustainable development of the country. This may be achieved by increasing the quality of learning environment by improving the content and developing corresponding infrastructure; increasing person's skills based on value education that will enhance the development of one's professional and social competencies necessary for life and employability; and by creating an effective governance by developing institutional excellence of education institutions to improve the efficiency of governance of resources.

Dr Luka concluded that Latvia has planned several activities to support LLL development including; widening access to LLL to the labour market, promoting cross institutional cooperation in implementing LLL measures, and introducing the model for governance and implementation of LLL. In relation to adult learning, the Ministry of Education and Science of the Republic of Latvia sets several goals. First, to promote collaboration and create a network between all stakeholders involved in adult education in order to enhance adults' skills, competencies and raise their qualification. Second, conducting discussions on LLL problems in Latvia. And, third, disseminate information about opportunities of acquiring education and raising one's qualification.

Two recommendations to promote LLL strategies. First, education providers have to: provide the opportunities to increase the learners' key competences; get involved in the initiatives targeted at young people to get the first work experience; involve in non-formal education events; stress the issue of selecting one's career in the elementary education process; provide young people with opportunities to use various resources, diverse learning environment and learning strategies during the learning process; balance the ratio of theory and practice in the curriculum stressing learning by doing and combining theoretical knowledge with its practical application; and focus the study content towards enhancing students' enterprise ensuring its compliance with students' experience, interests and needs and stressing the development of the following traits of character enhancing one's enterprise through value based education:

courage, initiative, optimism, honesty, self-assurance and others. Second, education policy makers should develop integrated formal, non-formal and informal education to further the development of youth LLL competences.

Paper 3 : Prof. Dr. Steffi Robak (Leibniz University Hannover, German)

Topic : Policies of Lifelong Learning in Germany: adult education in reference to system building, evidence based decisions and project oriented governmental funding

Dr Steffi started by giving the various definitions of lifelong learning and adult education. He said that there is problem in translation. The term is deeply rooted in the German tradition of enlightenment, representing humanistic values and emancipatory objectives of learning. Nevertheless, the definition in the national Lifelong Learning Strategy of 2004 is that LLL includes all forms of learning - whether formal, non-formal or informal - taking place at different learning sites and extending from early childhood into retirement. 'Learning' is understood to mean the constructive conversion of information and experience into knowledge, insights and skills. Meanwhile the definition of Adult and Continuing Education in Germany is the "continuation or recommencement of organized learning following completion of a training phase of whatsoever length'.

Dr Steffi further described the strategies in reference to system building. First, in terms of the law related to LLL. Since there is no specific education law in relation to LLL, at the Governmental level, LLL is situated within the mandate of the Federal Ministry of Education and Research. Germany's Federal structure has 16 federal states. Laws of adult education of the Länder, define requirements for public funding. Meanwhile, there is the Law on educational leave; that every adult has a legal right to time off work for education. Dr Steffi calls for more general Laws with impact on further education; such as modification of the Career Advancement Further Education Promotion Act. In addition, institutions should have a wider range - varied by areas/fields & by occupations. Dr Steffi also suggests an additionally high number of continuing education units in enterprises; and a wide range of Institutions in the field of Vocational Continuing Education with specialized programmes and courses.

Dr Steffi further described that since 1970s, institutions in the German higher education sector have built up courses and degree programmes in adult education. Currently there are 13 Bachelor programmes and 30 Master programmes offered at different German Universities.

In terms of strategies of project oriented governmental funding, Dr Steffi believes that there is more top-down influences from supranational level onto national policy. Hence, the State and Federal Ministry of Education and Research have launched nation-wide programmes in 2001. There are also regions providing support for Networks which is also part of the action programme. Other strategies include Local Learning education projects (2009-2014), Educational Guidance Centres and Advancement through Education i.e. Open Universities.

Dr Steffi ended by discussing the need for educational monitoring, research and evidence-based decisions. More research on the best LLL strategies should be done and the findings shared so that every country can learn from other experiences – success and failures. In summary she stresses that the definition of LLL must be clear to all stakeholders. LLL strategies can only work well if the objectives are achievable and the target group defined, clear laws on educational and professional development needs can expedite LLL strategies and more research is inevitable to sustain LLL strategies.

2.4.2 Workshop 2: Intensification of Online Learning: Formulating Effective Strategies and Policies: Issues & Challenges

Speaker 1: Prof. Dr. Jan M. Pawlowski, University of Jyväskylä, Finland

Title: MOOC Quality and Success Factors: Results and Reflections from Europe; the EFQUEL study

The presentation was started off with the introduction of EFQUEL; and European membership organization that consists of more than 120 member institutions from all over Europe and beyond. The shared common interest in EFQUEL is quality and innovation in Technology Enhanced Learning.

The speaker then moved on to the discussion on aspects related to MOOCs. The issues of how massive and how open MOOCs should be were also highlighted. Basically, MOOCs should be free, reusable and modifiable, as well as allowing the consideration of diversified learners and their culture. It is emphasised that MOOCs should be able to react to organizational as well as personal preferences.

One of the issues being discussed in this session was the fact that students in MOOCs came from different background and may have varying needs and levels of motivation. Thus, mixing campus and MOOC students might be challenging.

Another issue mentioned was the role of culture in shaping different learning styles among learners. Learners may have differing learning styles based on their cultural stands. Consequently, it is important for MOOCs providers to be adaptive to these cultural factors and needs, for example, how can we adapt to the different cultural reflections and how can we learn on how they learn?. These differences have also impacted upon the rating and support system provided in MOOCs.

The speaker also pinpointed the importance of MOOC providers to be transparent in declaring what are there in their courses and providing information for learners. Another pertinent issue discussed by the speaker was pedagogical support in MOOCs itself. Is it clearly important that MOOCs should be able to allow students to learn from each other, as well as to cultivate their motivation in learning via scaffolding support available in MOOCs.

Among that issues and challenges mentioned in the presentation was regarding the certification of MOOCs and how to define qualities in MOOCs. Apart from that, the number of drop outs should also be studied by MOOCs providers; was a high number of drop outs due to the model of MOOCs, or the heterogeneity of students?

The speaker shared some suggestions to address the above challenges. Firstly, collaborative model that involve different subject matter experts from different part of the world should be used, so that it enables the development of a holistic model of MOOCs which are sensitive to differing cultural, organizational and personal needs. Secondly, he stressed on the importance of the size of MOOCs, which should not necessarily be large in number, instead, MOOCs should be small in size, so that it caters for homogenous group of learners. Another important point raised up by the speaker was

the challenge for everyone to initiate their own MOOC, even it started small. The utmost importance is that, the collaboration with people with similar interest across continent.

Although MOOCs offer promising benefits to learners worldwide, it is vital to think deeply on the aspect of different cultures, which may lead to varying ways of thinking and learning styles among students. Thus, to develop a successful MOOCs, aspects like collaboration, the size of MOOCs learners should be put into consideration.

Speaker 2: Prof. Dr. Mie Buhl (Aalborg University, Denmark)

This session was focused on the intensification of online learning by. Prof. Mie Buhl started the presentation by explaining the e-learning scenario in Denmark. She then described and shared her personal experience in studying in a massive open online course (MOOC) by University of Illinois to provide insights and perspectives about MOOCs from a learner perspective.

Prof. Mie Buhl initiated the presentation by describing the current learning scenario in Denmark. In Denmark, the education field has changed from value-oriented to goal-oriented assessment. The questions, which arise, are: “what is actually learnt?” “when is something actually learnt?” She then continued her discussion to the current mostly researched field in education – massive open online courses (MOOCs). The common teaching and learning approach in MOOCs is the behaviorist approach. However, that prompts these questions: When is something learned? Are they measured from the cognitive perspective? or the social perspective (when a new experience is gained)? What kind of teaching and learning cultures are emerging in MOOCs?

Prof. Mie Buhl described her experiences as learner in a MOOC course by University of Illinois. First, she expressed that MOOCs are not for everybody as she felt “lost” with the open structure applied in MOOCs and there was a lack of direction. Second, active participants consisted only a small amount of MOOCers. Third, the MOOC instructor usually adopts a “teacher-centered learning” approach in the learning process. Fourth, a challenge from the MOOC instructors are that they do not know who their students are. Fifth, as a MOOC student, it takes a lot of effort to keep in the discussion as discussion are frequently updated, and sometimes spear out of the

context. She concluded that educators and researchers are hoping that MOOCs are a quick fix for learning and to be accessible to everybody, but we are not there yet.

Some future directions were suggested as the following. First, the different backgrounds of students (e.g. where the students come from) may cause the students' learning styles and preferences to differ from each other. Thus, design and development of curriculum in MOOCs should be considered in terms of national, geographical, and paradigmatic approaches to include a broader target group. Second, in terms of roles of teachers, more research has to be carried out to investigate the role of teachers in MOOCs. The question here is should we act as instructors or facilitators? Third, due to the fact that video lectures are the main medium of instruction, are video lectures the most appropriate medium to deliver instruction in MOOCs? Third, research could be conducted to investigate the different types of new learning forms and study their impact on meaningful learning in MOOCs.

Speaker 3: Prof. Dr. Bowon Kim

Topic:

This session was focused on the intensification of online learning by Prof. Dr. Bowon Kim (Korea National Open University). Prof. Bowon Kim describes the history and current state of Massive Open Online Courses (MOOCs) and discusses on issues and challenges in implementation of MOOCs for life-long learning. Prof. Bowon Kim started his presentation by defining MOOCs and describing the history of MOOCs. MOOCs are defined as: (i) massive – massive number of students; (ii) open – open curriculum, open process learning; (iii) online – can be accessed by variety of devices; and (iv) courses – bounded by time, should have learning goals as it is an academic course. There are two types of MOOCs, which are: (i) connectivist-MOOCs or cMOOCs; and (ii) xMOOC or MOOCs with artificial intelligence support. He then explained that the year 2012 was quoted by the New York Times as the year of the MOOC. Up to January 2014, there are over 100 MOOC providers as over 1200 courses available in MOOC platforms. Although MOOCs are relatively new, the total students of MOOCs have reached five million.

Subsequently, Prof. Bowon Kim explained the issues and challenges for MOOCs. First, the completion for MOOCs courses are extremely low where the average completion of MOOCs is less than 10%. Second, there is also the issue of accreditation of learning in which MOOCers are accredited for undergoing the courses. After students complete a course, students who study in MOOC courses are given certificates by the instructors upon request. However, in the case of a university, awards for credits are only given to university students and not awarded to non-university students. Third, MOOCs usually adopt an outdated pedagogical framework – a behaviorist pedagogy – where video lectures, short quizzes, and discussion forum are the main learning activities implemented. Fourth, the volume of information that is disseminated in MOOCs is large. This can cause the students to be disoriented as the structure of the courses is very “open.” Students in MOOCs require a high level of autonomy to succeed in such open learning environments. Fifth, students in MOOCs are not connected in a personal level. This may cause some learners to be uncomfortable to learn in these type of environments.

Several future directions are suggested in terms of technological and pedagogical innovations. For technological innovations, MOOCs should be capable of managing large amounts of data. In addition, the interfaces should be designed to be simple and intuitive and promote dynamic and realistic communication. Furthermore, MOOCs should be capable of connecting to various learning management systems as well as capable of processing large amounts of data. For pedagogical innovations, appropriate strategies should be design for assessment in MOOCs. As MOOC is a new form of learning, pedagogical strategies should be designed to manage collaborative learning in large scale online scale online classes as well as search for unique and un-MOOC-able roles of traditional universities. In addition, MOOCs should be designed with the emphasis on open access, open content and curriculum, and flexible and self-directed learning.

In sum, the realization of the “education for all” philosophy behind MOOCs is beyond the hype where MOOCs are hyped based on assumptions and not empirical findings. The paradox is that universities are rushing into MOOCs – the centralization of MOOCs are only implemented on a few elite universities. MOOCs were conceived as a

disruptive innovation for the traditional mode of learning. Thus, more appropriate teaching and learning frameworks need to be designed for MOOC in order to achieve meaningful learning. As quoted by John F. Kennedy: “The future is not a gift, it is an achievement. Every generation makes its own future.”

2.4.3 Workshop 3: Developing Workplace Learning: Workplace as Learning Spaces

The objectives of the Workshop is to share experiences of efforts in promoting workplace learning from Thailand, Europe and Malaysia through the policies and research.

Three papers were presented in this workshop. The first paper was presented by Areeya Rojvithee, Consultant HRD, Migration, Labor Affairs, Gender and Skill Development, Thailand. The second paper was by Prof. Dr Milan Pol, Professor of Education and Dean of the Faculty of Arts, Masaryk University in Brno, Czech Republic. The third presenter was Assoc. Prof. Dr Ruhizan Mohammad Yasin, Head of Centre for Educational Evaluation, Universiti Kebangsaan Malaysia.

The three papers presented in the workshop were:

1. Workplace learning: Case study of Thailand.
2. Rethinking Lifelong Learning and Workplace Learning Between Policies and Practice:
The European Perspective.
3. Managing Lifelong Learning at Workplace: Collaboration Between Industry and Training Provider in Malaysia

Speaker 1: Areeya Rojvithee

Topic: Workplace learning: Case study of Thailand

The objectives of the papers are to share experience of workplace learning (WPL) in Thailand; and strategies to promote and encourage WPL that is aimed at reducing the number of unemployment. The speaker shares Thailand’s experience in promoting and encouraging the private sector to cooperate with the government to develop quality workforce through cooperative training. These efforts are to overcome

forecasted problems, such as (a) Thailand becoming an aging society; (b) quality of Thai Education is in dire need to be improved; (c) lacking of professional and skilled workforce; and (d) mismatch between the labor market and the education system. In an effort to solve the above stated problems, the latest step was implementing the 11th National Economic and Social Development Plan (2012-2016).

Strategies under the 11th National Economic and Social Development Plan (2012-2016) include creating (a) the office of Vocational Education Commission under the Ministry of Education, and (b) the Department of Skill Development under the Ministry of Labor. These two offices work hand in hand to promote Workplace Learning. The office of Vocational Education Commission is assigned to promote cooperation with the private sector in Dual Vocational Training (DVT) through training contracts that are signed between companies and trainees. The Department of skill development is responsible for skill development of workforce already in the labor market, such as in the industrial, managerial and service market.

The speaker also shared that one of their more successful strategy in getting cooperation from the industry to support WPL is through their Skill Development Promotion Act 2002. This act supports WPL through (a) the granting of tax exemption up until 200% of the cost of training; (b) giving quality awards for outstanding cooperation education project.

In conclusion, the speaker reiterates that the success of the workplace learning is the integration of public and private partnership.

A question was raised on the proportion of practical experience versus theoretical content, especially on cooperation education projects between the industries and education sectors. The speaker clarifies that the proportion depends on the level of education and field of study.

Speaker 2: Prof. Dr Milan Pol

Topic: Rethinking Lifelong Learning and Workplace Learning Between Policies and Practice: The European Perspective

The objective of the paper is to share the European experience in implementing policies and memorandums on Lifelong Learning. The speaker discusses ideas on rethinking lifelong learning and workplace learning between policies and practice from a

European perspective from 1970 until 2014. The speaker stressed that change occurs over an extended period of time, and therefore, it is only through sustained efforts in promoting LLL from all participants (government, private and public industries, communities) will meaningful change take place. He also highlights the importance of transformation from (a) production society to knowledge society, in terms of improving productivity and quality; and (b) sustaining a competitive advantage via learning and development.

The European Commission has developed a 10-year strategy, Europe 2020, to advance the economy of the European Union. The aim is for “smart, sustainable, inclusive growth” for the European Community. EU countries developed the Education & Training 2020 Strategic Framework to address challenges for LLL: (a) making lifelong learning and mobility a reality; (b) improving the quality and efficiency of education and training; (c) promoting equity, social cohesion, and active citizenship; (d) enhancing creativity and innovation including entrepreneurship at all levels of education and training.

The speaker concludes that LLL policies serve as a framework in helping to put into practice the efforts supporting LLL.

The speaker reminds us that consistent critical reflection on continuing efforts to promote LLL is crucial for meaningful changes to happen.

Speaker 3: Assoc. Prof. Dr Ruhizan Mohammad Yasin (Universiti Kebangsaan Malaysia)

Topic: Managing Lifelong Learning at Workplace: Collaboration Between Industry and Training Provider in Malaysia

The objectives of the presentation is to inform the audience on current workplace learning practices in Malaysia.

The speaker presented the findings of a research on the development of sustainable learning transfer model of vocational training system & workplace learning in Malaysia. The speaker presented a model comprising factors that contribute to workplace learning in Malaysia. She however emphasises that the model used in this case is more toward

work-based learning which is subset of workplace learning. According to that model of learning, factors such as individual characteristics, the system, pedagogical strategies, the facilities, supervisor experience and relationship contribute to the effectiveness of workplace learning.

The speaker highlights the importance of collaboration between industries and training providers in promoting lifelong learning. The speaker emphasizes the work environment as a major source of learning. In this aspect, the speaker emphasises three key competences: technical competence, human and social competence and learning and methodological competence. In Malaysia, the government's policy on Workplace Based Training began in 2005 with the objective of promoting training at both workplace and training institutes (Malaysian Dual System). In addition, training should be mainly industry-driven so that the trainees will be fit for the competences need for the workplace.

The speaker concludes that the workplace learning process can only occur when the employee has the motivation and willingness to learn as well as the employers support. The implication is that spaces should be given to employees to experiencing learning at workplace towards improving their competences.

The speaker suggests that in any learning environment, the learner must have a passion and motivation to learn. However, the willingness to learn should be supported by a dynamic system of training in the workplace which is based on an existing hierarchy, work needs, and technology. The model however is derived from the automotive industry and may need to test with other sectors.

3. CONCLUSION

LifeLong Learning continually be the agenda of ASEM meeting as most of the ASEM countries had already in placed their model and implementation of LLL due to the dynamic of the global activities. However the implementation need to be expedited with closer monitoring and research in order to continually improve the system and practices to the higher height. In this seminar three main themes had been discussed for the both

continents i). National Policies in LLL ii) Intensification of online learning and iii) workplace as learning spaces.

As far as the implementation of the policies are concerned, the collaboration of all stakeholders and LLL players need to be tighten in all aspects to leverage the resources available. The industries roles and participation in realising LLL policies should be more emphasised and highlighted. The improvement on the governance of the efficient implementation of LLL policies and resources is also timely. Therefore education policy has to go hand-in-hand with technological advancements of the 21st century in providing corresponding learning environment and implementing individualized learning approach.

The online method for LLL especially the used of MOOC also has long way to go and need further research and development in all aspects including systems, pedagogical approaches and model of practices in catering the globally diverse society. The issue such as certification and accreditation that involve quality need to also be addressed. In order to examine the best practices of MOOC, it may be wise to think of a learning system of MOOC between this two continents.

Research on Workplace as learning spaces is also getting more attention especially in the reskilling and upskilling issues. The involvement of the government and industries to realise the need of the individual as important as the economic drive to motivate individual to keep learning. The dynamic of learning at workplaces need to be understand fully through research to assist the evidence based policy and to provide more effective resources. Meanwhile the implementation of workplace learning can be in placed using several methods including online learning.

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**Ministry of Education Malaysia:
Dr. Guan Eng
Dr. Zuraidah
En. Sulaiman**

Universiti Kebangsaan Malaysia:

Associate Professor Dr. Ruhizan Mohammad Yasin (Coordinator)

Prof. Dr. Nooreiny Maarof

Prof. Dr. Saemah Rahman

Prof. Dr. Norazah Nordin

Associate Prof. Dr. Hamidah Yamat

Associate Profesor Dr. Norasmah Osman

Dr. Fariza Khalid

Dr. Dennis Koh

Dr. Azlin Norhaini Mansor

Mr. Helmi