

## Seminar D: National Strategies for Lifelong Learning

Venue: Room Thang Loi C

Time: 1300- 1630, 7 December 2010

Chair: Coordinator of ASEM LLL Research Network 4, Dr. Han Min, China National Centre for Education Development Research, Ministry of Education.

Co-chair : Associate Professor Dr. Ineta Luka, University of Latvia.

### Schedule

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| 13.00-13.15        | <b>D1:</b> <i>Ho Chi Minh and his ideology to build a learning society in Vietnam</i><br>Mr Dang Quoc Bao, Vietnam  |
| 13.15-13.30        | <b>D2:</b> <i>Learning Through Life</i><br>Professor Tom Schuller, National Institute for Adult Continuing Education, UK  |
| 13.30-13.45        | <b>D3:</b> <i>Towards a Learning Society: Shanghai's Experience</i><br>Professor Huang Jian, East China Normal University, Shanghai, China.   |
| 13.45-14.00        | <b>D4:</b> <i>New Solutions for Eliminating Barriers for Lifelong Learning: Opportunities and Challenges</i><br>Assoc. Professor, Dr. Ineta Luka, University of Latvia.               |
| 14.00-14.30        | Discussion  |
| <b>14.30-15.00</b> | <b>Tea/coffee break</b>   |
| 15.00-15.15        | <b>D5:</b> <i>Which Scenario for Vietnamese Education on the Way to Build a Lifelong Learning System</i><br>Dr. Pham Do Nhat Tien, Vietnam  |
| 15.15-15.30        | <b>D6:</b> <i>Opportunity for Participating in Lifelong Learning Activities of Workers in Thailand</i><br>Professor Sumalee Sungsi, Sukhothai Thammathirat Open University, Thailand. |
| 15.30-15.45        | <b>D7:</b> <i>Employer's Perspective on Bilingual Competency for Workplace Communication: Implications for Lifelong Learning Strategies</i>   |

Dr. Nooreiny Maarof, Malaysia National University.

16.45-16.00

**D8:** *Challenges and Innovative Strategies of Lifelong Learning in Korea-Promoting Lifelong Learning Cities Project and Lifelong Learning Oriented University*

Professor Un Shil Choi, President of National Institute of Lifelong Education, Korea.

16.00-16.30

Discussion

## Seminar D: National Strategies for Lifelong Learning

**D1: Ho Chi Minh and his ideology to build a learning society in Vietnam**

Mr Dang Quoc Bao, Vietnam

**D2: Learning Through Life**

**D2 Abstract:** From 2008-2010 I directed a national Inquiry into the Future of Lifelong Learning in the UK. The Inquiry

- covered 9 broad themes, from demography to citizenship
- dealt with public and private investment in lifelong learning
- examined the systemic dimensions of lifelong learning
- analysed the 'public value' of lifelong learning

The main report was published in 2009, as Learning Through Life (Schuller & Watson). I shall present the overall approach to the Inquiry; describe the 'four-stage' model of the educational lifecourse which emerged from our analyses; and summarise the strategic recommendations of the Inquiry.

**D2 Presenter: Professor Tom Schuller, UK**



Professor Tom Schuller is director of Longview, a thinktank promoting longitudinal and lifecourse research.

From 2008-2010 Tom directed the independent Inquiry into the Future for Lifelong Learning, sponsored by the UK's National Institute of Adult and Continuing Education. He co-authored with Sir David Watson the Inquiry's main report, Learning Through Life, published in September 2009.

From 2003-2008 he was Head of the Centre for Educational Research and Innovation (CERI) at OECD, the Paris-based international think tank, with responsibility for CERI's projects relating to some 30 countries. He took a particular part in work on Measuring the Social Outcomes of Learning. Prior to that Tom was Dean of the Faculty of Continuing Education and Professor of Lifelong Learning at Birkbeck, University of London; and co-director of the

Research Centre on the Wider Benefits of Learning.

Tom Schuller is a graduate of the Universities of Oxford and London, and holds a Dr Phil from the University of Bremen. He has authored some 15 books on a range of topics, from social capital to industrial democracy.

### **D3: Towards a Learning Society: Shanghai's Experience**

**D3 Abstract:** In face of various societal challenges, Shanghai put forth the goals of city development including constructing a learning society in 1999, which we believe not only could contribute to the growth of its GDP, but also satisfy the various needs of citizen's lifelong development for better city better life. This presentation analyzes the social background including the factors of economic, population, and the residents' consumer needs for developing learning society in Shanghai. It makes a brief review of the indigenous efforts and achievements in learning city construction, presents the Shanghai's distinctive experience of the participative promoting pattern. Finally, the presentation proposes the focal points of the future actions which will improve the motility of the learning society to realize the idea of the Shanghai Expo: better city, better life.

**D3 Presenter: Professor Dr. Huang Jian, Institute of Vocational and Adult Education, East China Normal University, China**



Huang is the professor and head of the first Graduate program in Adult Education/HRDE of East China Normal University in China. Her main interests focus on: workplace learning and human resource development, organizational learning and learning organization, continuing professional development, lifelong education policies, learning communities, program planning and instructional design. She is a Fulbright Advanced Scholar (2007-2008) and the scholar financed by Pujiang Project. Now she is also the Vice President of Academic Committee of Chinese Association of Adult Education, Vice President and Secretary General of the Committee of Adult Higher Education. She has published more than 80 journal papers and 20 books in the relating fields.

### **D4: New Solutions for Eliminating Barriers for Lifelong Learning: Opportunities and Challenges**

**D4 Abstract:** The paper deals with the analysis of changes in the European labour market showing the significant demand for employees with high skills. This causes serious considerations on finding new solutions for promoting access to lifelong learning to everyone in order to raise their competences. The paper analyzes the adopted documents in the field of lifelong learning in Latvia and reveals the national context of lifelong learning, as well as provides an insight in the financial contribution to lifelong learning. The best practice of Latvia in eliminating barriers for lifelong learning has been studied and summarised e.g., organisation of learning in the places of imprisonment, the introduced 'voucher' system for the unemployed and employees in order to remain competitive in the labour market.

**D4 Presenter: Dr. Ineta Luka, University of Latvia**



Ineta Luka is Doctor of Pedagogy (Dr.paed.), a researcher of the Institute of Pedagogical Sciences, the Faculty of Education and Psychology, the University of Latvia. She is an expert of the Latvian Council of Science; associate professor in pedagogy of higher education; the Head of Foreign Languages Department, methodologist of the English language at the School of Business Administration Turiba. Her research interests are connected with lifelong learning theories, English language teaching-learning, adult language learning theories and competence development. Her PhD thesis "Development of Students ESP (English for

Special Purposes) Competence in Tourism Studies at Tertiary Level" offers an innovative approach for foreign language learning based on educator and student mutual cooperation and learning together. Ineta has authored a monograph devoted to language learning aspects, 34 scientific papers. She has experience in international and local projects connected with language education and lifelong learning, including organising scientific events. She is a member of the Editorial Board of the interdisciplinary scientific journal 'Journal of Education Culture and Society' issued by Interdisciplinary Science Club Variograf and AVEC Science Association, Poland.

#### **D5: Which Scenario for Vietnamese Education on the Way to Build a Lifelong Learning System**

**D5 Presenter: Dr. Pham Do Nhat Tien, Vietnam**

#### **D6: Opportunity for Participating in Lifelong Learning Activities of Workers in Thailand**

**D6 Abstract:** In Thailand, the National Education Act year 1999 has proposed lifelong education as the principle of organizing the whole education system of the country. Moreover, both of the National Education Development Plan(year 2010-2017) and the Proposals for the Second Decade of Education Reform (year2009-2018) have focused very much upon lifelong learning for all. As the vision of the Second Decade of Education Reform stated that "Thai people obtain quality lifelong learning". According to these policies, every sector, whether government or non-government or local organizations are encouraged to provide or take part in providing lifelong learning to every group of people.

However, one of the main target groups which need very high attention is the workers. At present, there are about 43 millions workers out of 64 millions of the whole population. Approximately 70 of them still have only early secondary education or lower. For the high competitive labour market both within and outside the country and the rapidly change of economic, social and environment as at present, lifelong learning is even more important for them. Lifelong learning activities provided for them should be suitable with their nature and serve their needs.

This research was carried out in order to study the present opportunity of the workers in obtaining lifelong learning and to identify their needs and then to propose a guideline for providing lifelong learning for them. Questionnaires was the main instrument for collecting data from 600 industrial workers and 120 administrators and supervisors. Moreover, some of them in each group were interviewed.

The main findings showed that most of the workers have never obtained any kind of vocational training before entering the labour market. While working, approximately 50 percents of them attended training activities provided by their factories. Apart from, that they hardly obtained other kinds of education. Both of the workers and the administrators and the supervisors expressed the needs for more education and training to upgrade vocational and related skills of the workers. This study also proposed the guideline for concerned agencies to provide lifelong learning activities for these workers.

**D6 Presenter : Professor Sumalee Sungsri**



Professor, School of Educational Studies, Director of Office of Educational Services, Sukhothai Thammathirat Open University, Thailand. She has published a number of books ,text-books and papers in the field of adult education, non-formal education, literacy, lifelong education and distance education. She conducted a number of research in the field of adult education, non-formal education, literacy, lifelong education and distance education for various target groups such as labour force, elderly people, women, etc. in Thailand.

## **D7: Employer's Perspective on Bilingual Competency for Workplace Communication: Implications for Lifelong Learning Strategies**

**D7 Abstract:** There is a close relationship between language competency and human resource development. Educationists and economists concur that education and training are important strategies in the effort to produce a professional and skilled workforce. Language and communication skills are two significant factors in human resource development emphasized in developed countries. Being bilingual is an added advantage for workers and professionals around the world, in particular, in developing countries. In light of this, this paper describes a study that examined employers' and workers' perception on the relevance of being competent in two languages at the workplace. The sample of respondents comprised 1,500 employers and workers from public and private organizations in Malaysia. In general, employers stated that the first language (Bahasa Malaysia) is significant for local social interaction, while the second language (English) is needed for communication at a much global or international level. The findings also revealed that both languages are needed in interaction, however, each language serves a specific need at different levels within the organization. The study provides implications for the need of on-going human resource training and for the development of effective strategies that encourage lifelong learning.

**D7 Presenter : Associate Professor Dr Nooreiny Maarof, Faculty of Education, Universiti Kebangsaan Malaysia. (Co-authors: Dr. Hamidah Yamat and Prof. Juriah Long)**



Dr Nooreiny Maarof is an Associate Professor at The Faculty of Education, University Kebangsaan Malaysia (National University of Malaysia). She earned her BA (English) and MA (TESOL) from Northern Illinois University, Dekalb, Illinois and her PhD (Multilingual/Multicultural Education) from The Florida State University, Talahassee, Florida. She teaches undergraduate and graduate courses in education (TESL) and supervises both master and doctoral theses/dissertations for the TESL programme at the faculty. She is actively involved in research on education and TESL. She is also a member of advisory boards of TESL and education programs of public universities in Malaysia. She also sits on editorial boards of a number of local and international journals. She publishes in both local and international journals in education (TESL/TEFL). Dr Nooreiny was also the Deputy Dean, Faculty of Language Studies, International Coordinator, Graduate Center, UKM, Deputy Dean of Graduate Studies, Faculty of Education, and is currently the coordinator of the TESL program at the faculty. Her research interests include TESL, multicultural/multilingual issues in education, women and lifelong learning, culture in language teaching, ESL/EFL literacy and language testing and evaluation.

## **D8: Challenges and Innovative Strategies Of Lifelong Learning in Korea-Promoting Lifelong Learning Cities Project (LCP) and Lifelong Learning Oriented University (LOU)**

**D8 Abstract:** Ministry of Education, Science and Technology (MEST) has been making efforts to realize visions of creative learning Korea. The vision of lifelong education is described as "Learning pleasure, Opening ground for tomorrow, and realizing lifelong learning integrated society with living together".

This paper will review and map the current issues of LCP and some demonstrative pilot LOU projects as best practices. Lifelong learning city project is considered as a flagship project for the revitalization of lifelong education in Korea. With efforts to strengthen capacity building of people, the Ministry recognizes high-performing local administrations as Lifelong Learning City upon due assessment of systematic, human and material infrastructure of lifelong learning leading quantitative growth of learning population.

Through the LOU project, universities served as focal points in institutionalizing local lifelong education. Some districts founded lifelong learning-centered universities to develop programmes and network with regional educational institutes. Other efforts include upgrading the role of lifelong education institutes on the premises of university. One of the best practice of LOU, this paper will introduce, is ALU (Ajou Lifelong University) Case. Their holistic reforming approach from a traditional university to new lifelong leaning centered andra-versity will be presented with their alive re-born practice as the 'Ubiquitous Lifelong learning University'.

**D8 Presenter:** Professor Un Shil Choi, National Institute of Lifelong Education, Korea.



Professor Un Shil Choi is President, Korean Federation of Lifelong Education, Dean of University Lifelong Education Institutes, and Professor of Graduate School of Education, Ajou University, Korea and is newly appointed as the president of National Institute of Lifelong Education, Korea.