



## **ASEM FORUM ON LIFELONG LEARNING 2015**

### **RENEWING THE AGENDA**

### **9-12 MARCH 2015**

### **BALI, INDONESIA**

#### **INTRODUCTION**

1. The biannual ASEM Forum on Lifelong Learning was hosted by the Ministry of Education and Culture of the Republic of Indonesia in collaboration with ASEM LLL Hub, Aarhus University, the Ministry of Education of Denmark, the Ministry of Foreign Affairs of Denmark, and the ASEM Education Secretariat on 9-12 March 2015 in Bali, Indonesia under the theme "Renewing the Agenda". The meeting invited 133 researchers, policymakers, and practitioners of lifelong learning from across Asia and Europe. During the meeting the participants shared their finding, best practice, and experiences on lifelong learning. Three days meeting was compacted with several agenda includes opening session, keynote sessions, parallel seminars, commentary sessions, and ASEM LLL Hub Internal Meetings.

#### **OPENING AND WELCOMING SPEECHES**

2. The meeting was officiated by **Professor Claus Holm, Chair of ASEM Lifelong Learning Forum**. In this opportunity, Mr. Claus Holm delivered his welcome speech and pointed out on the importance of lifelong learning in globalized world to meet the need for new job and skills to fill the new and challenge requirements in the economics situation nowadays.
3. The following session was opening speech from **Prof. Ainun Na'im, the Secretary General of Ministry Education and Culture of the Republic of Indonesia**. He highlighted that lifelong learning has become a strategic issue since the fast speed of globalisation which requires us to adapt and learn continuously to sharpen our skills and competences.
4. The session was continued by the opening speech from **Ambassador Casper Klynge, Ambassador of Danish Embassy for the Republic of Indonesia**. During his speech, he stressed that as the global economics change rapidly, people need to be well prepared to face new challenge and lifelong learning is the key factor for the

development of the country and individual success.

5. The following session was opening remarks from **Ambassador Zhang Yan, Executive Director of Asia-Europe Foundation (ASEF)**. In his remarks, he underlined that lifelong learning is our important topic in the ASEM Education Process where meet the needs of a changing labour market, and skills development. He proposed that, the outcomes of the meeting need to be forwarded to next ASEM Education Ministers' Education Meeting for their endorsement.

### **KEYNOTE SESSIONS**

6. **Lifelong Learning as a Significant Mark of the 21<sup>st</sup> Century: Professor Wing On Lee, Vice President, Open University of Hong Kong, Hong Kong.**

Professor Wing On Lee, the Vice President of Open University of Hong Kong delivered a keynote speech entitled Lifelong Learning as a Significant Mark of the 21<sup>st</sup> Century. In his keynote, Professor Lee has highlighted the importance of P21 Framework. He also stressed that Institutionalization of Lifelong Learning will increase the demand of public participation in education provision as well as will reflect ideological shifts towards demands for efficiency, performativity and measurability. Besides that, Professor Lee also mentioned that knowledge transfer components comprising knowledge access, knowledge production, knowledge relationships and knowledge engagement are playing important roles for education reform. In his conclusion, Professor Lee mentioned that the agenda of 21 cc defends on three key pillars namely knowledge building and knowledge creation, broadening learning beyond the classroom and the re -bordering of learning.

7. **Renewing the Relationship Between Lifelong Learning and Work: Professor Allie Clemans, Monash University, Australia.**

Professor Allie Clemans from Monash University, Australia presented keynote speech under the theme Renewing the Relationship between Lifelong Learning and Work. In her keynote, Professor Clemans highlighted the four (4) phases of employability skills in Australia which are phase 1 -1980s (arguing for employability in education), phase 2-early 1990s (activating employability in education), phase 3-2000s (industry lament and employer re-direction) and phase 4-2010 (performance measurement of employability). She also said that by 2022, two thirds of working age of Australians will have literacy and numeracy skills at level 3 or above. In addition to that, he stressed that in 2013, Minister O'Connor has said Australia must make sure employers have confidence that education and training programmes are producing job-ready workers.

8. **Inequalities in Adult Skills: Why Countries Vary so Much: Professor Andy Green, University of London, UK.**

The third keynote speech is by Professor Andy Green from University of London, United Kingdom. He spoke about Inequalities in Adult Skills : Why Countries Vary so Much : The evidence from SAS and other International Surveys. He said inequality in skills is a growing concern in a world of rising levels of inequality in wealth and incomes. He also mentioned that England and the United States have wider distribution of skills than most of other countries particularly within the younger age groups. The skills of younger people are becoming less unequal over time in both countries but they are still more unequal than in almost all other countries. Besides that, he mentioned that inequality of opportunity is measured by the strength of effect of social background on adult skills. In conclusion, Professor Andy Green stressed that social background has a strong and growing effect in English speaking countries and diversified systems tend to allow social background to intrude more.

9. **The Role of Lifelong Learning in Human Capital Development: Malaysian Blueprint: Professor Emeritus Tan Sri Anuwar Ali, President, Open University Malaysia.**

"The Role of Lifelong Learning in Human Capital Development: The Malaysian Blueprint" was addressed by Professor Emeritus Tan Sri Anuwar Ali, President/Vice-Chancellor of Open University Malaysia. He mentioned that Blueprint on Enculturation of Lifelong Learning for Malaysia 2011-2020 was released on November 2011 and has 4 key strategies. In Malaysia, the human capital development produced by three layers, consist of the school system, tertiary education and lifelong learning. He also said that the Blueprint specifically addresses the productive segment of Malaysian society and in line with Malaysia's immediate national aspiration to achieve Vision 2020. He mentioned that current focus of Malaysia is on translating the Blueprint into tangible outcomes and achievements. Professor Anuwar Ali highlighted that Malaysia is also learning from successful countries in implementing the lifelong learning education such as Denmark, South Korea and United Kingdom. In conclusion, he said that Malaysia is focusing on creating a knowledgeable, skillful and competent workforce. Therefore, the success of Malaysia's blueprint will require concerted efforts of all parties.

10. **Opening Access to Lifelong Learning: Indonesia Experience: Professor Tian Belawati, Ph.D., President, Universitas Terbuka Indonesia, Indonesia.**

Professor Tian Belawati, Ph.D, the Rector of Universitas Terbuka and President of the International Council for Open and Distance Education (ICDE) presented her presentation Opening Access to Lifelong Learning : Indonesia Experience. She started her keynote by telling about the driving factors and enabling factors that creates access to lifelong learning. She said that according to the 2007 The Cape Town Open Education Declaration encourage educators and learners to actively participate in the emerging open education movement. In addressing the Indonesia

case, she mentioned that Indonesia's economy has enormous promise; however, Indonesia's recent impressive economic performance is not widely understood. Therefore Indonesia needs social engineering as well as increased and improved access, quality and relevant education. In conclusion, she highlighted that the establishment of Universitas Terbuka in 1984 was to widen access to a quality higher education service through Open Distance Learning (ODL) and to provide the opportunity for lifelong learning.

## **PARALLEL SEMINARS**

### **11. Seminar 1: Getting to Excellence and Quality.**

Chaired by Professor Claus Holm under the theme ***Getting to Excellence and Quality***, the seminar brought three different speakers and presentations namely ***The Effects of Lifelong Learning on Inequalities in Adult Literacy and Numeracy Skills*** by Professor Andy Green, University of London; ***Getting to Denmark: From N.F.S. Grundtvig to Francis Fukuyama*** by Professor Emeritus Ove Korsgaard, Aarhus University; and ***The Upgrading Nation. Cultures of Lifelong Learning in Singapore*** by Associate Professor Søren Christensen, Aarhus University, Denmark. During the seminar, the speakers discussed on educational equality for Lifelong learning issue. The seminar concluded that a quality upper secondary education is important for addressing skills inequality.

### **12. Seminar 2: Workplace Learning.**

Presented by three speakers (***Systemic challenges in Advancing WPL initiatives: Can we develop a coherent story*** by Professor Dr Helen Bound, Institute of Adult Learning, Singapore; ***Workplace Learning for Development and Change*** by Professor Dr Karen Evans, University of London, UK.; ***Indonesian Experiences on Literacy for Life Skills and Entrepreneurship (LLSE)***: Dr. Ella Yulaelawati Rumindasari, Director General of Early Childhood Non-Formal and Informal Education MoEC), the seminar under the theme ***Workplace Learning*** was chaired by Ms. Katharina Lunardon from UNESCO Institute for Lifelong Learning. The speakers suggested to shape the implementation of workplace learning strategies and policies. In addition to that, it is also necessary to developing language sensitivity emphasize the importance of literacy for life skills and entrepreneurship.

### **13. Seminar 3: Assessment and Learning Cultures.**

The third seminar under the theme '***Assessment and Learning Cultures***', pointed out that improving students' feedback literacy could be a mean to sustain a learning culture and it was suggested that teacher training should focus on improving their assessment at a conceptual and practice level. The Seminar was chaired by Professor Simona Sava from West University of Timisoara, Romania and presented by different speakers from ASEM countries under the titles ***Developing Students'***

***Feedback Literacy** by Professor David Carless, University of Hongkong; **The Competency-based Tuning Project and its Plantation in China** by Professor Xiguang Shi from Peking University; **Assesment of Prior Learning - An Efficient Tool in a Lifelong Learning Strategy** by Professor Bjarne Wahlgren from Aarhus University; and **Using Assesment in Higher education to Develop Students' Judgment of Their Own Work - Now and in Their Future Practice** by Dr Gordon Joughin, Higher Education Consultant, Brisbane, Australia.*

#### 14. **Seminar 4: Will MOOCs Revolutionize Higher Education.**

Chaired by Professor Mansor Fadzil from Open University Malaysia, the seminar under the theme ***'Will MOOCs Revolutionize Higher Education'*** discussed the MOOCs phenomenon. The group found that in Finland, Germany, and Malaysia MOOCs were not working as expected there. It is concluded that MOOCs have not yet institutionalized higher education. The seminar presented by four speakers namely Professor *Karanam Pushpanadham from the M.S. University of Baroda, India for **MOOCs for Universalization of University Education: Promises and Prospects***; Professor *Jan Pawlowski from University of Jyväskylä, Finland for **Beyond MOOCs: Recent Trends in Open Education***; Professor *G. Dhanarajan from Wawasan Open University, Malaysia for **MOOCs and Lifelong Learning in Emerging Asia: Tensions Between the Marketplace and Mythology***.

#### 15. **Seminar 5: What is the Point of Lifelong Learning?.**

Under the theme ***'What is the Point of Lifelong Learning?'*** the fifth seminar resulted in 10 priorities for lifelong learning in the future. It also concluded that the world nowadays is likely to have too few highly skilled workers and not enough jobs for low skilled workers. The seminar was chaired by Professor Sumalee Sungsi from Sukhotai Thammathirat Open University and was presented by the four speakers from ASEM member countries (***10 Priorities in Lifelong Learning of the Future** by Professor Arne Carlsen from UNESCO Institute for Lifelong Learning; **Comparing the Development of Lifelong Learning Policy: the Cases of Singapore and Japan** by Professor Kaori Kitagawa from University of London, United Kingdom; **Higher Education for Lifelong Learning, the Phase II; Universalization of Higher Education and the New Platform of Higher Level Lifelong Learning** by Professor SoongHee Han from Seoul National University, Korea; and **What's the point of Lifelong Learning? Narratives from the Unskilled on Drivers and Barriers for Learning** by Assistant Professor Kristina Mariager-Anderson from Aarhus University, Denmark*).

#### 16. **Seminar 6: Learning Cities**

Chaired by Professor Syed Yusuf Shah, International Institute of Adult Education and Lifelong Learning Education, the seminar under the theme ***Learning Cities*** concluded that local knowledge can be used to build learning cities, although holistic development ideas can be transplanted. Two presentations were presented

in this seminar by *Michael Osborne from University of Glasgow, UK, with title **Big Data and Lifelong Learning***, and *Peter Kearns from Learning Cities 2020 Networks, Australia with title **Harnessing the internet and social media to build sustainable learning cities***.

#### **17. Seminar 7: Digital Revolution in Higher Education.**

The last seminar was Chaired by Professor Mie Buhl from Aalborg University, Denmark. Under the theme ***Digital Revolution in Higher Education*** the seminar highlighted that it is important to focus on the student's formative assessment activities as a complementary force of *yin* and *yang* to teacher instruction. It is also important to develop technological literacy among teachers to support their pedagogical choices and for quality assurance in light of the increasing use of digitalized higher education. The seminar presented by three speakers namely *Professor Yang Min from Hong Kong Institute of Education with title **Technology-enhanced formative feedback for lifelong learning: Emerging classroom practices***; *Professor Cathrine Hasse from Aarhus University, Denmark with title **Educational technologies in a globalised world***; and *Professor Bowon Kim from Korea National Open University with title **Restructuring Higher Education in the Digital Age***.

### **COMMENTARY SESSIONS**

#### **18. Commentary 1: Higher Education in ASEAN**

The first speaker, **Mr. Kamal Mamat, Head of Education, Youth and Training Division, ASEAN Secretariat** presented an overview of Higher Education in ASEAN. He explained that the three priorities of Higher Education in ASEAN are mobility, harmonization and capacity building. ASEAN not only focuses on the priorities, but also builds an initiatives cooperation with other countries in order to support the higher education development in ASEAN. He said that both ASEAN-EU Support to Higher Education in the Region (EU-SHARE) and education cooperation agreement of ASEAN-Hungary are the model of ASEAN education cooperation initiatives.

#### **19. Commentary 2: ASEAN Integration and the Need for a Comprehensive LLL Agenda**

**Mr. Le Huy Lam, Interim Director of SEAMEO Regional Centre for Lifelong Learning** as the second speaker highlighted that ASEAN will enter the regional integration in 2016 which the process will face challenges. ASEAN foresees utilising education and LLL as a key strategy to address these challenges and comprehensive LLL policy is urgently needed. He also proposed that several steps need to be taken for developing an ASEAN LLL agenda including establishing a working group, conducting national reports and working out the strategies/agenda.

## **20. Commentary 3: ECCO Company: Come Walk the World With Us**

The last speaker in Commentary Session was **James Waskito Sasongko** from **ECCO Company**. He shared the information on personal development strategy in ECCO Company. He highlighted that ECCO is not only shoes industry but also space for improving and developing personal knowledge and creativity of the workers through the training, learning, and continuously practicing that will provide for workers' career development opportunity.

## **CLOSING CEREMONY**

21. The three days meeting was officially closed by Professor Claus Holm. In his closing speech he extended his appreciation to the participants for their inputs during the meeting and look forward to continue the work and cooperation on lifelong learning in Asia and Europe.