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Cultural Organization

Tổ chức Giáo dục  
Khoa học và Văn hóa  
của Liên Hợp Quốc

**Ha Noi Office**

Office of the Representative to  
the Socialist Republic of Viet Nam

**Văn phòng Hà Nội**

Văn phòng Đại diện tại nước  
Cộng hòa Xã hội Chủ nghĩa Việt Nam



**BỘ GIÁO DỤC VÀ ĐÀO TẠO**  
**MINISTRY OF EDUCATION AND TRAINING**  
**THE SOCIALIST REPUBLIC OF VIETNAM**



**Asia-Europe Meeting**  
ASEM Education and Research Hub  
for Lifelong Learning

**VIETNAM FORUM ON**  
**LIFELONG LEARNING - BUILDING A LEARNING SOCIETY**

**Hanoi, 6- 8 December 2010**

**Address: Thang Loi Hotel, 200 Yen Phu Street, Tay Ho District**

# **Conference Handbook**

# Table of contents

<b>Welcome Message by Vice Minister Nguyen Vinh Hien</b>	<b>p. 3</b>
<b>Programme</b>	<b>p. 5</b>
<b>Presenters and Abstracts</b>	<b>p. 15</b>
a. Plenary Sessions	
b. Parallel Seminars	p. 30
c. Additional Presentations	p. 63
<b>Asia-Europe Meeting of Ministers for Education</b>	<b>p. 73</b>
d. First ASEM ME Chair's Conclusion, Berlin May 2008	
e. Second ASEM ME Chair's Conclusion, Hanoi May 2009	
<b>UNESCO CONFINTEA VI in 2009 - Belém Framework for Action</b>	<b>p.78</b>
<b>Emergency Contacts</b>	<b>p.83</b>
<b>Organising Committee</b>	<b>p.83</b>

Welcome to Hanoi !



Welcome to the "**Vietnam Forum: Lifelong Learning - Building a Learning Society**" on 6-8 December 2010, organised by the Ministry of Education and Training of Vietnam in partnership with UNESCO Hanoi and ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub).

Having recognised the importance of LLL in enhancing education and knowledge for overall development of Vietnam and improving the well-being of its citizens, the Ministry of Education and Training (MOET) of Vietnam is developing a national LLL strategy under the umbrella of the Socio-Economic Development Strategy 2010 - 2020 and the Education Development Strategy 2010 - 2020. These are concerted efforts of the Vietnamese government to build a learning society.

The recent Asia-Europe Meeting of Ministers for Education (ASEM ME2) in Hanoi, May 2009 acknowledged that lifelong learning provides a solid framework for sustainable human resource development, which generates economic growth, social welfare and enables individuals to pursue stimulating learning opportunities at all stages of their lives. Therefore, it deserves specific attention for intensified cooperation among the ASEM countries.

In response to the ASEM ME2 Chair's Conclusion and invitation from the Vietnamese government, ASEM LLL Hub in cooperation with MOET organised the ASEM Conference on "Increasing Opportunities and Removing Obstacles for Lifelong Learning" in Nha Trang, October 2009. While acknowledging the pre-eminence of the economic aim of lifelong learning, the conference also highlighted well-being and happiness of individuals, adopted humanistic aims of lifelong learning and postulated five pillars of learning - to know, to do, to be, to live together and to care for the planet.

UNESCO's mission in lifelong learning is to see to that all forms of education and learning- formal, non-formal and informal- are recognized, valued and available for meeting the demands of individuals and communities throughout the world. As the lead agency, UNESCO is mobilizing and harmonizing international efforts to reach six key education goals, which focus on early childhood care, primary education, learning and life-skills programmes for youth and adults, adult literacy, gender equality in education, and the quality of education.

The Ministry of Education and Training hosts this "**Vietnam Forum: Lifelong Learning - Building a Learning Society**" and brings together over 200 key policy makers and leading educationalists throughout the country as well as some 100 ASEM LLL Hub researchers and university professors, and UNESCO experts in order to share research results, exchange perspectives and experiences in the field of LLL.

**The main objectives of the Forum are:**

- To enhance understanding of the concept and the role of 'lifelong learning' in the process of building a 'learning society', which will support Vietnam in developing a national LLL strategy;

- To present the findings of a recent situational analysis of LLL in Vietnam and raise awareness among stakeholders at district, regional and central level
- To share with the Vietnamese ministries, educational specialists, social partners and representatives from industry the latest research findings, ideas and developments in legislative, financial and organisational frameworks for supporting lifelong learning in different ASEM countries;
- To share global perspectives, good practices in developing and implementing lifelong learning strategies in different countries;
- To stimulate academic cooperation in LLL research between Vietnam, ASEAN countries and other ASEM countries, hence enhance research capacity and broaden perspectives for Asia-Europe research in the field;
- To strengthen linkages between researchers and policy makers in order to develop future research-based policies and enhance the implementation of lifelong learning initiatives;
- To form a joint UNESCO- ASEM initiative in promoting lifelong learning.

On behalf of the Ministry of Education and Training of Vietnam, I would like to thank UNESCO Hanoi, the ASEM Education and Research Hub for Lifelong Learning for their invaluable contribution to this special Forum. I also extend my sincere thanks to the presenters and all participants for taking your time to participate in the Forum. I believe our lasting friendship and cooperation will grow from strength to strength. I wish you all a successful event and a wonderful stay in Hanoi.

Dr Nguyen Vinh Hien

Vice Minister

Ministry of Education and Training, Vietnam.

# VIETNAM FORUM ON LIFELONG LEARNING - BUILDING A LEARNING SOCIETY

Ha Noi, 6- 8 December 2010

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## PROGRAMME

### Day 1 - Monday 6 December

#### 13.00-14.00 Arrival and Registration

#### Chair of the plenary session: Professor Dr. Nguyen Loc

- 14.00-14.10 Welcome and Introduction to the Conference Theme and Programme.  
*Director General Tran Ba Viet Dzung, International Cooperation Department, MOET*
- 14.10-14.30 Opening speech  
*Deputy Prime Minister Nguyen Thien Nhan, cum Chairman of the National Steering Committee on Building a Learning Society and Chair of the ASEM EM2, Vietnam*
- 14.30-14.40 Remarks by *Madam Katherine Müller-Marin, Head of Office and Representative, UNESCO Hanoi*
- 14.40-14.50 Remarks by *Dr. Arne Carlsen, Chair of the ASEM LLL Hub*
- 14.50-15.10 **Keynote 1:** Lifelong Learning and Learning Society in Vietnam- Current Situation and Vision 2020.  
*Vice Minister Nguyen Vinh Hien, MOET, cum Standing Vice - Chairman of the National Steering Committee on Building a Learning Society, Vietnam.*
- 15.10-15.30 **Keynote 2:** Global Perspectives in Lifelong Learning and Lessons for Policy Makers  
*Dr. Gwang Jo-Kim, Director, UNESCO Regional Bureau for Education in Asia and the Pacific in Bangkok*
- 15.30-15.35 **Handover Ceremony:** Memorandum of Understanding between Vietnam and Denmark

15.35-16.00	Coffee break
16.00-16.20	<b>Keynote 3:</b> Lifelong Learning in Learning Society: the Case of Denmark <i>Dr. Arne Carlsen, Danish School of Education, Aarhus University, Denmark.</i>
16.20-16.40	<b>Vietnam Initiative:</b> Establishing SEAMEO Regional Centre for Lifelong Learning. <i>Professor Dr. Nguyen Loc, Vietnam National Institute of Educational Science</i>
16.40-16.55	<b>Keynote 4:</b> Lifelong Learning and Workforce Development <i>Ms Rie Vejs-Kjeldgaard, International Labour Organisation, ILO Viet Nam Country Director</i>
16.55-17.00	<b>Wrap-up</b> Day 1 and Introduction to Programme Day 2 by Professor Dr. Nguyen Loc
17.00-17.30	<b>Press conference</b> with MOET, UNESCO and ASEM LLL Hub Representatives
17.30	<b>Welcome Reception</b> hosted ASEM LLL Hub at Thang Loi Hotel. <b>Book launch</b> “Frameworks for Supporting Lifelong Learning” Que Anh Dang, Head of the ASEM LLL Hub Secretariat.

## Day 2 – Tuesday 7 December

### Morning plenary session “LLL Research Results and Practices”

**Chair: Dr. Gwang Jo-Kim, Director, UNESCO Regional Bureau for Education in Asia and the Pacific in Bangkok**

08.30-09.00	<b>Arrival and Registration</b>
09.00-09.05	Introduction by the Chair
09.05-09.25	<b>“National Strategies for Lifelong Learning”</b> <i>Deputy Director General, Dr. Han Min, China National Centre for Education Development Research, Ministry of Education, China.</i>
09.25-09.45	<b>“Building Learning Cities/Communities as a Strategy for Promoting Lifelong Learning”</b>

	<i>Dr Jin Yang, Senior Programme Specialist, UNESCO Institute for Lifelong Learning, Germany.</i>
09.45-10.05	<b>“Learning at Work: Employee Perceptions and Practices in Asia and Europe”</b> <i>Univ.-Prof. Dr. Lynne Chisholm, University of Innsbruck, Austria</i>
10.05-10.15	Questions and Answers
10.15-14.45	Coffee/Tea break
10.45-11.05	<b>“Analytical and Mathematical Competence Development across Lifespan”</b> <i>Professor Lena Lindenskov, Danish School of Education, Aarhus University, Denmark.</i>
11.05-11.25	<b>“White Paper on eLearning in six ASEM Countries: the Role of eLearning in Lifelong Learning”</b> <i>Professor Taerim Lee, Korea National Open University.</i>
11.25-11.45	<b>“Teachers and Trainers in Adult and Lifelong Learning: Asian and European Perspectives” and short video on the book edited by Regina Egetenmeyer and Ekkehard Nuisl. Frankfurt: Peter Lang, 2010.</b> <i>Professor S.Y. Shah, Jawaharlal Nehru University, India.</i> <i>Susanne Lattke, German Institute for Adult Education, Bonn, Germany.</i>
11.45-11.55	Questions and Answers
11.55-12.00	Concluding Remarks by the Chair
12.00-13.00	Lunch Break

## Afternoon Seminars

- 13.00-16.30      **5 parallel research seminars chaired by 5 ASEM LLL Hub Research Network Coordinators.**
- 16.30-18.00      All participants from the 5 seminars move to the buses for the visit to Ho Chi Minh Museum and Exhibition. **Chair: Mr Nguyen Cong Hinh, Director General, Continuing Education Department, MOET and Co-chair: Ms. Nguyen Thuy Duc, Vice Director of Ho Chi Minh Museum.**
- 18.30              Gala Dinner hosted by MOET at Thang Loi Hotel.  
Speech by MOET Minister/Vice Minister.

### Seminar A: “Development of ICT Skills, e-learning and the Culture of e-learning in Lifelong Learning”

#### Venue: Room Tay Ho 2

- 13.00-13.20      **A1:** *Open-web for Education for Lifelong Learning*  
Ichiro Miyazawa, APPEAL Program Specialist, UNESCO Bangkok
- 13.20-13.40      **A2:** *A Cross Analysis of e-Learning for Lifelong Learning in Six Participating Countries of the e-ASEM Whitepaper Project*  
Professor Dr. Mansor Fadzil, Senior Vice President at Open University Malaysia
- 13.40-14.00      **A3:** *E-learning Strategies in Lifelong Learning from Learning 2.0 to Learning 3.0*  
Professor Sungho Kwon, Hanyang University, Korea
- 14.00-14.30      Discussion
- 14.30-15.00      Tea/coffee break**
- 15.00-15.15      **A4:** *The Role of Open and Distance Learning in Building a Learning Society in Vietnam*  
Mr Tran Vuong, Ha Noi Open University, Vietnam
- 15.15 -15.30      **A5:** *Multimodality – a Potential for E-learning in a Lifelong Learning Perspective*  
Assoc. Professor Mie Buhl, Danish School of Education, Aarhus University, Denmark
- 15.30-15.45      **A6:** *eSkwela: Breaking Old Habits*  
Ms. Maria Melizza D. Tan and Ms. Yoko Lisette R. Domingo, Commission on Information and Communications Technology (CICT), the Philippines

15.45-16.00	<b>A7: <i>Media Professionals and LLL at the Time of Technology Convergence</i></b> Ms Hoang Minh Nguyet, Communication and Information Programme Coordinator of UNESCO Hanoi office, former Deputy Director General of the Voice of Vietnam
16.00-16.30	Discussion

<b>Seminar B: “Workplace Learning”</b>	
<b>Venue: Room Thang Loi 3</b>	
13.00-13.15	<b>B1: <i>Workplaces as Transformative Learning Spaces</i></b> Assoc. Professor Elina Maslo, University of Latvia, Latvia
13.15-13.30	<b>B2: <i>Workplace Learning: Change of Scene</i></b> Mr Dmitrijs Kuļšs, University of Latvia, Latvia
13.30-13.45	<b>B3: <i>Workplace Learning in Lithuania: Observations and Discoveries</i></b> Assoc. Professor Daiva Bukantaite, Vytautas Magnus University, Lithuania
13.45-14.00	<b>B4: <i>TOPICA: Challenges and Solutions to Business Personnel as Academic Lecturers</i></b> Dr. Pham Minh Tuan, Director of TOPICA Program Dean of the Faculty of Banking and Finance, Hanoi Open University
14.00-14.30	Discussion
<b>14.30-15.00</b>	<b>Tea/coffee break</b>
15.00-15.15	<b>B5: <i>Community of Learning at Workplace: Case of Tourism and Education Sectors in Malaysia</i></b> Assoc. Professor Ruhizan Mohd. Yasin, Malaysia National University
15.15-15.30	<b>B6: <i>Workplace Learning in Thailand: Motivation and Benefits in Automotive Parts and Hotel Industries</i></b> Dr. Patcharawalai Wongboonsin, Chulalongkorn University, Thailand
15.30-15.45	<b>B7: <i>Working to Learn: Insights into the Workplace Learning of Education Professionals from the United Kingdom</i></b> Professor Karen Evans, University of London, UK
15.45-16.00	<b>B8: <i>Opportunities for Learning in the Workplace – as Shown in the Workplace Learning Survey</i></b> Asst. Prof. Petr Novotný and Prof. Milan Pol, Masaryk University, Brno, Czech Republic

16.00-16.30

Discussion

### **Seminar C: “Professionalisation of Adult Teachers and Educators in ASEM Countries”**

#### **Venue: Room Thang Loi 4**

13.00-13.15

**C1:** *Exploring Rural Women’s Learning Motivations*

Nguyen Thi Mai Ha, Viet Nam National Institute of Education Sciences, Vietnam

13.15-13.30

**C2:** *Enhancing cross-cultural Competence among Southeast Asian Teachers in Adult Lifelong Learning*

Professor Atanacio Panahon, Ateneo de Malina University, the Philippines

13.30-13.45

**C3:** *Concept of Citizenship and Enhancing Cross-cultural Competence among Teachers in Adult Lifelong Learning*

Professor Vaiva Zuzeviciute, Vytautas Magnus University, Lithuania

13.45-14.00

**C4:** *Raising Professional and Research Qualification of Academic Staff: the Key Issue nowadays in Latvia*

Assoc. Professor Svetlana Surikova, University of Latvia, Latvia

14.00-14.30

Discussion

**14.30-15.00**

**Tea/coffee break**

15.00-15.15

**C5:** *Non-formal Adult Education in Viet Nam 2001-2010*

Professor Pham Tat Dong, Vietnam

15.15-15.30  
*System?*

**C6:** *Are we Nurturing Lifelong Learners through our Higher Education*

*Malaysian Experience*

Assoc. Professor Kamisah Osman, National University of Malaysia

15.30-15.45

**C7:** *Strategies of Professionalisation of the Lifelong Learning Teachers in India*

Dr. P. Adinarayana Reddy and Dr. D.Umadevi, India

15.45-16.00

**C8:** *Lifelong learning for Professionals at Zhejiang University*

Professor Shanan Zhu, Zhejiang University, China

16.00- 16.30

Discussion

## **Seminar D: National Strategies for Lifelong Learning**

### **Venue: Room Thang Loi C**

13.00-13.15	<b>D1:</b> <i>Ho Chi Minh and his ideology to build a learning society in Vietnam</i> Mr Dang Quoc Bao, Vietnam
13.15-13.30	<b>D2:</b> <i>Learning Through Life</i> 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> 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> 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> 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> 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	<b>D8:</b> <i>Challenges and Innovative Strategies of Lifelong Learning in Korea- Promoting Lifelong Learning Cities Project and Lifelong Learning Oriented University</i> Professor Un Shil Choi, President of National Institute of Lifelong Education, Korea.
16.00-16.30	Discussion

## Seminar E: “ASEM LLL Core Competences”

Venue: Room Thang Loi D

13.00-13.15	<b>E1:</b> <i>Enhanced Competence: A Need in a Risk Society</i> Professor Dr. Kua Wongboonsin and Patcharawalai Wongboonsin, Chulalongkorn University, Thailand
13.15-13.30	<b>E2:</b> <i>Dimensions of Counselling Older Adults for Employability</i> Dr. Vaiva Zuzeviciute, PhD student Monika Miliusiene, Vytautas Magnus University, Lithuania
13.30-13.45	<b>E3:</b> <i>Learning to use the Internet as a way to improve rural lives: Findings from the pilot project: “Improvement of Computer Usage and Public Internet Access Ability in Vietnam” funded by the Bill &amp; Melinda Gates Foundation.</i> Mr. Phan Huu Phong, Project Director, Viet Nam Public-Utility Telecommunication Service Fund, Ministry of Information and Communications
13.45-14.00	<b>E4:</b> <i>A Global Study on the Changing Nature and Role of School Curriculum: From Transmitting Content Knowledge to Developing Students’ Key Competencies</i> Asst. Professor Dr. Won-Pyo Hong, Hankuk University of Foreign Studies, Korea.
14.00-14.30	Discussion
<b>14.30-15.00</b>	<b>Tea/coffee break</b>
15.00-15.20	<b>E5:</b> <i>Examining the Development of Learning How to Learn Skills in Malaysia</i> Dr. Saemah Rahman, Assoc. Professor Dr. Ruhizan Mohd Yasin and Siti Rahayah Ariffin, Malaysia National University, Malaysia.
15.20-15.40	<b>E6:</b> <i>Analytical Competences and Beliefs - Experiences and Results from Latvia</i> Professor Dr. Irina Maslo and PhD student Pauls Jurjans, University of Latvia, Latvia.
15.40-16.00	<b>E7:</b> <i>Traditional concepts of “study” and “learning” in Confucianism area and a possible theoretical scheme for further discussion</i> Professor Dr. Sasagawa Koichi, Hosei University, Japan.
16.00-16.30	Discussion

## Day 3- Wednesday 8 December

### Morning plenary session “Inter-sectoral Approaches to Lifelong Learning”

Chair: Dr. Arne Carlsen, Danish School of Education, Aarhus University

- 09.00-09.05            **Introduction by the Chair**
- 09.05-09.20            **Presentation 1:** Ho Chi Minh and Lifelong Learning  
Assoc. Professor Dr. Pham Hong Chuong, General Director, Institute of Ho Chi Minh and Party’s Leaders, Ho Chi Minh Academy of Politics and Public Administration
- 09.20 -09.35            **Presentation 2:** Policy of Enlarging Higher Education Participation in China: Perspective of Lifelong Learning  
*Professor Zhou Mansheng, China National Centre for Education Development Research, Ministry of Education, China.*
- 09.35-09.50            **Presentation 3:** Community Learning Centres as Channels for Quality Lifelong Learning  
*Mr Abdul Hakeem, Coordinator, APPEAL, UNESCO Bangkok*
- 09.50-10.05            **Presentation 4:** Community Learning Centres as an essential instrument for Building a Learning Society at the grassroots level.  
*Dr. Thai Xuan Dao, Vietnam National Institute of Educational Science, Vietnam*
- 10.05-10.15            Questions and Answers
- 10.15 -10.45            Coffee break
- 10.45 - 11.00            **Presentation 5:** Cultural and Natural Heritage as Resources for Lifelong Learning in Viet Nam  
*Assoc. Professor Dr. Nguyen Van Huy, Founder and Former Director of Viet Nam Museum of Ethnology, Director of Centre for Research and Preservation of Vietnamese Heritage, and Ms. Pham Kim Ngan (MSc.)*
- 11.00-11.15            **Presentation 6:** The Role of Science and Technology in Promoting Lifelong Learning: the Case of Vietnam  
*Professor Ta Ba Hung, Director, National Agency for Science and Technology Information, Ministry of Science and Technology, Vietnam*
- 11.15-11.30            **Presentation 7:** Vietnamese Public Library: an Out-of-School Educational Institution

*Ms. Nguyen Thi Thanh Mai, Head of Libraries Department – Ministry of Culture, Sports and Tourism*

- 11.30-11.45 Questions and Answers
- 11.45-11.55 Presentation by the General Rapporteur (Professor Dr. Nguyen Loc) on key messages from the Forum to be sent to the Vietnam National Steering Committee on Building a Learning Society and the 3<sup>rd</sup> ASEM Education Ministers Meeting in May 2011 in Copenhagen.
- 11.55-12.00 Closing Remarks by MOET Minister/Vice Minister.
- 12.00-13.30 Farewell Lunch hosted by UNESCO Hanoi. Words of thanks by MOET.

## Presenters and Abstracts

### Plenary Session on 6 December 2010

#### 1. Vice-Minister of Education and Training Nguyen Vinh Hien



Dr. Nguyen Vinh Hien has served as the Vice-Minister of Ministry of Education and Training from December 2007 till present. He previously acted as Director of Hai Duong Department of Education and Training from 2002 to 2007 and the Deputy Director of Hai Duong Department of Education and Training from 1996 to 2002.

Dr. Hien holds Bachelor's and Master's degrees from the Hanoi Teacher Training University and a PhD in Teaching Methodology in Biology from the Viet Nam Institute for Educational Science.

#### Keynote 1 “Lifelong Learning and Learning Society in Vietnam- Current Situation and Vision 2020”.

#### 2. Mr Nguyen Cong Hinh, Director General, Department of Continuing Education, MOET, Vietnam.



Mr Nguyen Cong Hinh is Director-General of the Continuing Education Department, Ministry of Education and Training, Vietnam. He has received his master degree in education from Hanoi National University of Education. He was a teacher High school in Bac Giang Province between 1980 and 1985. From 1985 he was an officer at the Department of Education and Training, Bac Giang Province before serving as a governmental official the Ministry from 1997.

#### 3. Mr Tran Ba Viet Dzung, Director General, Department for International Cooperation, MOET, Vietnam



Mr. Tran Ba Viet Dzung is Director General of the International Cooperation Department, Ministry of Education and Training of Vietnam since 2001. Prior to this position he had worked at Hanoi Foreign Trade University (FTU) in various managerial posts, such as Head of English Department, Head of Department of Academic Research and International Relations. He also served as Director of the Vietnam-Japan Human Resources Cooperation Center at FTU.

Mr Tran Ba Viet Dzung obtained his masters degree in TESOL (Teachers of English to Speakers of Other Languages) at University of Canberra, Australia. He also received two UK postgraduate

diplomas, one from Ealing College of Advanced Education (1979) and the other in Development Economics (1993) at University of Manchester. Additionally, he was a visiting scholar at the College of Business Administration, University of Hawaii, USA.

Mr Tran Ba Viet Dzung is active in the international arena. He had been Governing Board Member of South East Asian Ministers of Education Organisation's (SEAMEO) Regional Language Center for two terms (1999-2004) before serving as Chairperson of SEAMEO Regional Training Centre's Governing Board from 2004 until present. In the past almost forty years Mr. Dzung has participated in many social and community activities especially with youth.

#### **4. Professor Dr. Nguyen Loc, Vietnam National Institute of Educational Sciences**



Professor Dr. Nguyen Loc is Vice-Director General of the Vietnam National Institute of Educational Sciences (VNIES) which serves as a the think-tank for the Ministry of Education and Training of Vietnam in the areas of strategies, policies and curriculum development. Before joining VNIES, He worked for the Secretariat of the Southeast Asian Ministers of Education Organization (SEAMEO) and then became the founder and first Director of the SEAMEO Training Centre in Ho Chi Minh City, Vietnam. Over the last 30 years, Dr. Nguyen Loc has devoted his research on the various issues of education and training. His particular interest includes human

resources development, education management, curriculum and strategies development, foreign languages teaching and learning, learning outcome assessment and lifelong learning. He is currently leading a group of experts on the establishment of a SEAMEO Centre on Lifelong Learning in Vietnam. Dr. Nguyen Loc has written a number of articles and books and participated in various conferences and workshops on local and international education issues. Dr. Loc lectures postgraduate programs in the field of educational sciences and educational management. He earned his PhD in Theories and History of Educational Sciences from The Academy of Educational Sciences of Russia in 1989.

#### **5. Katherine Müller-Marin, Director, UNESCO Hanoi**



Katherine Müller-Marin is Representative of UNESCO in Viet Nam and head of the UNESCO Ha Noi office. She was previously UNESCO Representative to Peru.

Prior to joining UNESCO, Mrs. Müller-Marin worked for the Pan American Health Organization, UNDP, the World Bank, Inter-American Development Bank, the Organization of American States, the National Centre for State Courts and USAID funded programs in public sector reform.

A native of Costa Rica, Mrs. Müller-Marin began her career as the Curriculum Planning Director at the Distance Teaching University of Costa Rica. She went on to serve her government at the Costa Rican Ministry of Planning and Economic Policy in Institutional Strengthening and

Reengineering. She holds a Master's degree in Competitive Enterprises Management and a Doctorate Honoris Causa in Education.

## 6. Dr. Gwang-Jo Kim, Director, UNESCO Regional Bureau for Education



Dr. Kim holds a Bachelor's degree in Public Administration from Korea University (1978), a Master's degree (1984) and a PhD (1994) in Education from Harvard University.

Dr. Kim began his senior responsibilities in Korea, where he advised and assisted former President Young Sam Kim in the fields of education and social policy (1995–1997). He played a key role in the planning of the nation-wide education reform initiative, entitled “531 Education Reform” aimed at restructuring the entire Korean education system.

Between 2001 and 2004, Dr. Kim was affiliated with the World Bank as Senior Education Specialist at its Headquarters in Washington DC.

In 2004, he was appointed Director-General of the Ministry of Education and Human Resources Development (MOEHRD) in Korea where he led and prepared cross-ministerial human resources development policies, i.e., the Five Year National Human Resources Development Plan. From 2005 to 2008, was Deputy-Minister of Education and Human Resources Development of the Republic of Korea. He coordinated cross-ministerial human resources development policy initiatives and initiated and launched the Global Human Resources Forum in Seoul in 2006.

Dr. Kim is a member of various professional associations on education policy, finance and economics, has published works in his area of expertise on education, and has represented the South Korean Government at various ministerial-level meetings.

In 2009, Dr. Kim was appointed Director of the UNESCO Regional Bureau for Education in Asia- Pacific, as well as UNESCO Representative to Thailand, Lao PDR, Myanmar and Singapore.

### Keynote 2 “Global Perspectives in Lifelong Learning and Lessons for Policy Makers”

## 7. Dr. Arne Carlsen, Chairman of the ASEM LLL Hub



**Prof. (Hon), Dr.Phil.h.c. Arne Carlsen** is Director for International Affairs at the Danish School of Education, Aarhus University and Chair of the ASEM Education and Research Hub for Lifelong Learning – a network of 36 universities from 26 Asian and European countries. He is Honorary Doctor (Philosophy of Education) from Vietnam National Institute of Educational Sciences, Honorary Professor (Lifelong Learning and Education for Sustainable Development) at Leningrad State University n.a. Alexander Pushkin, and Honorary Doctor (Lifelong Learning Policy and Research) from University of Latvia. As an international expert

in Lifelong Learning he has participated in various European and international think-tanks on Lifelong Learning over the last 20 years. As Vice-rector of Education (2001-2006) he has acquired vast professional experience in educational policy development and

implementation. He is currently Executive Director of the International Alliance of Leading Education Institutes (IALEI) and Chair of the Steering Committee of the Erasmus Mundus Joint European Masters Programme in Lifelong Learning: Policy and Management.

### **Keynote 3 “Lifelong Learning in the Learning Society: the Case of Denmark”**

**Abstract:** Theories on the learning society have been put forward from the 1960s, and have been taken to the political level by passing through concepts of the knowledge society from the 1990s. With the general consensus among political stakeholders about the broad definition of lifelong learning including all learning from cradle to grave and also including life wide learning in the form of formal, non-formal and informal learning, lifelong learning has become the main strategy to develop the learning society. Denmark has for centuries a tradition for popular enlightenment, and got a national strategy for lifelong learning in 2007. There is an integrated system of general adult education, vocational education and training, and liberal adult education, and Denmark in 2010 has the highest participation rate in lifelong learning in the European Union.

#### **8. Rie Vejs-Kjeldgaard, ILO Viet Nam Country Director.**



Ms Rie Vejs-Kjeldgaard is currently the ILO Viet Nam Country Director. The ILO, a Specialized UN Agency, primarily provides technical assistance to the Government of Viet Nam, the Employers and the Workers' Organizations in areas related to employment creation, labour market development and governance for the promotion of productive and decent work for all.

Prior to her current position she performed as the ILO Subregional Deputy Director for South Asia based in New Delhi. She has an extensive experience as Private Sector Development Specialist working with the ILO in the Asia, Africa and the Arab regions as well as globally from the ILO Head Quarter. Before she joined the ILO she worked in the pharmaceutical private sector with primary responsibilities in marketing and strategic business development.

### **Keynote 4 “Lifelong Learning and Workforce Development”**

**Abstract:** A central pillar of ILO's goal of creating opportunities for women and men for decent and productive work in conditions of freedom, equity, security and human dignity is education and training. ILO's dynamic instrument, ILO Recommendation No. 195 focuses on education, training and lifelong learning and addresses the challenges we all face in acquiring knowledge and skills and developing the employability of the workforce. According to the ILO, lifelong learning ensures that the individual's skills and competencies are maintained and improved as work, technology and skills requirements change, ensures the personal and career development of workers.<sup>1</sup>

This keynote speech presents how education, skills training and lifelong can help economies achieve a dynamic growth with quality jobs, significantly promote the interests of its people, make enterprises competitive as well as be important tools for reducing poverty and social exclusion.

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<sup>1</sup> ILO 2000a *Conclusions concerning human resources training and development, International Labour Conference, 88<sup>th</sup> Session, Geneva*

## Plenary Session on 7 December 2010

### 9. Dr. Han Min, China National Centre for Education Development Research, Ministry of Education, China and abstract of presentation “National Lifelong Learning Strategies”



Han Min is Doctor of Pedagogy, the deputy director general/senior research fellow of the National Center for Education Development Research, Ministry of Education of China. He is the vice president of the Lifelong Education Branch, the Educational Strategy Society of China; and member of governing board (alternate) of the UNESCO Institute for Lifelong Learning (UIL). His research interests are focused on education policy, planning and administration, especially connected with lifelong learning, adult and continuing education theories and policies. In the past several years he took charge of key national reports related to lifelong

learning for all, such as *National Report on Mid-Decade Assessment of Education for All in China(2008)*, *China’s Literacy: Challenges and Transformation (2009)*, *National Report on Education for All in China: Focusing on Education for the Disadvantaged (2010)*. He also took part in the policy making of the national education plan for 2010-2020, serving as a leader of the continuing education strategy research team.

#### **Presentation: China’s New Strategies for Lifelong Learning**

**Abstract:** The presentation will analyze China’s national lifelong learning strategy and policies towards a learning society in next decade, main points of which are strategic goals of realising a learning society, development missions of building lifelong learning system, and policies of promoting continuing education.

### 10. Dr. Jin Yang, Senior Programme Specialist, UNESCO Institute for Lifelong Learning, Germany



Dr Jin Yang is currently a senior programme specialist in UNESCO Institute for Lifelong Learning. He has participated in preparing and organising CONFINTEA VI and serves as coordinator for the Programme to Develop Capacity for Establishing Lifelong Learning Systems in UNESCO Member States.

Before his secondment to UNESCO, Dr Yang was the Deputy Director-General of the Department of Basic Education in the Ministry of Education of China and worked in the fields of early childhood care and education, primary education, secondary education, technical and vocational education as well as adult learning and education. He also served as the national coordinator for EFA and focal point for UNICEF’s basic education programmes in China.

## **Presentation: “Building Learning Cities/Communities as a Strategy for Promoting Lifelong Learning”**

**Abstract:** The presentation will review the evolution of the concept and diverse modes of learning city, share some practices and experiences in facilitating the building of learning cities in the Member States of OECD, EU and UNESCO, and highlight key issues for using the building of learning cities as a strategy for promoting lifelong learning. The presentation will also explore ways of collaboration between UIL and ASEM-LLL in organising an experience-sharing network or consortium of learning cities in Asia and Europe.

### **11. Univ.-Prof. Dr. Lynne Chisholm, University of Innsbruck, Austria.**



Lynne Chisholm, Professor of Education and Generation at the University of Innsbruck (Austria) is an international specialist in education, training and youth research in comparative and intercultural context. She coordinates the university's Research Centre on Education, Generation and Life-course, where she leads research projects focusing on competence development in non-formal learning contexts, especially social and intercultural competences. She co-edited UNESCO's Global Report on Adult Learning and Education for CONFINTEA VI and is coordinating the current review of the Austrian national lifelong learning strategy. As a member of the Austrian Council for Universities of Applied Sciences, she further holds a Visiting Professorship at the University of Oslo and the Danish School of Education, University of Aarhus.

## **Presentation: “Learning at work: employee perceptions and practices in Asia and Europe”**

**Abstract:** Employee perceptions and practices towards workplace learning are shaped by a complex set of personal, social and organisational factors. The patterns may also differ between countries and cultures. This contribution highlights key findings from a comparative survey conducted in 2010 by the Asian and European member countries of ASEM-LLL Research Network 2. The survey looked especially at whether employees working in selected industrial and occupational sectors view CVET as mandatory or voluntary, and how this frames their own participation in CVET. National reports will be presented in the RN2 workshop on 8 December.

### **12. Professor Lena Lindenskov, Danish School of Education, Aarhus University, Denmark.**



Lena Lindenskov is Professor wsr. in mathematics and science education at DPU, Danish School of Education, Aarhus University, Denmark. She is a member of the Research Unit for Subject and Cross-Curricular Research, [www.dpu.dk/om/lenali](http://www.dpu.dk/om/lenali)

Key interests include theoretical and empirical investigations on core competence as a means for the public and policy level to engage in educational discussions and interventions. Especially she is working in the field of analytical and mathematical competences, how students' performance and positioning may enhance, how learning

difficulties in mathematics is understood and coped with, and how teachers' professional development is supported. She teaches at the MA (Ed) programme in Educational Theory and Curriculum Studies (Mathematics) at DPU, Aarhus University.

2010 Coordinator for the ASEM LLL Hub's Research Network 5: 'ASEM Core Competences'

2004-2007 Coordinator for Grundtvig 1 project in the Socrates programme of the European Commission including partners from Denmark, Hungary, the Netherlands, Norway, Slovenia and Spain. <http://www.statvoks.no/mia/>

**Presentation:** "Analytical and Mathematical Competence Development across Lifespan"

Presenter and affiliation: Prof. Dr. Lena Lindenskov Danish School of Education, Aarhus University, Denmark.

**Abstract:** Managing and developing core competences are at the heart of learning society development. The Research Network 5 on core competences interrogates and develops theoretical frameworks on for instance analytical, communicative, intercultural, global and personal competences, and we initiates comparative empirical investigations across nations. We aim for a new research model of core competence combining the development of competences related to content parts of subject areas as mathematics with the development of personal and creative competences. This contribution highlights 2010 findings from a study on European frameworks on mathematical and analytical competences, and presents key ideas in a comparative empirical study on students' performances, beliefs and positioning. This will be further presented by Latvian researchers in the RN5 workshop on 8 December, where also research results from Japan, Korea, Lithuania, Malaysia, and Thailand will be presented.

### 13. Professor Tearim Lee, Korea National Open University, Korea.



Dr. Tae Rim Lee is Director of KNOU Institute of Distance Education. She was a program organiser of the ASEM e-Learning ICT Colloquy in 2006 with 27 countries in Seoul and the e-ASEM Network follow up meeting in 2007.

She has worked for 27 years in the field of Lifelong Learning at Korea National Open University. 23 years ago she developed the computer base teaching instruction starting from Apple computer Mac, PC, and now web version. She is a biostatistician and now president of Korean Society of Public Health Statistics and president of Korean Classification Society and representative of Asia Pacific area woman statistician of ISI. During her term of

director at KNOU e-Learning centre, she took charge of the president of KUACE (Korea Alliance for Cyber Education) with 89 universities nationwide.

Her content of Introductory Statistics was open to the APEC Cyber University for Public Health and ongoing collaboration with UNSIAP (UN Statistical Institute for Asia Pacific) of online education for Asia pacific official statisticians. She published many books and e-Learning contents of statistics, Statistics and Life, Introductory Statistics, Exploratory Data Analysis, Statistical Analysis, Data Analysis for Life data and Data Mining.

**Presentation: White Paper on e-Learning in Lifelong Learning in six ASEM countries**

**Abstract:** Research Network 1(e-ASEM) has done two main research projects in 2009-2010. One is constructing a database in e-learning and lifelong learning on the website, the other is white paper publication on e-learning in lifelong learning. Six member countries (Denmark,

Japan, Korea, Malaysia, Slovakia and Thailand) participated in this publication after 2009 research network meeting, and the final papers were presented in 2010 research network meeting. Six papers showed each country's educational systems, concepts of lifelong learning and e-learning, government policy, finance/funding, regulation of e-learning in lifelong learning, status and characteristics of e-learning in lifelong learning, typical e-learning in lifelong learning, and Malaysian researcher had conducted cross analysis research of six white papers. The research will be presented in the RN1 workshop on 8 December.

#### **14. Prof. Dr. Ekkehard Nuissl von Rein, Coordinator of ASEM LLL Research Network 3 "Professionalisation of Adult Teachers and Educators in ASEM countries"**



Prof. Dr. Ekkehard Nuissl von Rein, director of the German Institute for Adult Education-Leibniz-Center for Lifelong learning and full professor at the University of Duisburg-Essen/Germany. His main research interests are International adult education, Policy of further education, Research of teaching and learning, Professionalisation in Adult Education. An author in the field of adult education, Prof. Nuissl published 80 books and more than 400 articles in the last 30 years with translations into English, French, Chinese, Turkish and Russian.

#### **14b. Professor S.Y. Shah, Jawaharlal Nehru University, New Delhi, India**



Professor S.Y. Shah is the Honorary Director of the International Institute of Adult and Lifelong Education (New Delhi, India) and the Vice President of Indian Adult Education Association. He holds the position of full Professor at Jawaharlal Nehru University, New Delhi where he served as the Director of Adult Education for over a decade. Earlier, he served as a Senior Fellow at the National Institute of Adult Education, New Delhi; Joint Adviser (Education Division) Planning Commission, Government of India and a faculty member at the National Council of Educational Research and Training, New Delhi. In the past he has been associated with teaching and research at various universities, viz., Aarhus (Denmark), Nottingham and Warwick (UK), Syracuse (USA), Toronto (Canada).

During his professional experience spanning over three decades, he has undertaken several short term consultancy assignments from UNESCO-India; Commonwealth of Learning, Vancouver; UNESCO Institute for Lifelong Education, Hamburg; Indira Gandhi National Open University, New Delhi and Asian South Pacific Bureau of Adult Education besides twelve research/evaluation projects. He has published eleven books and forty papers and participated in several international conferences. He has been an expert member of several committees of the National Literacy Mission, University Grants Commission, World Literacy of Canada and some of the Universities and State Resource Centres of Adult Education.

#### 14c. Susanne Lattke, German Institute for Adult Education, Bonn, Germany

Susanne Lattke gained M.A. degree in romance philology and history (university of Frankfurt); M.A. degree in adult education (university of Kaiserslautern). She has been working since 1995 at the German Institute for Adult Education (Bonn) in various positions. Currently she is a research associate in the programme "Professionalism" of the DIE's Centre for Research and Development. She is also working on a PhD thesis on university degree programmes for adult educators in Europe.



**Abstract:** The brief presentation aims at providing an overview of the significant features of Adult and lifelong learning in the two continents of Asia and Europe and the challenges of professionalisation of adult teachers and trainers. Reviewing the status of teachers and trainers in the field of adult and lifelong learning in Asia and Europe, the presentation will discuss the similarities and differences and highlight some of the common features. The presentation will consist in two parts: First, the publication resulting from the first year's activities of RN 3 will be presented: Egetenmeyer, R. and Nuissl, E. (ed.): Teachers and Trainers in Adult and Lifelong Learning. Frankfurt am Main. 2010. In the second part, a number of research field will be described in more detail which resulted from the recent workshop of the RN3 network in Hanoi in October. These fields relate to: competences, effects, accessibility, curriculum development and methods.

#### Afternoon Seminars on 7 December

- |             |   |
|-------------|---|
| 13.00-16.30 | <b>5 parallel research seminars chaired by 5 ASEM LLL Hub Research Network Coordinators. (See detailed schedules p.30)</b>  |
| 16.30-18.00 | All participants from the 5 seminars move to the buses for the visit to Ho Chi Minh Museum and Exhibition. <b>Chair: Mr Nguyen Cong Hinh, Director General, Continuing Education Department, MOET and Co-chair: Ms. Nguyen Thuy Duc, Vice Director of Ho Chi Minh Museum.</b> |
| 18.30       | Gala Dinner hosted by MOET at Thang Loi Hotel.<br>Speech by MOET Minister/Vice Minister.  |

## Plenary Session on 8 December 2010

### **Presentation 1: Ho Chi Minh and Lifelong Learning**

Assoc. Professor Dr. Pham Hong Chuong, General Director, Institute of Ho Chi Minh and Party's Leaders, Ho Chi Minh Academy of Politics and Public Administration.

### **Presentation 2: Policy of Enlarging Higher Education Participation in China: Perspective of Lifelong Learning**

Professor Zhou Mansheng, China National Centre for Education Development Research, Ministry of Education, China.

Deputy Director-General of the National Center for Education Development Research (NCEDR), Ministry of Education in P.R China, adjunct professor of Beijing Normal University. Member of the Leading Group for the National Education and Science Planning, Vice Chairman of Chinese Society of Education Development Strategy, permanent member of the Chinese Society of Education, member of the Chinese Academic Committee of Education, member of the Chinese Society of Vocational and Technical Education and permanent member of Chinese Comparative Education Society.

Schooling and advanced studies: Graduated in 1982 from the Department of Education, Beijing Normal University, obtained Bachelor's Degree; obtained Master's Degree from the Institute of Foreign Education, Beijing Normal University in 1985. Made advanced study and research as scholar in residence at the International Bureau of Education of UNESCO in Geneva, Switzerland in 1989 and 1990 respectively; 1991.9-1992.8 was a graduate fellow at the McGill University in Canada. He has been working at the NCEDR since 1985. He is a Fulbright New Century Scholar (2009-2010).

Achievements: Chief editor and author of the following books: 'Main Trends of the International Reforms of Higher Education'(1990), 'A Review upon the Trends and Tendency of the Educational Reforms of the Developed Countries in the 80s'(1994), 'The Trends and Tendencies of the Educational Reforms in Developed Countries' (7 volumes, 1988-2004), 'The basic Characteristics and law of the Worldwide Educational Development (2003), Famous Documents for Current Education Reforms in the World (2004) and so on. Published more than 150 articles in the international and domestic journals related to education. He serves as editor of the academic journal "Educational Research for Policy and Practice" (Published by Asia-Pacific Educational Research Association).

Working Experiences: Engaged in research mainly concerning the nation's macro educational policies and the comparative education, participated in the drafting and formulating of many macro educational policies and laws of China, worked as consultative expert for the projects of the UNESCO and ADB for a few times.

**Abstract:** Enlarging higher education participation from perspective of lifelong learning refers to providing more higher education opportunities to meet needs of people's lifelong learning. This paper deals with the background, characteristics, challenges and Next-decade Chinese policy for enlarging higher education participation in 21<sup>st</sup> century.

Firstly, 21<sup>st</sup> century being a knowledge-based era, lifelong learning is playing more and more importance role in both personal and social development. Accordingly, enlarging higher education participation to promote lifelong is becoming not only main reform theme of education, but also strategic choice of social and economic policy in China.

Secondly, characteristics of Chinese policy for enlarging higher education participation can be demonstrated as follows:

- to employ advantages of regular higher education institutions. Regular HIEs are encouraged by policy to enlarge higher education participation, providing such various adult higher education delivery types as independent correspondence college, spare-time schools, short-cycle adult courses, online colleges, apart from Adult Higher Educational Institutions, etc.
- Radio and Television Universities is becoming increasingly open to adult.
- self-taught examination system is diversified to adapted to lifelong learning.
- non school credential education programs s are developed rapidly , including all sorts of vocational qualifications education program, in service training programs, etc.
- to improve articulation and transfer between formal, non-formal and informal learning

Thirdly, problems hindering the progress of enlarging higher education participation can not be neglected.

- articulation and transfer between formal, non-formal and informal learning have not been institutionalized.
- governance system for lifelong learning is far from perfect, including quality control, financing and so on.
- accreditation system of non-formal and informal have not been established.

Lastly, based on solving the problems mentioned above, missions and measures are included in National Outline for Medium and Long Term Educational Reform and Development.

### **Presentation 3: Community Learning Centres as Channels for Quality Lifelong Learning**

Mr. Hakeem is the Education Adviser and Co-ordinator of the Asia and Pacific Programme for Education for All (APPEAL) at UNESCO Office in Bangkok.



The key objective of the regional programme which Mr. Hakeem co-ordinates is to promote literacy, early childhood care and education, primary education and *continuing education as integrated components of basic education and lifelong learning*. Key strategies in promoting these include the use of a rights-based approach, community participation; gender mainstreaming, networking and experience sharing and application of appropriate ICT. Promoting basic education for sustainable development, community development and reaching the marginalized are APPEAL's core intervention areas.

Promoting basic education for sustainable development, community development and reaching the marginalized are APPEAL's core intervention areas.

Prior to taking up his appointment at UNESCO Bangkok in January 2000, Mr. Hakeem was the Deputy Minister of Education in the Maldives and the Secretary-General of the Maldives National Commission for UNESCO. Earlier he had worked in several key positions in the area of education in the Maldives. They include the posts of Director of the Institute for Teacher Education and, later, Director for Education Planning at the Ministry of Education. Mr. Hakeem completed his undergraduate and postgraduate studies in Australia at the University of Western Australia in Perth.

**Abstract:** The presentation briefly covers the notion of *Lifelong Learning* (LLL) and the key driving factors for its promotion. It then highlights *modes* through which LLL takes place and zooms into non-formal modes that provide opportunities for people to learn throughout life. Special focus is given to the role that community learning centres (CLCs) can play in providing community-based, non-formal learning opportunities for people of all ages to help them to learn throughout their lives.

#### **Presentation 4: “Community Learning Centers as an essential instrument for Building a Learning Society at the grassroots level”.**

Dr. Thai Thi Xuan Dao, Director, Research Centre for Non-formal Education (RECENFED), Vietnam National Institute for Educational Sciences (VNIES)



Ms. Thai Thi Xuan Dao is the Director of the Research Centre for Non-formal Education at the Vietnam National Institute for Educational Sciences (VNIES). She has been a senior expert in Literacy and Adult Education for 30 years. She has worked on various research projects with regard to Non-Formal Education Development Strategy as well as Lifelong Learning Strategy in Vietnam. Ms Dao was technically involved in the foundation of the community learning center model in Vietnam in the 1990s. Her research projects give priority to creating learning opportunities for disadvantaged groups such as women, girls, ethnic minorities, poor people and out-of-school children. Currently she is involved in developing the “Building a Learning Society in the period 2011-2020” Scheme and developing the

proposal on the “Establishment of SEAMEO Regional Centre for Lifelong Learning - SEAMEO RECELLL” based in Hanoi.

**Abstract:** Community Learning Centers at commune, ward and town levels are a new education model – the autonomous education model of the community, by the community and for the community – that have spread throughout Vietnam in the last decade. Despite nascent establishment and development, CLCs have been a highly effective education model in creating lifelong learning opportunities for local people in the community. In particular, this new education model has mobilized community participation and ownership, pro-active and active participation from various sectors, mass organizations and forces in the society. CLCs are also viewed by countries in the region as an effective education model for “Education for All” and “All for Education”.

With the notion that a Learning Society is “a society in which every individual learns continuously, throughout the life and all agencies, organizations, businesses, individuals, etc. are responsible for providing education” and given the nature, role and implications of this education model, CLCs in Vietnam are considered as an essential and required instrument for Building a Learning Society at the grassroots level.

This paper also focuses on analyzing several limitations and challenges currently facing CLCs and suggests some solutions to raising the quality and effectiveness of CLCs with an aim to building a learning society from grassroots level.

## **Presentation 5: Cultural and Natural Heritage as Resources for Lifelong Learning in Vietnam**

Assoc. Professor Dr. Nguyen Van Huy, Founder and Former Director of Viet Nam Museum of Ethnology, Director of Centre for Research and Preservation of Vietnamese Heritage, and Ms. Pham Kim Ngan (MSc.)

### **Assoc. Professor Dr. Nguyen Van Huy**



Nguyen Van Huy was the founding director of the Vietnam Museum of Ethnology (1995-2006). He's member of National Council for culture heritages. Leading colleagues to conduct the first sociological surveys of ethnic groups across the country, Nguyen directed his interests to contemporary issues of socio-economic development of ethnic minorities and ethnic relations, to cultural heritage and museum and heritage issues. He is the author of approximately 60 journal articles and more than 10 books. For his contributions to the preservation of cultural heritage and enrichment of local daily life, Nguyen received *Chevalier de L'Ordre des Arts et des Lettres*, (Republique Francaise, 2007), *Aid to Artisans Award* (2002), and *Rockefeller 3rd Award* (Asian Culture Council, 1999).

### **Ms. Pham Kim Ngan**



Pham Kim Ngan is an MSc in education management, with many years of work experience in the field of cultural heritage, women and museum studies, including in Vietnam Women's Museum (1997-2008), Vietnam Center for Preservation of Heritage of Scientists (2008-present), Vietnam Center for Preservation and Promotion of Cultural Heritages. She is the author and co-author of articles with regard to museum experience and promotion of heritage values. Her most recent articles include: “Towards a Scientific and Technical Museum in Hanoi in the second decade of the 21st century”, International Science Conference for Sustainable Development of Hanoi Capital of Civilization and Heroism for Peace, 2010; “Towards a Scientific and Technical Museum in the Cultural Space of HCM National University”, Heritage Magazine No. 1 in the year 2010; “From the story of street vendor of Vietnam Women's Museum”, Heritage Magazine No. 1, 2010.

**Abstract:** The use of cultural and natural heritage to enhance knowledge and lifelong learning is not new to many countries in the world. For Viet Nam, however, this issue needs

more attention and investment, both in terms of strategic orientation and approaches to implementation.

This paper discusses Viet Nam's potential to utilize its heritage as an effective instrument for lifelong learning. It poses such questions as: how is heritage currently being used, and how should it be repositioned and leveraged to cater to lifelong learning objectives? Opportunities and challenges for the use of heritage for lifelong learning in Viet Nam are also discussed.

### **Presentation 6: The Role of Science and Technology in Promoting Lifelong Learning: the Case of Vietnam**

Dr. Ta Ba Hung, Director, National Agency for Science and Technology Information, Ministry of Science and Technology, Vietnam



Dr. Ta Ba Hung was born in the North of Vietnam - Ninh Binh Province. After completing his Bachelor of Library and Information Sciences, Kharkov University of Culture, former Soviet Union in 1975, he got a Doctor Degree on Information Sciences, at the Academia of Sciences, Moscow, former Soviet Union in 1985, and a diploma of the International Institute of Public Administration, Paris, France in 1993. Being fluent in four languages (English, French, Russian and Vietnamese), excellent in Science and Technology (S&T) information, library information and services, Dr. Ta Ba Hung has been in charge of many key management positions in Vietnam and actively participated to different international conferences and projects. In 2010, Dr. Ta Ba Hung was officially appointed as Director General,

National Agency for Science and Technology Information, Ministry of Science and Technology. He has published many works and publications in the field of S&T information management and S&T services to public to increase their literacy and knowledge.

**Abstract:** The National Agency for Science and Technology Information (NASATI), under the Ministry of Science and Technology, has the functions of State oversight and implementing activities related to information, library, and science and technology statistics. In recent years, the Agency has implemented several activities aiming at raising awareness, dissemination, and transfer, exchange of science and technology knowledge for all different classes. The significant projects/activities include the following: provision of science and technology information in support of rural and mountainous socio-economic development, building integrated science and technology library and developing the science and technology network at local level, meeting learning and production demands of local people; Developing National Research and Education Network (VinaREN) that links universities and research institutes across the country aiming at contributing to raising research and education capacity of Vietnam; Developing Library Consortium of electric information sources involving over 30 libraries and information centers nationwide, together supplementing valuable scientific information sources both in and out of the country in support of teaching and learning activities.

## Presentation 7: Vietnamese Public Library: an Out-of-School Education Institution

Ms. Nguyen Thi Thanh Mai, Head of Libraries Department – Ministry of Culture, Sports and Tourism



Mai has been employed in government service for 27 years and as a vice -director of Tien Giang Provincial Library, a Vice Director and a Director of the Library Department, Ministry of Culture, Sports and Tourism for 7 years. In addition to directing the library development in the country, Mai worked as a in – Country Coordinator for the Regional Library Development Initiative, a project of SIDA and the Royal National Library of Sweden. She has also served as co – researcher of the Research for Bill and Melinda Gates Foundation to shape the project in Vietnam. Over her tenure as director of the Library Department, Ministry of Culture, Sport and Tourism, she has been involved in the National Target Program for books support for the libraries in disadvantaged areas. During Pilot Project of

Enhancing the Capacity of Public computer and Internet access from January, 2009 to June, 2010, Mai serves as a member of Steering Committee.

Mai is also a member of the Executive Board of Vietnam Library Association. Mai received a BA and a MLS from the College of Culture, Hanoi.

**Abstract:** The paper provides a general introduction to the orientation and policy of the Vietnamese Government on the development of libraries in Viet Nam. It also reflects on the current status of the public library system in Viet Nam. It presents an analysis of strengths, weaknesses, opportunities and challenges and includes a mission and vision of Vietnamese public library system in the period of 2011 – 2015, with an emphasis on roles played by libraries in creating opportunities and settings for lifelong learning among people in the community.

## Five Parallel Seminars

### Seminar A: “Development of ICT Skills, e-learning and the Culture of e-learning in Lifelong Learning”

Venue: Room Tay Ho 2

Time: 1300- 1630, 7 December 2010

Chair: Professor Taerim Lee, Coordinator of ASEM LLL Hub Research Network 1

### Schedule

13.00-13.20	<b>A1:</b> <i>Open-web for Education for Lifelong Learning</i> Ichiro Miyazawa, APPEAL Program Specialist, UNESCO Bangkok
13.20-13.40	<b>A2:</b> <i>A Cross Analysis of e-Learning for Lifelong Learning in Six Participating Countries of the e-ASEM Whitepaper Project</i> Professor Dr. Mansor Fadzil, Senior Vice President at Open University Malaysia
13.40-14.00	<b>A3:</b> <i>E-learning Strategies in Lifelong Learning from Learning 2.0 to Learning 3.0</i> Professor Sungho Kwon, Hanyang University, Korea
14.00-14.30	Discussion
<b>14.30-15.00</b>	<b>Tea/coffee break</b>
15.00-15.15	<b>A4:</b> <i>The Role of Open and Distance Learning in Building a Learning Society in Vietnam</i> Mr Tran Vuong, Ha Noi Open University, Vietnam
15.15 -15.30	<b>A5:</b> <i>Multimodality – a Potential for E-learning in a Lifelong Learning Perspective</i> Assoc. Professor Mie Buhl, Danish School of Education, Aarhus University, Denmark
15.30-15.45	<b>A6:</b> <i>eSkwela: Breaking Old Habits</i> Ms. Maria Melizza D. Tan and Ms. Yoko Lisette R. Domingo, Commission on Information and Communications Technology (CICT), the Philippines
15.45-16.00	<b>A7:</b> <i>Media Professionals and LLL at the Time of Technology Convergence</i>

Ms Hoang Minh Nguyet, Communication and Information Programme Coordinator of UNESCO Hanoi office, former Deputy Director General of the Voice of Vietnam

16.00-16.30

Discussion

## Seminar A: “Development of ICT Skills, e-learning and the Culture of e-learning in Lifelong Learning”

### A1: Open-web for education for Lifelong Learning

**A1 Abstract:** In formal and higher education settings, education become more open, flexible and adaptable to needs of learners through ICT and web technologies.

By reviewing and analyzing those successful cases, indications and possible actions for lifelong learning through ICT and web will be sought and discussed.

E-literate environment and open education will have large possibility to promote multi-purposed lifelong purpose in efficient and effective ways.



**A1 Presenter:** Mr. Ichiro Miyazawa is a Programme Specialist on Literacy and Lifelong Learning at the UNESCO Bangkok Office.

Mr. Ichiro Miyazawa has a Master of Education, Columbia University

He has been engaged in education projects and programmes in Kenya, Tanzania, Indonesia, Philippine, Myanmar, Bangladesh, and Pakistan in the past 15 years through UNICEF, UNESCO, World Bank, JICA and private consultancy firms.

### A2: A Cross Analysis of e-Learning for Lifelong Learning in Six Participating Countries of the e-ASEM Whitepaper Project

**A2 Abstract:** This cross analysis reports the current status of six participating countries in planning, implementing and promoting e-learning for lifelong learning, as described in each country's respective e-ASEM Whitepaper. The six countries are Denmark, Japan, Malaysia, Slovakia, South Korea and Thailand. This analysis also describes policies, legal, conceptual and practical issues that affect e-learning and lifelong learning in these six countries. The main purpose of this cross analysis is to highlight the similarities and differences of the salient features that have been captured in each of the Whitepapers.

In the following sections, the broad education system of the six countries is first compared as background information. This is followed by a comparative description of policies and concepts relating to e-learning for lifelong learning. Finally, the analysis highlights the status

of e-learning for lifelong learning. This comparison is illustrated with examples of relevant practices in these six countries.

**A2 Presenter:** Professor Dr. Mansor Fadzil, Senior Vice President at Open University Malaysia



Professor Dr. Mansor Fadzil currently serves as the Senior Vice President at Open University Malaysia (OUM). He obtained his Bachelor's Degree in Science (Mechanical Engineering) from University of Birmingham in 1981 as well as his Master's Degree and Ph.D. in Control Systems Engineering from University of Sheffield in 1982 and 1985, respectively.

Prof Dr. Mansor formerly worked as a full-time lecturer at the Faculty of Engineering, University of Malaya (UM). During his tenure at UM, he held various administrative posts and was responsible for introducing online learning to the UM lecturers in 1998.

Prof Dr. Mansor was also instrumental in the establishment of OUM, Malaysia's first open and distance learning (ODL) institution in 2000. Some of his most recent projects include the introduction of mobile learning, a new assessment instrument, an institutional question bank and a Mathematics resource centre at OUM.

### **A3: E-learning Strategies in Lifelong Learning from Learning 2.0 to Learning 3.0**

**A3-Abstract:** The main topics of the paper are the changes from learning 2.0 to learning 3.0 and how the concept of learning 3.0 impacts on e-learning in the lifelong learning in the next generation. First, the features and challenges of learning 2.0 will be suggested. Next, keywords of e-learning from learning 1.0 to learning 3.0 environments will be presented. Lastly, how learning 3.0 can change objectives, curriculum and evaluation of e-learning in lifelong learning and strategies for e-learning will be discussed.

For the study, possibilities for the change in e-learning due to the revolution of social media will be discussed. For example, smart phones, one of the revolutionary and powerful social media, can change the concept of e-learning which is too solid to be changed.

It is a time to discuss real effectiveness of e-learning in lifelong learning.

**A3 Presenter:** Prof. Sungho Kwon, Hanyang University, Korea.



Sungho Kwon received her Doctoral Degree of Educational Technology at University of Washington in the U.S.A. She is currently Dean of College of General Studies and Chairman of Honors Programme in Science at Hanyang University in Korea. She is also Director of Institute for Educational Technology at Hanyang University. She has been teaching academic courses for undergraduate and graduate students as Professor in the Department of Educational Technology at Hanyang University since 1985.

She is one of the leaders in national policy making and consulting about ICT education in Korea. She is Advisory Committee Member in Korean Ministry of Education, Science and Technology. She participated in building teacher training program for ICT and recently provided Korean u-learning roadmap. She has conducted numerous projects and research on e-learning, u-learning, life-long education, and ICT education internationally. Also, she has provided lectures and consulted about improving ICT education around the world such as Ghana, Mexico, Singapore and many countries in Africa, South East Asia and Europe.

#### **A4: Roles of open and distance learning during the building of learning society in Vietnam**

**A4 Abstract:** This paper provides an analysis and assessment of roles played by open and distance learning in the education system in terms of theory and practice in order to develop open and distance learning in the conditions of ensuring quality and sustainable development, thus contributing to the building of a learning society.

**A4 Presenter:** Tran Duc Vuong, Director of Distance Learning Materials and Research Center, Hanoi Open University

#### **A5: Multimodality – a potential for E-learning in a lifelong learning perspective**

**A5 Abstract:** This paper addresses a current discussion in Danish educational research in E-learning about how to gain from the fact that digital media facilitate other communication forms than text. The communication forms in digital media are characterised by being multimodal. The notion of multimodality is not to confuse with multimedia. While multimedia represent means for communication, multimodality addresses the diverse symbol systems we use in communication practices.

Multimodality is in short the interplay between diverse systems of signs related to the theoretical tradition of semiotics and attached to work of the researchers Kress and van Leeuwen (2001; 2003). The assumption is that the interplay between modalities such as texts, visuals, speech, sound, numbers and narrative structures creates a synergy of meaning, which is denoted multimodality.

The synergy of multimodality is not new, but is taken into new premises when technology is involved and mediated spaces emerge as part of social practices (Buhl 2008, 2009). Every time a lecturer (more or less consciously) chooses to use modalities like visual, texts, sound or speech in her/his educational practice, a potential is activated for knowledge-building and for reproducing the contextual conventions the experience originates from.

In line with new educational cultures emerge from the use of ICT, multimodality becomes a matter of all teachers' choice when they plan, practice and reflect on a teaching and learning situations. The choices involve e-learning resources like videos, social platforms and mobile devices, which do not only concern digital interfaces but the whole situation involving the use of digital media as such.

In a life long learning perspective, the multimodal perspective holds potentials for developing pedagogies where the synergy of various symbol systems creates new and flexible learning situations which can meet different needs of different learners. The presentation will give examples from a Danish context.

**A5 Presenter:** Assoc. Professor Mie Buhl, Danish School of Education, Aarhus University, Denmark.



Mie Buhl is Associate Professor at the School of Education, Aarhus university. From 2005- 2008 Mie Buhl was Head of Department of Educational Anthropology and led the development programme of the Department of Educational Anthropology as ICT-pedagogic frontrunner.

Mie Buhl has been a member of the Research Programme on Media and ICT in a Learning Perspective at the Danish University of Education since 2001. She has actively taken part in establishing the Unit of Visual Culture in Education at the Danish University of

Education, and has been co-coordinator of the Unit since 2002. Her research is related to the implications of digital technology and media in an aesthetic and educational perspective.

#### **A6: eSkwela: Breaking Old Habits**

**A6 Abstract:** The eSkwela of the Commission on Information and Communications Technology and the Department of Education's Bureau of Alternative Learning System (DepEd-BALS) are community-based e-learning centers that provide ICT-enhanced delivery of the Accreditation and Equivalency (A&E) Program to the out-of-school youth and adults (OSYAs) in the country.

Its initial years were mired by various birth pains and frustrations, among which is the non-implementation of the ICT-enhanced instructional model that serves as the project's core feature. This problem was closely linked to the capability building program and the assumptions that shape it.

Through the ICT approach of eSkwela, learning facilitators and learners are given more freedom and flexibility to adopt a blended life skills approach while aligning to the self-paced learning plans of learners.

To improve the competencies of learning facilitators in delivering the customized instructional model, the project's training component is continually being strengthened. It would provide them a richer array of appropriate ICT tools/resources as well as more guidance, modelling, and handholding through an enhanced teacher training and monitoring program, termed as the Continuing Teacher Training and Enhancement Program(CTTEP).

This paper documents the journey that the eSkwela project took in improving the capability building program in order to train and handhold eSkwela learning facilitators in breaking away from old pedagogical habits to form new ones that are more attuned to the ideals of the Alternative Learning System (ALS) through the effective use of ICT.

**A6 Presenter:** Ms. Maria Melizza D. Tan, Commission on Information and Communications Technology (CICT), Philippines



Mel is the Head Executive Assistant of the Human Capital Development Group (HCDG) of the Commission on Information and Communications Technology (CICT). She also serves as the Project Manager of eSkwela - a flagship project of CICT, through HCDG, that provides ICT-enhanced educational opportunities for Filipino out-of-school-youth and adults. It was cited by UNESCO through a Certificate of Commendation from the ICT in Education Innovation Awards 2007-2008. She is a staunch advocate of ICT in Education, especially in Basic Education. She has previously participated and/or served as presenter in various local, regional, and international training workshops on e-learning. She has a Certification as an Expert in New Learning Technology by the tele-akademie of the Hochschule Furtwangen University of Applied Science, Germany. She is also regularly tapped as an online module tutor for eLearning Development and Implementation-Asia and eSkills-Asia, jointly conducted by InWent and UP Open University. She has a nine-year experience teaching ICT at the Ateneo de Manila High School where she also served as the Computer Education Department Chairperson. Her publications include two textbooks for the "Computing for Life" series of FNB Publications that is being used extensively in high schools nationwide. She has also written a number of journal articles on ICT4E and the eSkwela Project. She earned her Bachelors degree in

Management Engineering and Masters degree in Psychology (Child & Family Development) from the Ateneo de Manila University.

**A6 Co-presenter:** Ms. Yoko Lisette R. Domingo, Commission on Information and Communications Technology (CICT), Philippines



Yuko Lisette Domingo is the project officer for Instructional Model of the Commission on Information and Communications Technology (CICT) - eSkwela Project. She is responsible with designing and organizing training programs for learning facilitators and monitoring the implementation of the eSkwela instructional model in the eSkwela centers. Prior to working at CICT, she was involved in organizing and conducting training and other-training related activities for microfinance institutions. Ms. Domingo earned her

Bachelor of Science degree in Development Communication from the University of the Philippines Los Banos and her graduate degree in Education from the University of the Philippines-Diliman.

#### **A7: Media Professionals and LLL at the Time of Technology Convergence**

**A7 Abstract:** The paper discusses the rapid development of technology, particularly in convergence of information technology, telecommunication technology and broadcasting technology that results in great challenges to media and broadcasting institution in general and the journalists and media practitioners in particular hence the need for further training and learning of journalists in all forms: formal, nonformal and informal.

The paper also discusses the role of the Vietnamese journalists in their capacity as communicators, educationist and entertainers; the need for enhancing their capacities to meet new challenges brought about by the leap and bound development of modern information technologies.

The paper presents a case study of the Radio the Voice of Vietnam on how the implications of technology evolution impacts its development policies and consequently its policy and practices to building capacity of its staff through on-the-job training, in-house training and formal media education.

**A7 Presenter:** Ms. Hoang Minh Nguyet is currently the Communication and Information Program Coordinator of UNESCO Hanoi office.



She holds Bachelors' degrees in Foreign Language Teaching from the Hanoi Pedagogy University (1997) and the Academy of Journalism and Communication (2005).

Ms. Hoang has a 33-year long career as a journalist in radio broadcasting at the National Radio the Voice of Vietnam starting as a radio reporter and English programme presenter.

She began her senior responsibilities as Director of the International Relations Department (1997-2005). During 2006 to 2010 as Deputy Director General of the Voice of Vietnam (2006-2010), her responsibilities among others were managing human resources training. She played an important role in developing policies for journalism education in the Radio's two Broadcasting Colleges and radio broadcasting training for not only managers and practitioners of Voice of Vietnam but also of local radio stations. She was also in charge of content production for the Radio's all the four media: radio (5 channels), television, print newspaper and electronic newspaper, and assumed the post of Editor-in-Chief of the radio newspaper "Voice of Vietnam".

Ms. Hoang is a member of the Vietnam's Journalists Association, member of the Central Committee of the Vietnam Women's Union, member of the International Organization of Women in Radio and Television

## Seminar B: Workplace Learning

Venue: Room Thang Loi 3

Time: 1300- 1630, 7 December 2010

Chair: Coordinator of ASEM LLL Research Network 2, Univ.-Prof. Dr. Lynne Chisholm, University of Innsbruck, Austria.

### Schedule

- |                    |   |
|--------------------|---|
| 13.00-13.15        | <b>B1:</b> <i>Workplaces as Transformative Learning Spaces</i><br>Assoc. Professor Elina Maslo, University of Latvia, Latvia  |
| 13.15-13.30        | <b>B2:</b> <i>Workplace Learning: Change of Scene</i><br>Mr Dmitrijs Kujšs, University of Latvia, Latvia  |
| 13.30-13.45        | <b>B3:</b> <i>Workplace Learning in Lithuania: Observations and Discoveries</i><br>Assoc. Professor Daiva Bukantaite, Vytautas Magnus University, Lithuania   |
| 13.45-14.00        | <b>B4:</b> <i>TOPICA: Challenges and Solutions to Business Personnel as Academic Lecturers</i><br>Dr. Pham Minh Tuan, Director of TOPICA Programme<br>Dean of the Faculty of Banking and Finance, Hanoi Open University |
| 14.00-14.30        | Discussion  |
| <b>14.30-15.00</b> | <b>Tea/coffee break</b>   |
| 15.00-15.15        | <b>B5:</b> <i>Community of Learning at Workplace: Case of tourism and education sectors in Malaysia</i><br>Assoc. Professor Ruhizan Mohd. Yasin, Malaysia National University   |
| 15.15-15.30        | <b>B6:</b> <i>Workplace Learning in Thailand: Motivation and Benefits in Automotive Parts and Hotel Industries</i><br>Dr. Patcharawalai Wongboonsin, Chulalongkorn University, Thailand                                 |

- 15.30-15.45      **B7:** *Working to Learn: Insights into the Workplace Learning of Education Professionals from the United Kingdom*  
Professor Karen Evans, University of London, UK
- 15.45-16.00      **B8:** *Opportunities for Learning in the Workplace – as Shown in the Workplace Learning Survey*  
Asst. Professor Petr Novotný and Professor Milan Pol, Masaryk University, Brno, Czech Republic
- 16.00-16.30      Discussion

## Seminar B: Workplace Learning

### **B1: Workplaces as Transformative Learning Spaces**

**B1 Abstract:** During many years of research in lifelong foreign language learning with very different groups of learners, we found some criteria, which make learning process successful. Since then we tried to find some other examples on “successful learning” from the formal, informal and non-formal learning environments, trying to prove those criteria.

This presentation provides a view on to new examples on transformative learning spaces we discovered doing research on Workplace Learning in Latvia as a part of the ASEM LLL Hub network 2 Survey on Workplace Learning in Asia and Europe. We will present the work of researchers on the survey as the first transformative learning space, and workplace learning we discovered in the enterprises in Latvia - as a second example on the transformative learning space. We will try to show, that there are some universal criteria, which makes learning process successful in those two very different learning examples.

*Key words: learning, lifelong learning, adult learning, workplace learning, transformative learning spaces*

**B1 Presenter:** Associate Professor Elina Maslo, University of Latvia, Latvia



Elina Maslo is an associate professor at the Faculty of Humanities at the University of Latvia, who at the moment lives and works in Denmark – as research assistant at the Danish School of Education, University of Aarhus. She is fascinated of learning, learning processes and those in many different contexts – transformative learning spaces. Elina has been coordinating the Latvian part of the Survey on Workplace Learning and is pleased to present this new study and the three researchers representing the Latvian Team.

### **B2: Workplace Learning: Change of Scene**

**B2 Abstract:** This paper presents the some findings of the ASEM deep study results on workplace learning. It provides empirical data on choice of young people to acquire learning outcomes either through formal, non-formal or informal setting. Comparison with other age cohorts is also considered in two sectors – education and IT. The immediate context is

colored by exploration of general reasons of selection of educational settings against backdrop of the European policy initiatives for adapting learning provision to individuals' needs. The conclusion offers a summary and suggests some analytical questions and hypothesis of possible intervention for improvement as part of the promotional research as the doctoral student.

*Key words –adult learning, motivation, formal, non-formal and informal learning*

**B2 Presenter:** Dmitrijs Kujšs, University of Latvia, Latvia



Dmitrijs Kujšs is a PhD student in the University of Latvia. His main interest in research is adult learning in the context of lifelong learning. He has contributed to the Latvian policy in this field and devotes his work for closer cooperation between policy makers and researchers.

### **B3: Workplace learning in Lithuania: Observations and Discoveries**

**B3 Abstract:** Changes in economics and work market have caused political and scientific discussions about lifelong learning and needs of a learning society. Management theory sources rarely mention workplace learning and employees' motivation for learning in their workplaces seeking to improve their qualification and match requirements that are being set by the current situation in the work market.

**Aim of research:** to highlight specifics of workplace learning within service-providing, health security and oil-processing sector organizations

#### **Observations and discoveries**

- Employees' attitude towards their job and satisfaction with it can be counted as a motivational factor that stimulates or does not stimulate workplace learning.
- It was not possible to name trainings that had proven to be most effective (workplace learning, internal or external). This had been usually influenced by the aim a competency learner was seeking to reach as a result.
- Training was associated with more qualified performance at work, better decision-making skills, higher evaluation and recognition expressed by colleagues.
- Trainings would have been even more attractive if official certificates, which corresponded standards of the European Union, were to be given upon completion.

*Key words: workplace learning, service-providing, health security, oil-processing sector organizations*

**B3 Presenter:** Associate Prof. Daiva Bukantaite, Vytautas Magnus University, Lithuanian Academy of Music and Theatre, Lithuania



Daiva Bukantaite is associate professor at Vytautas Magnus University and lector at Lithuanian Academy of Music and Theatre. She received her Ph.D. in learning networks organisations from Vytautas Magnus University in 2005. Areas of scientific research: education management, learning organisation, network organisation, behavior and culture of organization, emotions in organisations, educational marketing.

#### **B4: TOPICA: Challenges and Solutions to Business Personnel as Academic Lecturers**

**B4 Abstract:** Two priority issues the Vietnamese education and training system needs to address are the lack of qualified and experienced lecturer and the gap between training programs and needs of businesses. An effective approach to addressing these two challenges is to mobilize lecturers from businesses, thereby reducing the workload of professional lecturers while bringing new knowledge from the business world into the classroom. TOPICA is a leading entity in mobilizing “Business people Lecturers” at a large scale; the TOPICA online bachelor’s program, “1,000 Businesspeople Lecturers Together with Young People”, developed in collaboration with Vietnam Young Businesspeople Association and Thanh Giong Knowledge Portal, currently has 80% of its subjects engaged by Businesspeople Lecturers. Since 2009, more than 500 Businesspeople Lecturers have registered to share their knowledge and experiences with more than 7,500 students from 32 universities and colleges.

The survey findings show that both lectures and students highly value the program. In order to achieve these positive perceptions, the program has overcome the many difficulties and challenges in recruiting, training and supporting people from the business world. TOPICA has finalized the comprehensive program, including recruitment campaigns, workshop events, peer and colleague recommendation programs, six-step training processes, diverse teaching aids, team resource management (TRM), teaching assistants, sponsoring lecturers, etc. The TOPICA program has been included in the final selection round of international awards such as the Stockholm Challenge GKP Award and Development Gateway Award, and it has employed 3D-simulation technology in Second Life to teach subjects as Microeconomics, Economic Law, Accounting and Algorithms. In this paper, we reflect on several issues of the education system, and introduce programs and outcomes under TOPICA, and analyze difficulties and challenges faced as well as innovative solutions taken up by the programme.

**B4 Presenter:** Dr. Pham Minh Tuan is the director of the TOPICA program and Dean of the Faculty of Banking and Finance at Hanoi Open University. He also serves as Commissioner of the of the Asia-Pacific Business Incubation Network Steering Committee.

#### **B5: Community of learning at work place: Case of Tourism and Education Sectors in Malaysia**

**B5 Abstract:** Learning society is an important agenda for all due to globalization and advancement in technology that brought great many changes in the global scenario. Community of learning should occur not only in formal form but also in informal and non-formal forms at all levels of organization and community settings. Hence, developing competence has become important for organizations to continue being competitive in today’s environment. This study aims to investigate workplace learning modes that contribute towards the competence development of employees in the context of small tourism enterprises and in education sector in Malaysia. It also intends to fill in the knowledge gap by providing information on the competence development process. This research helps to explore the various factors that facilitate learning in a workplace and the competences developed through it. The study employs a mixed method approach conducted in two phases that are run concurrently. Stratified random sampling technique is used to select the desired samples from small tourism enterprises (STEs) and education sector of in-service teachers. The data obtained then analyzed using descriptive statistics. The findings revealed the competence development process, learning modes that contribute towards competence

development, the types of competences developed and the factors that facilitate workplace learning

**B5 Presenter:** Associate Prof. Ruhizan Mohd.Yasin (Noraishah Buang, Lilia Halim, Shamuni Kunjiapu), Universiti Kebangsaan, Malaysia



Dr. Ruhizan Mohammad Yasin is an Associate Professor in Science, Technology and Vocational Education specialized in Curriculum and Evaluation. She currently is a Deputy Dean of Research and Community Affair at the Faculty of Education, Universiti Kebnagsaan Malaysia (National University of Malaysia). She represents the University as a RN2 member since 2007. Her research interest is in sustainable education through curriculum design and implementation and Work place (Based) Learning. She has worked with several overseas universities (University of Bremen, and Duisburg, Germany, Beijing Union University,China and University of Limerick, Ireland) in collaborative research and project of 'Design and Implementation of Curriculum on Curriculum Development (DCCD)' for Technical-Vocational Education and Training, funded by the European Union's ASIA Link programme.

#### **B6: Workplace Learning in Thailand: Motivation and Benefits in Automotive Parts and Hotel Industries**

**B6 Abstract:** Thailand is a middle-income economy in the process of repositioning itself towards a higher level of playing field to secure their competitive edge in the world arena. During the past three decades, Thailand has turned to be one of the most dynamic and diversified economies in Southeast Asia. This study investigates the demographic background of the respondents in automotive parts and hotel industries in Thailand, their work status and workplace, and their perception regarding workplace learning, their experience and effects of workplace learning incurred to them. Both automotive parts and hotels industries that workplace learning is considered part of the strategy of the employers to upgrade their competitiveness and that the employees have recognizes the contribution of workplace learning activities, particularly in terms of productivity and the quality of their outputs or performances. The study finds the respondents in the automotive parts industry with a more positive attitude to their current situation at work than those in the hotel industry. The employees expect the cultivation of organizational learning culture, where employees' motivation and their participation in the design of workplace learning activities be encouraged as a driving force. The study indicates the need for government-private sector partnership to further encourage workplace learning for all along a lifelong learning approach.

**B6 Presenter:** Patcharawalai Wongboonsin, Ph.D.  
Director, Human Development & Migration Studies Center, College of Population Studies, Chulalongkorn University, Thailand



Dr. Patcharawalai Wongboonsin is a faculty member of the College of Population Studies, Chulalongkorn University. She is also a member of the Executive Board of the Institute of Asian Studies, Chulalongkorn University, Asian Review Editor-in-Chief, Asia Trend Editor-in-Chief, East Asian Economic Cooperation Council member, Deputy Director of the European Studies Center in Thailand, and Representative of Thailand to Network of East Asian Think Tank. She served as Advisor to Thai Delegates, ASEAN Inter-Parliamentary Organization. She obtained her A.M. from the University of Pennsylvania and Ph.D. from Kyushu University, Japan.

### **B7: Working to Learn: Insights into the workplace learning of education professionals from the United Kingdom.**

**B7 Abstract:** The paper aims to explore the role and importance of workplace learning, specifically for UK educational practitioners, against a backdrop of trends in participation in on-the job and 'off the job' training in all sectors of the economy. The paper draws on analysis of employees' questionnaires (UK context) undertaken as part of the ASEM survey. Analysing employees' responses allowed us illuminate some aspects of workplace learning, specifically focusing on issues arising from learning opportunities at work; employees' attitudes towards workplace learning; role of employers; impact of workplace learning on employees' knowledge and skills development; conditions and circumstances that facilitate workplace learning. In view of the small sample size and in order to get deeper insights into workplace learning the report also draws on a thematic review of selected UK projects that have focused on professional development and workplace learning of adults. The projects were carried out at the Centre for Work-based Learning, Institute of Education, University of London over the five-year period from 2004 to 2009 and covered a wide range of issues related to the topic of educational professionals' workplace learning specifically in a post-16 educational context. Furthermore, research carried out in the LLAKES (Learning and Life Chances in Knowledge Economies and Societies) Research Centre has yielded important insights into trends in UK participation in on-job and off-job 'training' in UK companies in all sectors of the economy, from the 1990s into times of economic downturn. The recent period of recession has also contributed to reductions in the coverage of adult training and especially reductions in off-the-job training for skilled and highly-qualified employees, resulting in a narrowing of the 'training gap' between higher and lower graded employees. These patterns are very likely to be reflected in training levels experienced by educational practitioners as public spending cuts take hold in the UK.

**B7 Presenter:** Professor Karen Evans (Natasha Kersh) University of London, Institute of Education, UK



Karen Evans is Chair in Education (Lifelong Learning) at the Institute of Education, University of London, and Co-Director of the WLE Centre. She was previously Professor of Post-Compulsory Education and Director of the Post-graduate Centre for Professional and Adult Learning at the University of Surrey. Her main fields of research are learning in life and work transitions, and learning in and through the workplace. She has directed 16 major studies of learning and the world of work in Britain and internationally. Books include Learning, Work and Social Responsibility (2009); Improving Workplace Learning (2006); Reconnection: Countering Social Exclusion through Situated

Learning (2004); Working to Learn (2002); Learning and Work in the Risk Society (2000). She is also joint Editor of COMPARE, the journal of comparative and international education (2004-2009).

### **B8: Opportunities for Learning in the Workplace – as Shown in the Workplace Learning Survey**

**B8 Abstract:** Workplace learning is becoming an integral part of the productive functioning of individuals in the workplace and of the operation of a sustainable organization. It makes therefore sense to pay attention to research of workplace learning in all sectors of the economy. Research shows, however, that there are significant differences in ways the workplace learning is enhanced in specific national, cultural, economic as well as professional and organizational contexts. Differences can be found at the level of individuals and groups by sex, education or position in the hierarchy of the organization. Systematic training and support for learning in the organization also significantly determines opportunities for learning. Conference paper discusses these questions and illustrates the situation with the data from Workplace Learning Survey.

**B8 Presenters:** Assistant Prof. Petr Novotný and professor Milan Pol, Masaryk University, Brno, the Czech Republic



Petr Novotný is assistant professor at the Department of Educational Sciences, Faculty of Arts, Masaryk University, Brno, Czech Republic. His main fields of research are learning, work and innovation. His focus is divided between andragogy (including the elaboration of the subject of workplace learning) and methodology of educational research. He has been also co-investigator in several researches on school development (Czech School Culture and the Strategies of its Development, Democracy in Czech Schools, Czech School Headteachers and their Life and Professional Careers, Teachers and Innovation). Petr Novotný has published the study on workplace learning titled "Workplace Learning. Possibilities to apply the concept of workplace learning in the Czech environment" (in Czech language) and he has also edited volume of proceeding? Workplaces as learning spaces? (also in Czech) authored by members of Research Network "Competence Development as Workplace Learning".



Milan Pol is Professor of Education and Chair of the Department of Educational Sciences, Faculty of Arts, Masaryk University in Brno, Czech Republic. In his research, education and development activities he has been focusing on development of schools as institutions, specific organisations and communities. His recent research projects concern school culture, democracy at schools and life and professional paths of school leaders.

## Seminar C: “Professionalisation of Adult Teachers and Trainers”

Venue: Room Thang Loi 4

Time: 1300- 1630, 7 December 2010

Chair: Professor S.Y. Shah, Jawaharlal Nehru University, New Delhi, India

Co-Chair: Susanne Latke, German Institute for Adult Education, Bonn, Germany

### Schedule

- |                    |  |
|--------------------|--|
| 13.00-13.15        | <b>C1:</b> <i>Exploring Rural Women’s Learning Motivations</i><br>Nguyen Thi Mai Ha, Viet Nam National Institute of Education Sciences, Vietnam  |
| 13.15-13.30        | <b>C2:</b> <i>Enhancing cross-cultural Competence among Southeast Asian Teachers in Adult Lifelong Learning</i><br>Professor Atanacio Panahon, Ateneo de Malina University, the Philippines      |
| 13.30-13.45        | <b>C3:</b> <i>Concept of Citizenship and Enhancing Cross-cultural Competence among Teachers in Adult Lifelong Learning</i><br>Professor Vaiva Zuzeviciute, Vytautas Magnus University, Lithuania |
| 13.45-14.00        | <b>C4:</b> <i>Raising Professional and Research Qualification of Academic Staff: the Key Issue nowadays in Latvia</i><br>Assoc. Professor Svetlana Surikova, University of Latvia, Latvia        |
| 14.00-14.30        | Discussion   |
| <b>14.30-15.00</b> | <b>Tea/coffee break</b>  |
| 15.00-15.15        | <b>C5:</b> <i>Non-formal Adult Education in Viet Nam 2001-2010</i><br>Professor Pham Tat Dong, Vietnam   |
| 15.15-15.30        | <b>C6:</b> <i>Are we Nurturing Lifelong Learners through our Higher Education System? Malaysian Experience</i><br>Professor Kamisah Osman, National University of Malaysia                       |
| 15.30-15.45        | <b>C7:</b> <i>Strategies of Professionalisation of the Lifelong Learning Teachers in India</i><br>Dr. P. Adinarayana Reddy and Dr. D.Umadevi, India  |
| 15.45-16.00        | <b>C8:</b> <i>Lifelong learning for Professionals at Zhejiang University</i><br>Professor Shanan Zhu, Zhejiang University, China   |
| 16.00- 16.30       | Discussion   |

## Seminar C: “Professionalisation of Adult Teachers and Trainers”

### C1: Exploring Rural Women’s Learning Motivations

**C1- Abstract:** Viet Nam’s socio-economic progress presents the agricultural workforce, particularly women, with lifelong learning challenges and opportunities. In Vietnam, women account for 70% of the workforce. Currently, men in rural areas often migrate to urban areas for employment opportunities and as a result female agricultural laborers must play key roles in raising their children and developing rural communities. A recent survey on the learning motivations of female agricultural laborers in Ninh Binh, a Northern Delta province of Vietnam, has indicated the following:

1. Female agricultural laborers identified learning needs in terms of improving life skills necessary for modern life and of learning new techniques to meet changing agricultural production requirements. Increased efficiency would allow them time to create additional income.
2. However, the identified learning needs of the respondents are still focused on reinforcing traditional gender roles and expectations. The respondents have not actually considered learning as a resource to increase agricultural production in the market-oriented economy.
3. Female agricultural laborers have less time for learning or rest; they are busy with traditional gender roles in the family. Therefore, they have not actually spent time for self-learning and updating knowledge.
4. Local communities have not met the learning needs of female agricultural workforce. (community learning centres fall short of facilities and capacities).

**C1- Presenter:** Ms. Nguyen Thi Mai Ha serves as a researcher for the Research Centre for Non-formal Education at the Vietnam National Institute for Educational Sciences (VNIES). She has worked in the field of gender and education, specifically on enhancing learning opportunities for women and girls, especially for those in disadvantaged circumstances. She is currently working on a project titled “Exploring learning motivation and factors affecting on motivation of adult learning”.

### C2: Enhancing cross-cultural Competence among Southeast Asian Teachers in Adult Lifelong Learning

**C2-Abstract:** The rise of the borderless world and networked organizations coupled with an almost irreversible phenomenon of increased movement of workers, students, visitors, and retirees to overseas destinations has made cross-cultural competence a compelling proposition.

A review of existing body of research on cross-cultural competence points to a limited discussion on the topic in reference to adult and lifelong learning in Southeast Asia. In the past 30 years, there has been a general push among higher education institutions (HEIs) in Europe and some parts of Asia, especially among business schools, to structure teaching, research, and service activities to international level (Stone, 2006; Beerkens & Derwende, 2007). Admittedly, while the capability of HEI faculty in handling cultural diversity in the classroom is being addressed through formal training and faculty exchange, the issue of cross-cultural competence among teachers (and trainers) in adult education in Southeast Asia is subject to debate.

The paper clarifies the definition of cross-cultural competence in the context of adult and lifelong learning and discusses the essential elements for one to become culturally

competent. How cross-cultural competence relates to the new construct called cultural intelligence (CQ) is likewise discussed in the paper.

The paper outlines the basis why teachers (and trainers) in adult education have to be culturally competent. Among the reasons expounded pertains to the need for teachers themselves to be culturally savvy so as to be more capable in facilitating the learning process of adults in handling cultural conflicts. TVET which is part of adult learning in Southeast Asia has to provide better equipping for would-be workers in overseas posting. And such training includes learning modules in handling cross-cultural dynamics.

**C2-Presenter:** Atanacio Panahon II is both an academic and a practitioner. He is an international investment banker with years of experience working as a senior officer for several financial institutions in Asia and Europe. Prof. Panahon graduated from Ateneo de Manila University (MBA) and the University of the Philippines (MTM) and currently teaches at the European Studies Program and the Graduate School of Business of the Ateneo de Manila University. He is a contributing author to three (3) internationally-published books, namely “The Future of European Studies in Asia” (Singapore, 2008), “Frameworks for Supporting Lifelong Learning” (Beijing, 2010), and “Teachers and Trainers in Adult and Lifelong Learning” (Frankfurt, 2010). Prof. Panahon sits in the Board of Trustees of Alliance Graduate School and acts as the President of a Philippine financial consultancy firm.



### **C3: Concept of citizenship and enhancing cross-cultural competence among teachers in adult lifelong learning**

**C3-Abstract:** Contemporary society, is a globalised one, and, even, if there are some countries, such as Lithuania, which is a nation based country, there is a need to start planning facing multicultural context. Teachers, as adults comprise a major group that has to be approached for this task. Because, a culturally sensitive and supportive atmosphere in class almost totally depends on the activity of a teacher. Teachers, as adults have to acquire intercultural education competence and, for Lithuanians, this is a difficult task, with no traditions in the field. Citizenship has a major impact in this process, because respecting rights, respecting other cultures and religions is at core of authentic and rewarding intercultural interactions. This presentation aims at presenting data from an empiric study (qualitative, focus group and written reports of the discussions in focus group) that was aimed at identifying what meaning of citizenship did respondents attribute to citizenship. Three different groups of respondents participated, one of the group represented adult educators from several countries: Lithuania, Germany, Finland, another group was comprised of students at vocational school, and the last group was comprised of unemployed adults. The major limitation of the study is the low number of respondents, which is a characteristics of almost all qualitative studies. However, the limitation is counterbalanced by comparison of contribution of three groups of respondents.

### C3-Presenter:

**Vaiva Zuzevičiūtė** is Professor (PhD in Education in 2005, Habilitation procedure completed in 2008) at the Department of Education at Vytautas Magnus University (Kaunas, Lithuania). Her professional experience includes teaching of undergraduates, graduates and supervision of doctoral studies. Vaiva Zuzevičiūtė is a member of BARAE (Baltic Association for Research in Adult Education); member of the editorial Board of the journal "Studies for Learning Society", and member of ESREA (European Society for Research on the Education of Adults), also, national delegate of the Lifelong Learning Committee, World Committee of Education and Lifelong Learning. Main research themes include adult education, didactics of higher education, development of e-learning and education



towards social cohesion and citizenship. Relevant publications include Zuzevičiūtė V., Teresevičienė M. (2009). Towards the Professionalisation of Adult Educator's Activities: Challenges and Perspectives. Monography. Institute for International Cooperation of the German Adult Education Association-dvv international, Germany- Poland, Warszawa ISBN 978-83-7204-812-7. More information: <http://www.vdu.lt/edukologija/?q=node/2>

### C4: Raising professional and research qualification of academic staff: the key issue nowadays in Latvia

**C4- Abstract:** The gap between supply and demand of labour skills remains a key problem for Latvia, leading it to focus more than ever on education and training. The ESF Priority 1 in Latvia is Higher education and science with modernising universities and retraining academic staff. In the National Strategic Reference Framework for 2007-2013 and operational programme "Human Resources and Employment" the analysis of the current situation identifies the following problems in the development of higher education: ageing of academic staff (especially, among professors and associate professors) and its unsatisfactory activity in the qualification improvements as well as shortage of new graduates of Doctor's degree who could qualify for positions of professor or lecturer in Latvian universities and who could be involved in the education of young specialists.

The goal of the paper is to study the challenges and opportunities of raising professional and research qualification and competence of academic staff in Latvia (2006-2010). Latvia's national strategic documents such as the National Strategic Reference Framework for 2007-2013, the operational programme "Human Resources and Employment" 2007-2013, the National Development Plan for 2007-2013; Action Plan for Necessary Reforms in Higher Education and Science for 2010-2012 have been studied in order to analyze the current situation, to identify the problems in the development of higher education and determine the main tasks of solution.

**C4-Presenter: Svetlana Surikova** is Doctor of Pedagogy (Dr.paed.), a researcher at the Institute of Pedagogical Sciences of the Faculty of Education, Psychology and Art of the University of Latvia. She is a consultant (tutor) in the interuniversity Master's programme "Educational Treatment of Diversity". Her scientific interests encompass formal, non-formal and informal education programmes for university staff professional development, effectiveness and quality assurance in higher education, new generation learning quality, and educational treatment of diversity in inclusive contexts. She has experience in international and local research projects. The findings of the research were presented in various Latvian and international conferences and published in more than 35 papers.



## C5: Non-formal adult education in Viet Nam, 2001-2010

### C5-Abstract

C5 -Presenter: Professor Phạm Tất Dong

## C6: Are we nurturing life-long learners through our higher education system? Malaysian Experience

**C6-Abstract:** The world around us is constantly changing, evolving, and most belief that it is changing in unprecedented speed caused by globalization. As part of this ever changing society, we must also be able to adapt and learn new skills to keep up with these changes. Therefore, modern universities can no longer be content in imparting well established and current knowledge and skills to their students, but must be able to equip students with the generic ability to guide their own learning, throughout their lives and in the wide variety of situations they will encounter after leaving formal education. This is particularly important in the developing country like Malaysia, striving to gain a footing in the world. Having human capital that is adaptable and proactive in learning new skills are essential in being able to be competitive in the world. This paper aims to discuss if Malaysian universities are nurturing life-long learners, and to what extent. Besides, factors that are associated with the characteristics of life-long learning among Malaysian university students will also be explored

### C6 - Presenter:

Associate Professor Dr. **Kamisah Osman** is currently the Head of Quality Management at the Faculty of Education, The National University of Malaysia.



She obtained her Masters in Science Education and Phd in Science Education from the Centre for Science and Technology Education, The University of Manchester, United Kingdom. Currently she is actively involved in maintaining the Quality Assurance processes at the university as well as national level. Besides, she is also actively conducting research and hence publication in her area of interest; science education and thinking skills. She is an Editorial Board member of the Eurasian Journal of Science and Mathematics Education, Science Education Review as well as Review of Journal of Research in Science Teaching. She is also an active member of European eLearning Think Thank (eLTT) Group and play a major role as evaluator of students' learning and retention. This project is fully funded by

under the auspices of EDUCAUSE project funded by Bill and Melinda Gates Foundation

## C7: Strategies of Professionalization of the Lifelong Learning Teachers in India

**C7- Abstract:** The term Lifelong learning is used in India to denote the education acquired through all forms of education by the clientele voluntarily to improve their knowledge, skill and competencies in their profession, and further education to improve their occupational status throughout their life. The major source of lifelong opportunities is formal and non formal streams of education. India being the second largest country in the world in terms of population also possessed large number of illiterates, low educated and skill less. Viewing that these are obstricals for the faster growth of the country, to improve the resourcefulness of the population with different levels of competencies and make use them in the economy it has created educational opportunities through different steams of education at various levels

suitable to all sections of the population and also created conducive environment for promotion of lifelong learning.

The programmes designed for promotion of lifelong learning are of broadly of four categories viz., Adult literacy programme, skills and competency promotion programmes , orientation and refresher courses and Continuing education. The teachers involved in the above sectors have been professionalized to discharge their functions. The present paper deals with the strategies adopted in India for professionalization of the teachers involved in area of lifelong learning

#### **C7- Presenters:**



**P. Adinarayana Reddy** is the Director, Department of Adult and Continuing Education and Principal, Institute for Advanced Study in Education at Sri Venkateswara University in Tirupati – 517 501, Andhra Pradesh, India. He received his masters and doctoral degrees in Adult Education. In addition, he possess Masters in Education. He has been working in the field of Adult Education for the last 28 years and has published 106 papers, 40 books on various themes of adult education, completed 28 research projects, awarded with Sardar Patel Literacy Award (2003). Presently working on factors affecting the participation and performance of the tribal girls studying tribal and non-tribal institutions



**D. Uma Devi** is formerly worked as Research Associate and presently working as Assistant Director, Centre for the Study of Social Exclusion and Inclusive Policy, S.K. University, Anantapur, India. She had her masters degrees in Adult Education and Sociology and doctoral degree in the discipline of Adult Education. She has published 54 papers, 15 books and completed 2 research projects. Presently she is working on Impact of Continuing Education Programme on Social Transformation of Socially Exclusives.

#### **C8: Lifelong learning for professionals at Zhejiang University**

##### **C8-Abstract:**

Since 1956, Zhejiang University had begun its adult education. Only recently the adult education at Zhejiang University gradually transforms into lifelong learning to catch up with the new global trend in adult education. The lifelong learning for professionals is based on the following facts: (1) new role of the lifelong education in the country's education system; (2) universities especially the research universities have their advantage and obligation in lifelong education; (3) the need of the professionals and marketplace.

Professionalization is the most important factor in ensuring the high-quality of lifelong education programs taken at the university. To improve its ability to maintain the lifelong education programs to be sustainable and actually serve the local and national social and economic developments, Zhejiang University tries to do the following things:

- To set up an new administrative system for lifelong education management;
- To change training contents;
- To change the training models ;
- To introduce quality assessment in lifelong education.

**C8-Presenter:**



**Dr. Shanan Zhu** received both his B.S. in Jan. 1982 and M.S. in Dec. 1984, in electrical engineering and his Ph.D. in mechanical engineering, in Dec. 1987 from Zhejiang University. From 1990 to 1992, he was a Postdoc, in the Department of Mechanical Engineering at UMIST and an RA in the Department of Engineering Science at University of Oxford in UK.

From 1992 to 1995, he worked as a visiting scholar at Argonne National Laboratory, and as a research associate in the Department of Electrical Engineering at the University of Utah in USA. During 1995 and 1998, he was a research fellow in Department of Electrical Engineering at National University of Singapore. His research work includes adaptive control, signal processing, biomedical functional imaging and source imaging.

In Aug. 1999, Dr, Shanan Zhu was a professor and the vice dean of the College of Electrical Engineering at Zhejiang University. In 2005, he served as the dean of the School of Continuing Education. From 2006 to the present, he is the director of the Administration of Continuing Education at Zhejiang University.

## Seminar D: National Strategies for Lifelong Learning

Venue: Room Thang Loi C

Time: 1300- 1600, 8 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

- |                    |   |
|--------------------|---|
| 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><br>Dr. Nooreiny Maarof, Malaysia National University. |
| 16.45-16.00        | <b>D8:</b> <i>Challenges and Innovative Strategies of Lifelong Learning in Korea-Promoting Lifelong Learning Cities Project and Lifelong Learning Oriented University</i>                         |

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 Turība. 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, Tallahassee, 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 learning 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.

## Seminar E: “ASEM LLL Core Competences”

Venue: Room Thang Loi D

Time: 1300- 1630, 7 December, 2010

Chair: Coordinator of ASEM LLL Research Network 5, Professor, Dr. Lena Lindenskov, Danish School of Education, Aarhus University, Denmark.

### Schedule

- 13.00-13.15      **E1:** *Enhanced Competence: A Need in a Risk Society*  
Professor Dr. Kua Wongboonsin and Patcharawalai Wongboonsin, Chulalongkorn University, Thailand
- 13.15-13.30      **E2:** *Dimensions of Counselling Older Adults for Employability*  
Dr. Vaiva Zuzeviciute, PhD student Monika Miliusiene, Vytautas Magnus University, Lithuania
- 13.30-13.45      **E3:** *Learning to use the Internet as a way to improve rural lives: Findings from the pilot project: “Improvement of Computer Usage and Public Internet Access Ability in Vietnam” funded by the Bill & Melinda Gates Foundation.*  
Mr. Phan Huu Phong, Project Director, Viet Nam Public-Utility Telecommunication Service Fund, Ministry of Information and Communications
- 13.45-14.00      **E4:** *A Global Study on the Changing Nature and Role of School Curriculum: From Transmitting Content Knowledge to Developing Students’ Key Competencies*  
Asst. Professor Dr. Won-Pyo Hong, Hankuk University of Foreign Studies, Korea.
- 14.00-14.30      Discussion
- 14.30-15.00      Tea/coffee break**
- 15.00-15.20      **E5:** *Examining the Development of Learning How to Learn Skills in Malaysia*  
Dr. Saemah Rahman, Assoc. Professor Dr. Ruhizan Mohd Yasin and Siti Rahayah Ariffin, Malaysia National University, Malaysia.
- 15.20-15.40      **E6:** *Analytical Competences and Beliefs - Experiences and Results from Latvia*  
Professor Dr. Irina Maslo and PhD student Pauls Jurjans, University of Latvia, Latvia.

15.40-16.00 **E7: *Traditional concepts of “study” and “learning” in Confucianism area and a possible theoretical scheme for further discussion***  
Professor Dr. Sasagawa Koichi, Hosei University, Japan.

16.00-16.30 Discussion

## Seminar E: “ASEM LLL Core Competences”

### E1: Enhanced Competence: A Need in a Risk Society

**E1 Abstract:** This paper is based on the notion of the trend towards a second modernity, where there are a number of risks and challenges in the society, economy, politics, cultures, ecology, as well as sociological transformation of social institutions affecting the relationship between individuals and the society. Given such a trend, this paper argues that it is imperative at the first priority level for the stock and the flow of the workforce to have their competence enhanced so as to develop non-linearly towards appropriate reflexivity while contributing to the society. This paper firstly discusses the concept of a second modernity and the nature of a risk society, including a demographic onus, individualization, an economy where labour without strong competence (foundation) and competency (domain specific) is replaced by technology, etc. Then, it discusses the notion of individualization, the preferences, lifestyles and relationship of an individual with the society, through the lens of their life paths and their participation in the labour market, in which needs of human capital - - in terms of domain specific knowledge - - are fast changing.

**E1 Presenter: Professor Kua Wongboonsin and Patcharawalai Wongboonsin**



Professor Dr. Kua Wongboonsin obtained his A.M. and Ph.D. in Demography from the University of Pennsylvania. His fields of expertise include Demographic Analysis, Population and Development. He is Vice-President for Research Affairs, Chulalongkorn University. He is also a faculty member of the College of Population Studies, Chulalongkorn University. During 1990s, he took directorship at the Institute of Population Studies, a former name of the College of Population Studies. He has also participated in these professional societies: the Thai Population

Association (Member, President 1995-2000); the Social Science Association of Thailand; Population Association of America; the International Union for the Scientific Study of Population (IUSSP).

### E2: Dimensions of Counselling Older Adults for Employability

**E2 Abstract:** In a constantly and rapidly changing world, everyone has to learn. We no longer have a privilege to learn when we have spare time, or when we feel learning is a useful way to spend our leisure time. Learning is a way to cope with tension caused by changes in one’s professional life, social life, and even personal life. Social exclusion is a leading cause of conflict and insecurity in many parts of the world. It marginalizes community, encourages alienation and disrespect people with different socio-economic status or from other nations. Nowadays age becomes another factor which influenced the discrimination of older adults. Nobody knows what factor will influence our exclusion in the

future, so nobody is safe from social exclusion. In order to provide older adults with meaningful and productive services, it is of crucial importance to constantly monitor at least two dimensions: (objective) changes in labour market (which are in their own cause conditioned by scientific and technological developments), and (subjective) changes in older person's life aspirations, which are conditioned by health status, educational and professional background and other variables, including gender. It is very important to attract the seniors to education, to raise their self-esteem, to equip them with the skills that they need in order to cope with change and inspire them to be the active members of today's ever changing society.

**E2 Presenter:** Professor **Vaiva Zuzeviciute** and **Ph.D student Monika Miliusiene, Lithuania**



Vaiva Zuzevičiūtė is a professor (PhD in Education in 2005, Habilitation procedure completed in 2008) at the Department of Education at Vytautas Magnus University (Kaunas, LITHUANIA). Her professional experience includes teaching of undergraduates, graduates and supervision of doctoral studies. She is a member of BARAE (Baltic Association for Research in Adult Education); member of the editorial Board of the journal "Studies for Learning Society", and member of ESREA (European Society for Research on the Education of Adults), also, national delegate of the LifeLong Learning Committee, World Committee of Education and LifeLong Learning. Main research themes include adult education, didactics of higher education, development of e-learning and education towards social cohesion and citizenship. Relevant publications include Zuzevičiūtė V., Teresevičienė M. (2009). Towards the Professionalisation of Adult Educator's Activities: Challenges and Perspectives. More information: <http://www.vdu.lt/edukologija/?q=node/2>

**E3: Learning to using the Internet as a way to improve rural lives: Findings from the pilot project: "Improvement of Computer Usage and Public Internet Access Ability in Vietnam" funded by the Bill & Melinda Gates Foundation.**

**E3 Abstract:** Despite the rapid growth of Internet access in Viet Nam over the past 10 years, access in rural areas (14%) remains far below levels enjoyed by urban areas (50%-60%). The pilot project "Improvement of computer usage and public Internet access ability in Vietnam" funded by the Bill & Melinda Gates Foundation, aims to contribute to narrowing the digital divide. The project installs computers and broadband Internet access in public libraries and telecenters such as communal culture post offices (CPOs), and offers training to library and CPO staff as well as to local community members in the rural and remote areas of three provinces. One of the key roles of the involved libraries and CPOs is to act as a center for information and life-long learning. Based on the lessons learned and success stories of the pilot project, an expanded project proposal is being developed to replicate the models in rural and remote areas of 40 provinces in Viet Nam.

**E3 Presenter:** **Mr. Phan Huu Phong** currently serves as the Deputy Director of the Ministry of Information and Communication's Vietnam public-Utility Telecommunication Service Fund, where has lead the piloting of improved computer usage and public internet access in Viet Nam.

Previously, Dr. Phong served as the Deputy Director of the Ministry of Posts and Telematics's Posts and Telecom's Bureau No 1, and as Chief of the Posts and Telecoms No 1 Division under the Department General of Posts and Telecoms Office.

Dr. Phong received his Bachelor's degree from Posts and Telecom University and his Doctorate from the Posts and Telecommunications Institute of Technology with a specialization in Network and Telecommunications Channels

**E3 Co-Presenter: Mr. Tran Ba Thai** currently works for the Bill and Melinda Gates-funded project "Improvement of computer usage and public Internet access ability in Vietnam"

Previously, Mr Thai spent more than 30 years working for the Institute of Information Technology (IOIT), Vietnam Academy of Science and Technology, in the area of computer networking and internet technology. At IOIT, he worked on several major projects, including the joint Vietnam Research and Educational Network/ Trans Eurasia Information Network project, FOSSBridge with inWent, INRIA of France and IOIT of Vietnam, Global Internet Policy Initiatives in VietNam) jointly with Internews Europe, and Asian Internet Interconnection Initiatives & School On Internet Asia, a joint project by Keio University, NAIST of Japan and 14 Asian education and research institutions.

Mr. Thai Graduated in Electronics & Telecommunication from Budapest University of Technology, Hungary and retrained in microprocessor and computer networking in Research Centre in Informatics and Applied Mathematics of EDF (Electricite de France), CNAM University, Bull company, Paris, France.

#### **E4: A Global Study on the Changing Nature and Role of School Curriculum: From Transmitting Content Knowledge to Developing Students' Key Competencies**

**E4 Abstract:** This presentation investigates how key competencies can be incorporated into the school curriculum, what are relevant instructional methods for it, and what institutional supports are required to reform school curriculum to be competence-based. To address these questions, this study uses qualitative data from three schools in South Korea, Australia and New Zealand. Major findings show that a transformative approach rather than additive one is required; teachers in three schools were attempting to restructure the existing curriculum to develop students' key competencies instead of considering the latter as a new teaching component. In terms of instructional methods, the teachers believed that more diversified strategies are necessary for the students to practice and develop diverse aspects of their competencies. This study also shows that the principal's leadership to enhance communication and interaction among teachers is crucial in constructing local definitions of key competencies and shared visions on how to integrate them with their curriculum and instruction. Based on these findings, this study provides global implications for implementing a competence-based approach to the school curriculum.

**E4 Presenter:** Assistant Professor, **Dr. Won-Pyo Hong, Korea**



Won-Pyo Hong is an assistant professor, teacher education programme at Hankuk University of Foreign Studies, Imun-Dong, Dongdaemun-Gu, Seoul, Korea, 130-791; e-mail: eduhong@hufs.ac.kr. He received his B.A. and M.A. from Department of Education, Seoul National University, Seoul, Korea. He then earned his Ph. D from Michigan State University, Michigan, USA. He specializes in curriculum studies, and his scholarship includes theory and practice with regard to school curriculum, curriculum policy analysis, and global and multicultural education. Recently, he is interested in redirecting the nature and role of school curriculum from transmitting content knowledge in subject areas to developing students' core competencies.

### **E5: Examining the Development of Learning How to Learn Skills in Malaysia**

**E5 Abstract:** Learning how to learn is one of the important core competences that need to be given attention in order to promote lifelong learning. By ensuring this, the individuals will have the skills to continue learning effectively in later life. The role of school system is very important in providing these basic skills. However review of literature showed that learning how to learn is not given enough attention in many classrooms today. The use of metacognitive approach is recommended by educational psychologists to provide opportunities for students to learn about their learning process thus helping them acquire the learning-to-learn skills. It is also suggested that learning how to learn skills can be developed simultaneously as they learn the content of subject matter. Using the metacognitive framework, this paper will focus on the status of the development of learning how to learn skills in Malaysia.

**E5 Presenter:** Associate Professor **Saemah Rahman, Ruhizan Mohd Yasin & Siti Rahayah Ariffin, Malaysia**



Dr. Saemah Rahman is associate professor in Educational Psychology. Currently she is a Deputy Dean for Undergraduate studies, Alumni and Industrial Relations at the Faculty of Education, Universiti kebangsaan Malaysia. Her research interests include learning and metacognition, thinking skills, learning to learn skills and integration of ICT in teaching and learning. Her current research projects are: 1) Using metacognitive approach to develop expert learner, and 2) Knowledge construction in mobile learning environment and 3) Developing competent learner for lifelong learning.

### **E6: Analytical Competences and Beliefs—Experiences and Results from Latvia**

**E6 Abstract:** According to the international investigation framework developed by L. Lindenskov and V. Hetmar (Danish School of Education, Aarhus University, Denmark) we are making an investigation into the relationship between students' performances in mathematics and their beliefs and positioning as doers of mathematics in lower-secondary

classrooms in Latvia as a starting point for the future joint comparative study. Our investigation takes place in Latvia grade 9 including 346 pupils. According to the specific objectives and criteria of joint investigation the research includes three stages 1) the students were asked to write down their reflections on three questions *What is mathematics? What is mathematical thinking? How to solve a mathematical problem?*; 2) based on the teachers' information about high-, middle- and low-performing students, two students from each group were interviewed in semi-structured interviews; 3) finally, the students' statements about beliefs and positioning were related to the teacher-based division, with regard to the high-, middle- and low-performing students, and to the students' marks in the final exam, at the end of the school year. The paper presents main findings of the study.

**E6 Presenters:** Professor **Irina Maslo, Latvia**, and the colleagues (Ph.D. students Pauls Jurjans, Margarita Pukite and Ludmila Babajeva, Scientific assistant Manuel Fernandez, Dr. Rudite Andersone, Dr. Irina Maslo, Dr. Andra Fernate, University of Latvia, Latvia, and Dr. Lena Lindenskov, Danish School of Education, Aarhus University, Denmark)



**Irina Maslo** is Habilitated Doctor of Pedagogy (*Dr.habil.paed.*), a professor of the Faculty of Education, Psychology and Art of the University of Latvia. She is also the Head of the Scientific Institute of Pedagogy of the Faculty of Education, Psychology and Art of the University of Latvia. The directions of her scientific research are: social pedagogy, models of social and cultural studies, didactics and intercultural didactics, the theories of curriculum, methods of teaching foreign languages, integration and inclusion, institutional bilingual education, multilingual education, educational treatment of cultural diversity, mix-method design of educational research, new instrumentation of self-research and monitoring. She has important experience of organizing conferences and managing international and local projects connected with international cooperation and international teacher training programmes, educational treatment of diversity in inclusive contexts, learning facilitating quality, lifelong learning, inclusive pedagogy within Latvia's and international context, the models for the development of future international cooperation projects in the common European education space



**Pauls Jurjans** is a doctoral student of the University of Latvia and lector of the School of Business Administration Turība. His research theme is: The role of critical thinking in specialist training at a higher education institution to self-regulate effective professional activity in crisis conditions. He also studies human's survival problems in extreme situations and how to teach to solve these problems according to constructivism and pragmatism schools in

pedagogy

## **E7: The Japanese Situation related to the Issue of Core Competences**

**E7 Abstract:** Traditional concepts on “study” and “learning” in Confucianism area and a possible theoretical scheme for further discussion

In East Asian “Confucianism Area” including current Vietnam, Korea, Japan, Taiwan, Hong Kong, Macau, Singapore and China, have had their own concepts on “study”, “learning ” and “competency”. After 16<sup>th</sup> century the area started to accept western technology and studies to create a new type of East Asian concepts of them. However under strong influence of USA this area has started to put their own tradition aside to face some difficulties to develop appropriate theories to the area. In my presentation the tradition will be explained and some suggestion for our discussion will be proposed.

**E7 Presenter: Professor Dr. Sasagawa Koichi, Japan.**



Sasagawa Koichi is Professor at the Faculty of Lifelong Learning and Career Studies, Hosei University

## Additional Presentations

Interested participants are also invited to attend some additional presentations which will be delivered at the ASEM LLL Hub Research Network Meeting from 13.30-15.30 on 8 December 2010, at Thang Loi Hotel, Yen Phu road, Tay Ho.

### Research Network 1: Internal Network Meeting for e-ASEM

#### Presentation 1: E-learning as a challenge for widening of opportunities for improvement of students' competencies

**Abstract:** The rapidly changing economic, financial and social conditions require new knowledge and competencies in order to be able to understand them, adapt to the new requirements and remain competitive and successful in the globalized social environment. Widening the access to lifelong learning is a means of how this could be achieved. A special role in this process is given to universities as promoters of lifelong learning. The authors of the paper consider that e-learning should promote the changes in academic studies providing an opportunity to integrate into formal education the possibilities of non-formal learning: individualization, equity in time and e-environment and informal learning in order to promote students' competencies. The study has been conducted during the implementation of interuniversity Master's programme "Educational treatment of diversity" (Spain, Latvia, Germany, Czech Republic) in 2008-2010. The research question: how e-learning in academic studies promoted students' learning outcomes? The sample consisted of 21 student of the Master's programme. The conducted sequential explorative research comprised the following stages: exploration of the context of interactive e-learning, data processing of e-platform data, data analysis and interpretation to explore obstacles and opportunities of the learning outcomes of informal e-learning. During the studies each student had an opportunity to design the enrichment of their experience in e-learning by making use of varied sources of information, new technologies, and several languages to reach an important subjective goal. The main findings of the study showed that widening of opportunities by constructing various unknown situations for communication formed an important context of academic studies, and facilitated self-development of the students' competencies. During the studies the obstacles were overcome, consequently widening students' learning opportunities.

**Presenter:** Dr. Rita Birzina, The Faculty of Pedagogy, Psychology and Art, University of Latvia, Latvia.



Rita Birzina works in the Faculty of Biology (FB) of the University of Latvia (UL) as study Methodist and leader of the Module of Biology of Professional Bachelor Programme for Teachers of Informatics and Natural Sciences. She is as well a senior researcher in the Institute of Pedagogical Sciences, Faculty of Pedagogy and Psychology, UL and the scientific secretary of its doctoral school „Human Capacity and Life Wide Learning in inclusive contexts of diversity”. Her scientific interests encompass researches on ICT, pedagogy and Natural Sciences with focus on Biology. The theme of her Dissertation is „Humanistic approach within the study of adults' computer literacy”. She delivers study courses on Biology in FB UL and on Informatics as a host reader in Jazeps

Vitols Latvian Academy of Music. She also has certain experience of lecturing in continuing education; in organizing conferences and leading international and local projects, which are connected with teachers' continuing education in ICT and Biology, as well as with the protection and management of nature

## **Presentation 2 : E-Learning in Lifelong Learning: Implementation Challenges in Public Malaysian Institution of Higher Education**

**Abstract:** There are many challenges faced by the Public Institution of Higher Learning (PIHL) in Malaysia in implementing e-learning in their respective institutions. This paper aimed to describe the challenges and issues of implementing e-learning in lifelong learning in Malaysian PIHL from various aspects including policy, governance, Learning Management System (LMS), training and e-content development. The respondents for this study included three thousands students from twenty Malaysian PIHL. This study employed a quantitative research methodology. The instruments used in the data gathering process included surveys on policy, governance, Learning Management System (LMS ), training and e-content development. The analysis of the data suggested that the main challenge associated with the governance of e-learning is the lack of staff. In terms of the academic staff acceptance of the e-learning policy, out of the institutions that have an e-learning policy, only two universities are at 'very well accepted' level, while five universities are at the 'well accepted' level. Four other universities are at the 'moderately accepted' level. The main challenge faced by most universities in the utilization of the Learning Management System (LMS) by academic staff is "complacent with existing teaching practices". In terms of e-content development, the major challenge faced by many universities is the lack of motivation among the teaching staff. In terms of future plans, the majority of the public universities intend to implement mobile-learning (m-learning). It is hoped that the results of this study will contribute to the further development of e-learning implementation in lifelong learning in Malaysian PIHL.

**Presenter:** Assoc. Prof. Norazah Nordin, Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia



Norazah Nordin is an Associate Professor in the area of e-learning and instructional design at the Faculty of Education, Universiti Kebangsaan Malaysia (UKM). She is the Coordinator of the Resource and Information Technology Graduate Programme and a member of the UKM e-Learning Committee, which is in-charge of the implementation of the UKM e-learning policy. At the national level, she is a member of the Malaysia Higher Learning Institution e-Learning Council. Her research interests include e-learning, ICT-Pedagogy Integration, Instructional Design and Mobile Learning. She leads many researches, which grants were awarded by the Ministry of Higher Education, Malaysia, the Ministry of Education, Malaysia and UNESCO. Her involvement in ASEM includes a contribution of a chapter in the ASEM book (2010), entitled 'Frameworks for Supporting Lifelong Learning' , published by Tongxin Publishing House, Beijing. As a member of the e-ASEM Research Network, she is determined to continue contributing and collaborating with other member researchers in lifelong learning and e-Learning activities.

## Research Network 2: Workplace Learning

### Presentation1:

**Title:** Workplace learning a sensitive matter?

**Abstract:** This study aims at motivational characteristics of the workplace that make employees perceive that learning is more or less voluntary or compulsory and that they experience benefits and effects accordingly. Motivation (to learn) is a sensible concept with attributes like emotions, context beliefs and personal goals. In the Dutch case the idea prevailed that different branches of work have impact on the practices of workplace learning and consequently on the perceptions of employees.

The conceptual model is illustrated in the figure. Out of 212 people 168 employees participated. These people came from 4 branches: public and commercial services, healthcare, and technical installations.

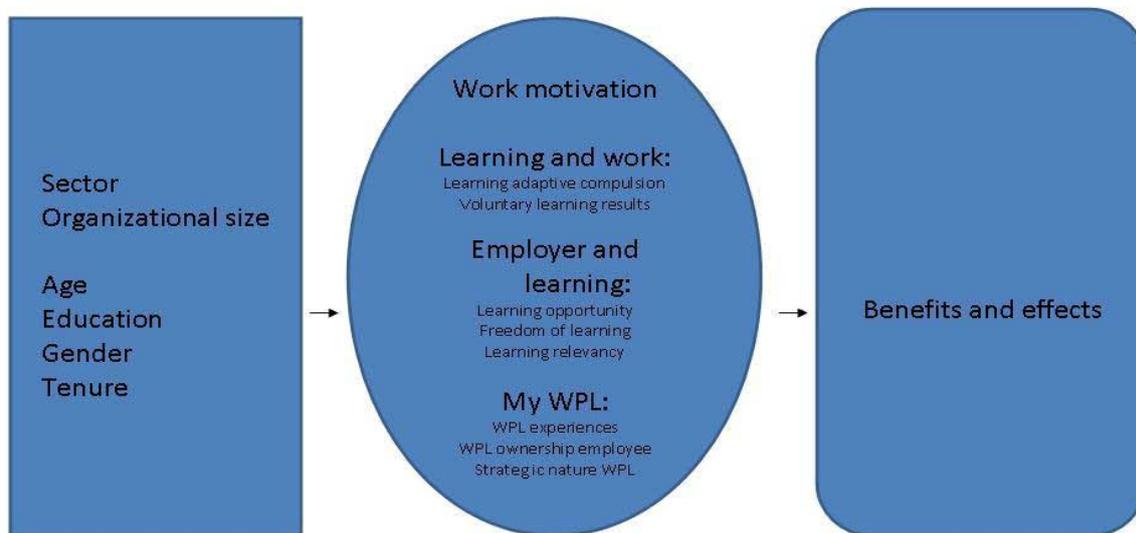


Figure. Conceptual model

Workplace learning seems to be not voluntary, nevertheless employees have positive experience with it. This holds despite that employees ownership of WPL is low. Concerning benefits and effects, at first, positive experience with WPL predicted the relative number of 'not applicable' effect categories in a negative direction. Secondly, 'ownership of WPL', 'learning adaptive compulsion' and 'emotive motivation' predicted the mean relative number of effect categories. Thirdly, the most chosen benefits of WPL are rather personal, like 'personal growth and self-identity' and 'sense of autonomy and judgment'. The conclusion is that in particular emotive and motivational aspects of learning in the workplace are important. These results also gain an insight into the complicated issue of compulsion and voluntariness. Workplace learning is a sensitive matter because of the psychological and relational processes between the employer and the employee with the first one in the leading position, while the employee is adapting in an enjoyable and volitional manner with some illusion of autonomy.

**Presenter:** Theo van Dellen (Linda Greveling), University of Groningen, Department of Lifelong Learning, The Netherlands



I received my PhD in Psychology from the University of Groningen in 1987 with the thesis 'Response processing and movement organisation in clumsy children: an experimental approach'. Afterwards my field of interest changed in the direction of training and development of adults (human resource development). Since 1986 I have been working in this area for the discipline of Pedagogy and Educational Sciences at the Faculty of Behavioural and Societal Sciences of the Groningen University. During the years 1996 to 2005 I provided extensively advice and consultancy services to external (training) organisations, typically on the issues such as management development, professionalism of adult trainers, motivation and motion in learning and development of adults, and human resource development. Nowadays my research interests include topics like work(place) related learning, motivation (to learn), emotion and adult learning (adult learning theory), the professional role of teachers, trainers and coaches in adult learning process and the organisation learning climate.

## **Presentation 2:**

**Title:** Workplace Learning in China

**Abstract:** Based on a questionnaire survey data with more than 546 employees from banking and manufacturing industries in China, descriptive and correlation analyses were conducted and the situation, reasons, and outcomes of workplace learning in China were reported and discussed.

Employees have a strong sense of participation in workplace learning and could get some support from employers. On the other side, most employers provide training or courses about job-related knowledge and skills. Workplace learning consists of compulsory learning and voluntary learning, of which induction courses for new employees and regular training courses provided by employers at the workplace are main contents. The need to update knowledge and skills to prepare for another job is the first place reason for employees' workplace learning. A number of personal factors exhibit differences in employees' attitudes towards workplace learning. The higher employees' educational level is, the more need they perceive to carry on learning. Besides, parents' education is also found to be related to employees' attitudes towards workplace learning. Possible explanations are provided and implications for policy making and practice are discussed.

**Presenter:** Prof. Jian-Min Sun, Renmin University of China, China



Jian-Min (James) Sun is a professor and Chair of the department of psychology, and adjunct professor at the School of Labor and Human Resource and the School of Business at Renmin University of China. He was a Fulbright visiting scholar in the College of Business Administration at University of Florida in 2007–2008. He received his Ph.D. in Psychology from Beijing Normal University. His research focuses on personality and performance, leadership, human resource management, and cross-cultural differences in the business field. His works appear in journals such as Strategic Management Journal,

Journal of Applied Social Psychology, Leadership and Organization Development Journal, Sociological Review, Journal of Social Psychology, Management World, etc. He is a member of International Association of Applied Psychology, Academy of Management, Society for Industrial and Organizational Psychology.

### **Presentation 3:**

**Title:** Current Status and Mechanism of Workplace Learning in Japan - Positive intention and approaches for WPL, but Focusing on Limited Scope

**Abstract:** The ASEM LLL workplace learning survey in Japan was received from 110 respondents, collection rate 94%. The question regarding belief of WPL indicated that employee recognized the importance of intended learning and training rather than learning by doing. About decision of participation to WPL, they decided for themselves to take part in work-related courses because they just wanted to learn and to do their job well. They had high learning motivation and sense of responsibility for their works. They don't decide to take work-related courses for their promotion and looking for job. They want to improve their skills and abilities for themselves. Multivariable analysis were also conducted, 3 categories were derived in the question about approaches to WPL by organization using factor analysis, "providing WPL opportunities", "requirement of WPL", and "indirect support to WPL". All were not enough to be done, especially indirect support. And 3 categories were derived in the question of WPL status, "positive response", "WPL-management", and "WPL-job". While WPL-job was prevailing, WPL-management was not focused on. Relationship between approaches and status were analyzed. Providing opportunities influenced to positive response and WPL-management. Requirements had no influence to WPL status, but indirect support influenced to positive response and WPL-job.

**Presenter:** Associate Prof. Kenji Hirata Ph.D, (Shoko Morimoto), Toyo University, Japan



He is associate professor in Department of Social Psychology, Toyo University, Japan. He received a bachelor in Education from Waseda Univ., and Ph.D. from Tokyo Institute of Technology. His main research interest is "expert science", which means acquisition, assessment and management of knowledge, ability, skill and competency from the viewpoints of both psychometrics and informatics. He worked in a management consulting firm for 17 years as a training and e-Learning developer, and a consultant on Organisational Development and Human Resource Management. Now he is also an individual consultant in workplace learning. He has contributed to many standardization activities, such as project editor on ISO/IEC 19796s, vice president of Society for Human Resources Markup Language, committee member of Embedded Technology Skills Standard, IT Skills Standards, Bio-Tech Industry Skills Standard, and other skills standards, chair on Skills Management in OMG (Object Management Group), delegation of ISO/IEC JTC1 SC36 Japan national body, delegation of ISO/TC 236, chair of quality management WG in Asian e-Learning Network.

#### **Presentation 4:**

**Title:** The Entrance to the Secret Garden: Workplace Learning – access the research field in Austria

**Abstract:** This presentation intends to elaborate some ideas on why the accessibility in Austria is quite narrow in the field of workplace learning and how outcomes of studies using quantitative research methods are represented. The ideas are based on the actual experiences which occurred by the development of the Austrian sample within the process of launching the ASEM-LLL RN2 survey on “Workplace Learning”.

Furthermore an overview over the methodological approaches, including all participating countries in the ASEM-LLL RN2 survey, from the Austrian and coordinating perspective will be given.

**Presenter:** Katharina Lunardon, University of Innsbruck, Austria



Katharina Lunardon is Research Assistant for teaching and research across a range of topics and projects in the field of education and generation at the University of Innsbruck. She works closely with Lynne Chisholm, Coordinator of ASEM-LLL-RN2, and is here responsible for communication flow within the network. Currently she is the anchor person for the first RN2 comparative survey on workplace learning, launched in spring 2010. Her interest focuses on transitions from educational institutions to work and vice versa and on the links between teaching and research, to strengthen the links between students' interests and the realities of universities as organisations.

#### **Presentation 5:**

**Title:** Learning at work: employee perceptions and practices – Austrian National Report

**Abstract:** Employee perceptions and practices towards workplace learning are shaped by a complex set of personal, social and organisational factors. This contribution highlights the key findings for Austria from a comparative survey conducted in 2010 by the Asian and European member countries of ASEM-LLL Research Network 2. The survey looked especially at whether employees working in selected industrial and occupational sectors view CVET as mandatory or voluntary, and how this frames their own participation in CVET.

**Presenter:** Research Network Coordinator: Univ.-Prof. Dr. Lynne Chisholm, University of Innsbruck, Austria



Lynne Chisholm, Professor of Education and Generation at the University of Innsbruck (Austria) is an international specialist in education, training and youth research in comparative and intercultural context. She coordinates the university's Research Centre on Education, Generation and Life-course, where she leads research projects focusing on competence development in non-formal learning contexts, especially social and intercultural competences. She edited UNESCO's Global Report on Adult Learning and Education for CONFINTEA VI and is coordinating the current review of the Austrian national lifelong learning strategy. Member of the Austrian Council for Universities of Applied Sciences, she further holds a

Visiting Professorship at the University of Oslo and from October 2009 she will join the Danish School of Education, University of Aarhus as Professor of Adult and Continuing Education in conjunction with her chair in Innsbruck.

**Presentation 6:** Teacher Perception of Benefits from Workplace Learning and Teacher Job Satisfaction

**Abstract:** The purpose of my study was to compare teacher job satisfaction and perception of benefits from workplace learning. To find out the level of satisfaction of teachers with their job, a job satisfaction questionnaire developed by P. E. Lester (Lester, 1987, p.227) was used. To find out teacher perception of benefits from learning at work, data from the ASEM HUB LLL joint survey on workplace learning 2009-2010 were used.

The sequential analysis of the data on teacher job satisfaction shows that the lowest scale of teacher job satisfaction is satisfaction with the salary and the second lowest scale is satisfaction with being secure about the future at work; teachers do not think that learning at workplace could promote their pay rise and they do not associate learning at workplace with opportunities for promotion. At the same time teachers consider those aspects which are connected with self-development to be a dominant benefit from learning in work.

The main finding of sequential analysis will be discussed in terms of an opportunity to improve level of teacher job satisfaction using workplace learning.

*Key words: learning, workplace learning, benefits, job satisfaction*

**Presenter:** Aija Persevisa, University of Latvia, Latvia



Aija Peršēvica is a PhD student and researcher at University of Latvia, Faculty of Pedagogy, Psychology and Art, department of Pedagogy. Main research fields are teacher job satisfaction and quality of education. Since October 2009, she has participated in ASEM LLL Research Network 2 „Competence Development as Workplace Learning” as a researcher of Latvian National Survey Report.

**Presentation 7:** Workplace Learning: An Importance of Personal Development

**Abstract:** The adults’ participation in different kinds of formal and nonformal workplace learning is ongoing. Adults as employees think about their future and pay attention to both – professional and personal development during organized courses or everyday workplace provided activities. For me as a teacher in nonformal sector it is important to reflect how nonformal education opportunities relate to workplace learning needs. That’s why the topic of my promotion work is “Adult’s personal growth in a workplace learning”. Participation as PhD student in joint study by UL FEPA Institute of Pedagogical Sciences ASEM HUB LLL 2<sup>nd</sup> network – Competence Development as a Workplace Learning – research project in Latvia in the year 2009-2010 gave me opportunity to be sure that importance of personal growth is actual for adult employees. The study findings show contradiction between adults’ needs for personal growth and employers more oriented position on professional knowledge and skills. In that paper will be presented the joint study results that clear out this contradiction.

*Key words: adult learning, workplace learning, nonformal education, personal growth.*

**Presenter:** Mag.paed. Ludmila Babajeva (Dr.habil.paed., prof. Tatjana Koke), University of Latvia, Latvia



Ludmila Babajeva is a Ph.D. student at the University of Latvia. Her main research fields are lifelong learning, adult education, learning theories and workplace learning. She has published an article according adults' interest in learning and has given a presentation in ATEE conference. She has joined the ASEM LLL Research Network 2 to participate in the recent research provided in Latvia by Institute of Pedagogical Sciences, UL. She works closely with her supervisor, Tatjana Koke Prof., Ph.D. to study workplace learning for personal development.

### **Research Network 3: Professionalisation of Adult Teachers and Trainers**

#### **Presentation: Building I-I Pivotal Competences for LLL Instructors**

**Abstract:** Building three pivotal capacities: individual, interpersonal, and institutional are crucial for lifelong learning instructors. Developing personal capacity entails humanity (仁), rightness (義), propriety (禮), wisdom (智), and trustworthiness (信). Interpersonal capacity addresses the global perspective and local standpoint. Institutional capacity means building a harmonious learning atmosphere and encourages positive, active and collective learning environment. This paper systematically explores how the I-I is pivotal to LLL instructions.

**Presenter: Yang Ling, University of Macau, China.**

#### **Presentation: Lifelong Learning and Professional Education in Vietnam**

**Presenter:** Assoc. Prof. Dr. Nguyen Khang, Deputy General Director of Professional Education Department

**Abstract:** The evolution of science and technology and very rapid integration of new knowledge into daily life and production practices leads to the growing need for continued renovation of production technology chains, which results in more efficient and quality products. This rapid development of science and technology requires continued professional education and on-the-job training for employees to keep pace with development. Thus, professional education must go hand in hand with lifelong learning of workers and contribute to the sustainable development of human resources to meet the society's needs.

Vietnam now has a working population of more than 46 million. However, as of 2010, only 40% of the workforce is trained. To achieve the objective of 55% training by 2015, it is imperative that professional education increase efforts to provide initial training, training refreshment and supplementary training to untrained workers, especially those in rural areas, through professional secondary schools and vocational training schools.

After many challenges, a professional secondary education network has been established and continues to develop across the country. At the end of 2009 in Viet Nam, there were 282 professional secondary schools and 271 universities and colleges providing professional secondary education. The number of students in professional secondary education increased from 255,400 in 2000 to more than 699,700 in 2009. The vocational training institutions network has also grown rapidly across the country. To date, there are 107 vocational training colleges, 280 vocational secondary schools and 777 vocational training centers. In addition, there are more than 1,000 enterprises, business, and service providers providing vocational training. The enrolment of students in vocational training increased from 525,600 in 1998 to 1,707,000 in 2009, of which the vocational training at secondary and college levels (long-term vocational training) increased from

75,600 to 287,000 and basic vocational training and below three month training levels (short-term training) increased from 450,000 to 1,420,000.

Besides formal vocational training, professional secondary and vocational training institutions also provide non-formal education, refreshment and supplementary training to enhance social and cultural knowledge, foreign language and IT skills and improve professional capacities and employability for everyone.

Professional education plays a very important part in lifelong learning as it will make a significant contribution to equipping laborers with professional knowledge, skills and attitudes in an effective and lifelong manner; creating conditions for them to find and sustain their jobs, increase their income and directly contribute to the building and development of the country.

# Asia-Europe Meeting of Ministers for Education

The 1<sup>st</sup> ASEM Ministerial Meeting on Education in Berlin, Germany.  
*Education and Training for Tomorrow: Common Perspectives in Asia and Europe*  
Berlin, 5-6 May 2008

## Conclusions by the Chair

The first meeting of the Ministers responsible for education of the ASEM countries was held in Berlin on 5-6 May 2008.

The meeting was chaired by the German Federal Minister of Education and Research, Dr. Annette Schavan, and supported by the President of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder*, Annegret Kramp-Karrenbauer. The meeting was co-sponsored by China, Denmark and Japan.

The discussion on the first day was focussed on strengthening cooperation in higher education by forging strategic partnerships. Exchanges of views on the second day concentrated on enhancing employability and lifelong learning by bringing together education and the labour market.

The Meeting congratulated Germany on having taken the initiative for this first meeting of ASEM Education Ministers and underlined the importance of a stable and productive dialogue, thus supporting the key role of education and training in each country's efforts towards economic and social development as well as in making globalisation a success for all parties concerned.

## The Meeting recognised that

1. There is a growing need for more intensive relations and cooperation between Europe and Asia in a globalising world and stressed the increased economic interdependence of the two regions. ASEM plays a vital role as a platform for dialogue and cooperation among the European and Asian partners of the ASEM process.

2. The ASEM Education Ministerial Meeting in Berlin is an important first step towards strengthening the dialogue and fostering cooperation between ASEM partners in the field of education and training. The two regions look back on a history of long and successful bilateral partnerships in science and education.

Experience with cultural and academic diversity has created many opportunities for personal growth, has promoted tolerance and has reduced discrimination by helping to develop a global democratic culture. The

knowledge of languages and cultures of the ASEM partners is considered important by the Meeting.

3. Ensuring the quality and competitiveness of higher education systems and institutions is a key element for educating qualified and employable citizens and promoting economic growth in Asia and Europe. Higher education is therefore regarded as an important area of exchange and cooperation. The internationalisation of education in general, and of higher education in particular, is an important factor for making education systems and institutions more attractive and competitive worldwide.

4. The visibility of and the information on European and Asian education systems and institutions still leave room for improvement in both regions. Obstacles that may prevent the extension of individual exchange and institutional partnerships must be defined and tackled. Structural cooperation (e.g. bilateral agreements, partnerships, joint study programmes and research projects, offshore activities) is crucial for creating sustainable links between European and Asian universities.

5. In view of the rapid social and economic changes and demographic challenges in both regions, education systems have to deliver both broad general knowledge and labour-market related competences and skills. Close

cooperation between education and industry at international, national, regional and local level is a core element for ensuring the employability of the young generation entering the workforce as well as the employability of older generations.

## The Meeting agreed

(1) To set up a strategic Asia-Europe education partnership for the 21st century, to strengthen the ASEM dialogue and cooperation in the field of education to include stakeholders at all levels and to convene a second Ministerial Meeting on Education in Vietnam in 2009.

(2) To send key messages from the Berlin Conference to the ASEM summit in Beijing for acknowledgment and to pass on the chair's conclusions to the Asia- Europe Higher Education Leadership Dialogue Meeting in Berlin in October 2008 for further discussion.

(3) To invite ASEM members to join an EU-Asia working group including Senior Officials and stakeholders from the education sector to identify the challenges connected with strengthening the mobility of students, teachers and researchers, and to make suggestions for improving the framework conditions for bi-regional exchanges with special regard to recognition of qualifications and degrees.

(4) To propose the establishment of a bi-regional forum involving stakeholders from the education and economic sector to strengthen the dialogue and cooperation between education and industry at local, national and

international level. A regular exchange of experience on how to promote knowledge, skills, and competences relevant to the labour market could thus be established.

(5) To continue to internationalise their education systems and to encourage the internationalisation of institutions, especially in higher education. The Meeting acknowledged the role of internationalisation processes in the field of higher education in both regions and expressed its interest in exchanging views and

experiences between Asia and Europe.

(6) To encourage international educational mobility between both regions and to especially enhance more balanced exchanges of talented students graduates and researchers by strengthening the potential of national, bilateral and multilateral mobility schemes (such as ASEM DUO and ERASMUS Mundus). Bi-regional exchanges, including foreign language learning, intercultural training and practical work experience, should be considered. The Meeting acknowledged the efforts of the European Commission and the Asia Europe Foundation (ASEF) to enhance bi-regional people-to-people exchanges. Exchanges with less economically developed countries are encouraged.

(7) To promote all kinds of structural education cooperation among ASEM partners in both regions to increase sustainability. Special attention should be given to university partnerships and networks (e.g. AUN-SEED Net, ASEA and EURASIA-PACIFIC UNINETS) and to the joint development of study programmes (possibly with double or joint degrees) and common research projects. Joint off-shore activities, such as the organisation of summer schools, joint study programmes and the foundation of area study centres, could be of considerable value. The activities of the German Academic Exchange Service in this field could be a source of inspiration.

(8) To intensify EU-Asia cooperation in the field of lifelong learning. The Meeting encouraged the ASEM Lifelong Learning HUB to extend its network to all ASEM partners and to increase its research activities. Higher education institutions play a key role in lifelong learning, especially as regards the continuing education and further training of post-graduates and non-academics.

(9) To increase the visibility of the education systems and institutions of both regions by improving information and stimulating joint marketing initiatives.

Existing transnational platforms for dialogue and information (as implemented by Asia-Link and ASEF) as well as existing marketing tools at international (e.g. European Higher Education Fairs in Asia) and national level should be used and developed further. Alumni and their networks are encouraged to contribute to the dissemination of information.

#### **The Meeting welcomed**

Vietnam's offer to host the next ASEM Education Ministerial Meeting in Hanoi in 2009 and encouraged all ASEM members to contribute to the preparation of this event.

**The 2<sup>nd</sup> ASEM Ministerial Meeting on Education in Hanoi, Vietnam**  
***Sharing Experience and Best Practices on Higher Education***  
Hanoi, 14 - 15 May, 2009

### **The Conclusions by the Chair**

The Second Meeting of the Ministers Responsible for Higher Education of the ASEM countries was held in Hanoi, Vietnam on 14-15 May 2009.

The Meeting was chaired by the Vietnamese Deputy Prime Minister, Minister of Education and Training, Prof. Dr. Nguyen Thien Nhan, co-chaired and co-sponsored by the Chinese Ministry of Education, the Danish Ministry of Education, the German Ministry of Education and Research, the Korean Ministry of Education, Science and Technology and the Thai Ministry of Education.

The discussion focused on the comments and proposals of the First Meeting and on strengthening cooperation in higher education by forging strategic partnerships for quality assurance, credit recognition and transfer in ASEM countries. Exchanges of views also concentrated on sustainable human resource development for ASEM's future needs through the promotion of lifelong learning and vocational education and training (VET), on enhancing mobility and employability, on strengthening university-industry partnerships, and on fostering quality vocational education in member countries.

The Meeting congratulated Vietnam on hosting the second meeting of ASEM Education Ministers Responsible for Higher Education and on effective coordination of a range of activities to increase visibility of higher education, removing obstacles to educational mobility, making quality assurance and accreditation more transparent, and lifelong learning more effective in member countries.

#### **The Meeting:**

1. Acknowledged the efforts of the Asia-Europe Foundation (ASEF) through the ASEM Education Hub (AEH) in facilitating dialogue and co-operation between and among various actors in the field of higher education: ASEM governments, university leaders, researchers, teachers and students.
2. Recognized the efforts and positive results of the Erasmus Mundus and the ASEM-DUO fellowship programmes in facilitating the mobility of students and teachers between Asia and Europe.
3. Recognized the ASEM Rectors' Conference process (with the AEH as its permanent Secretariat) as a dialogue partner, representing higher education stakeholders from the ASEM countries, at the ASEM Ministerial Meeting.
4. Further acknowledged that Lifelong Learning (LLL) provides a solid framework for sustainable human resource development, which generates economic growth, social welfare and enables individuals to pursue stimulating learning opportunities at all stages of their lives. Therefore, it deserves specific attention for intensified cooperation among the ASEM countries.
5. Recognized the role of the Information and Communication Technology (ICT) in the general development of education, and encouraged ASEM members to share their e-learning resources to maximize the use of ICT in capacity building, learning and teaching, and welcomed India's contributions in this field.
6. Encouraged ASEM members to upload the list of accredited educational institutions and programmes on the existing UNESCO portal to facilitate mobility of students, teachers and researchers.
7. Recognized UNESCO/OECD guidelines on quality provision in cross-border higher education as a basis for quality assurance, credit recognition and transfer in ASEM countries.
8. Recognized that solutions to the global economic crisis are no longer local or national, and that the whole spectrum of lifelong learning, education and training is not only a short-term recovery instrument, but a long-term economic and social response to the crisis.
9. Welcomed the call from the European Higher Education Ministers in their Communiqué of the Leuven/Louvain-la-Neuve conference 28-29 April 2009 for enhancing policy dialogue through the organization of the Bologna Policy Fora. The meeting applauded EUA for initiating a Round Table on 'The Bologna Process and Europe-Asia Dialogue' in Brussels<sup>2</sup>.
10. Emphasized the importance of ensuring that all initiatives taken are based on collective consultation and reflect the interests of all parties involved in order to make the ASEM Education Process a truly bi-regional initiative.

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<sup>2</sup> "Part of the EU-Asia Higher Education Platform – a European Union's initiative implemented by EUA, DAAD and Nuffic"

11. Considered relevant outcomes of the ASEM Labour and Employment Ministers Meeting in Bali in October 2008, where similar topics and certain actions in the field of VET and Labour Migration were proposed.

**The Meeting agreed:**

**A. Quality assurance, credit recognition and transfer in ASEM:**

(A1) - To adopt the suggestion from the Second ASEM Education Ministerial meeting on starting an ASEM dialogue by forming three pilot groups of experts on credits and learning outcomes, quality assurance and qualification frameworks, while respecting the diversity of higher education systems and institutions in Asia and Europe. The Meeting applauded Germany for volunteering to coordinate a pilot group of Asian and European experts on credits and learning outcomes, and Austria for volunteering to take an active part in working with pilot group of experts on mutual recognition of higher education qualifications among the ASEM countries.

(A2) - To provide more support to trans-national initiatives and activities that aim to enhance the attractiveness, accessibility, profile, image and visibility of, and accessibility to Asian and European Higher Education in the world, and to welcome the proposal from the German Academic Exchange Service (DAAD) for a project on promoting joint programmes and mobility between ASEM countries.

(A3) - To organize meetings for relevant Quality Assurance Agencies in Asia and Europe to exchange experience and good practices with the focus on quality assurance and accreditation of joint programmes, and the development of standards and guidelines in this field. The Meeting welcomed offers from France and Korea to organize two inter-regional workshops in France and Korea on Quality Assurance among quality assurance and accreditation agencies. The Meeting also welcomed the offer from the EUA, the AUN and the Commission on Higher Education of Thailand to organize a workshop on Regional Approaches to Quality Assurance in Bangkok, Thailand as part of the EU-Asia Higher Education Platform (EAHEP). Universities, governments, quality assurance agencies (including the ASEAN Quality Assurance Network (AQAN)), and other interested partners from ASEM countries are invited to attend. The meeting also welcomed Cyprus' offer to host a conference on quality assurance in 2010, as a continuation and expansion of the workshops in Korea and France.

**B. Sustainable human resource development for ASEM's future needs:**

(B1) - To strengthen the role of ASEM LLL Hub in order to deepen common understanding of LLL concepts, to make research and research-based policy recommendations in the fields concerned, and to expand the existing ASEM LLL cooperation to all ASEM countries, the European Commission and the ASEAN Secretariat. The Meeting welcomed Vietnam's offer to host a workshop in October 2009 in Nha Trang, Vietnam on lifelong learning and sustainable human resource development in cooperation with the Danish Ministry of Education, the ASEM LLL Hub and the EUA. The Meeting also welcomed Thailand's offer to host a conference on lifelong learning: workplace learning and e-learning, in cooperation with the ASEM LLL Hub, in July 2009 in Bangkok, Thailand.

(B2) - To endorse the detailed proposal and budget for the ASEM Education and Research Hub for Lifelong Learning and invited the ASEM countries and organisations to make this possible by voluntary contributions over the three year period of 2010-2012.

(B3) - To set up the ASEM University-Business-Forum, as agreed in the First Ministerial Meeting in Berlin, to enhance exchange of views and good practices, and welcomed Thailand for volunteering to organise this activity.

(B4) - To increase the exchange of information on skills forecast among ASEM countries by maximising inter-linked existing networks of member countries, and to encourage ASEM countries to explore EU's new initiative on new skills for new jobs, which aim at mapping out the skills of the future to better anticipate and match the needs of the labour market.

(B5) - To link the existing European Network on Quality Assurance (ENQA) with initiatives in Asian countries in order to exchange experience and practices on the implementation of QA in VET. To facilitate this exchange, a voluntary group of Asian countries, with the help of the ASEM Education Secretariat, shall take the lead in exploring the European Network. The Meeting welcomed China's offer to organize a workshop, supported by Germany, on attractiveness, employability in VET in China.

(B6) - To further increase the visibility of the education systems and institutions of both regions by organizing joint ASEM higher education meetings, conferences, fairs and joint marketing and information activities. The Meeting welcomed suggestions for the establishment of an EU-Asia portal providing information on jobs and learning opportunities in ASEM.

(B7) - To make the Asia-Europe Rectors' Conference a bi-annual event and encouraged balanced participation of universities from both regions.

### **C. The Establishment of the ASEM Education Secretariat**

(C1) -To establish a rotating ASEM Education Secretariat to ensure effective coordination and sustainable progress of the ASEM process. The ASEM Education Secretariat will coordinate ASEM educational activities, help with preparations for ASEM ministerial meetings, and facilitate the implementation of output-orientated initiatives that contribute to educational policy development and practices. The Meeting welcomed Germany's offer to host the ASEM Education Secretariat for the first four-year cycle and invited ASEM member countries to join and send in staff. The Meeting also acknowledged China's, Indonesia's and Vietnam's confirmation on personnel contributions to the Secretariat.

#### **The Meeting welcomed**

Denmark's offer to host the third ASEM Education Ministerial Meeting and encouraged all ASEM members to contribute to the preparation of this event.

#### References

<http://www.dpu.dk/site.aspx?p=12094>

[http://www.aseminfoboard.org/page.phtml?code=MinisterialMeetings\\_EDUMM](http://www.aseminfoboard.org/page.phtml?code=MinisterialMeetings_EDUMM)

# UNESCO CONFINTEA VI- Belém Framework for Action

## Preamble

1. We, the 144 Member States of UNESCO, representatives of civil society organizations, social partners, United Nations agencies, intergovernmental agencies and the private sector, have gathered in Belém do Pará in Brazil in December 2009 as participants in the Sixth International Conference on Adult Education (CONFINTEA VI) to take stock of the progress made in adult learning and education since CONFINTEA V. Adult education is recognised as an essential element of the right to education, and we need to chart a new and urgent course of action to enable all young people and adults to exercise this right.
2. We reiterate the fundamental role of adult learning and education as laid down during the five International Conferences on Adult Education (CONFINTEA I-V) since 1949 and unanimously undertake to take forward, with a sense of urgency and at an accelerated pace, the agenda of adult learning and education.
3. We endorse the definition of adult education, first laid down in the Recommendation on the Development of Adult Education adopted in Nairobi in 1976 and further developed in the Hamburg Declaration in 1997, namely, adult education denotes “the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society”.
4. We affirm that literacy is the most significant foundation upon which to build comprehensive, inclusive and integrated lifelong and life-wide learning for all young people and adults. Given the magnitude of the global literacy challenge, we deem it vital that we redouble our efforts to ensure that existing adult literacy goals and priorities, as enshrined in Education for All (EFA), the United Nations Literacy Decade (UNLD) and the Literacy Initiative for Empowerment (LIFE), are achieved by all means possible.
5. The education of young people and adults enables individuals, especially women, to cope with multiple social, economic and political crises, and climate change. Therefore, we recognise the key role of adult learning and education in the achievement of the Millennium Development Goals (MDGs), Education for All (EFA) and the UN agenda for sustainable human, social, economic, cultural and environmental development, including gender equality (CEDAW and the Beijing Platform for Action)
6. We therefore adopt this Belém Framework for Action to guide us in harnessing the power and potential of adult learning and education for a viable future for all.

## Towards Lifelong Learning

7. The role of lifelong learning is critical in addressing global educational issues and challenges. Lifelong learning “from cradle to grave” is a philosophy, a conceptual framework and an organising principle of all forms of education, based on inclusive, emancipatory, humanistic and democratic values; it is all-encompassing and integral to the vision of a knowledge-based society. We reaffirm the four pillars of learning as recommended by the International Commission on Education for the Twenty-first Century, namely learning to know, learning to do, learning to be and learning to live together.
8. We recognise that adult learning and education represent a significant component of the lifelong learning process, which embraces a learning continuum ranging from formal to non-formal to informal learning.  
Adult learning and education cater to the learning needs of young people, adults and older people. Adult learning and education cover a broad range of content – general issues, vocational matters, family literacy and family education, citizenship and many other areas besides – with priorities depending on the specific needs of individual countries.
9. We are convinced and inspired by the critical role of lifelong learning in addressing global and educational issues and challenges. It is furthermore our conviction that adult learning and education equip people with the necessary knowledge, capabilities, skills, competences and values to exercise and advance their rights and take control of their destinies. Adult learning and education are also an imperative for the achievement of equity and inclusion, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge-based societies.

## RECOMMENDATIONS

10. While we acknowledge our achievements and progress since CONFINTEA V, we are cognisant of the challenges with which we are still confronted. Recognising that the fulfilment of the right to education for adults and young people is conditioned by considerations of policy, governance, financing, participation, inclusion, equity and quality as outlined in the annexed Statement of Evidence, we are determined to pursue the following recommendations. The particular challenges faced by literacy lead us to place recommendations on adult literacy to the fore.

### Adult Literacy

11. Literacy is an indispensable foundation that enables young people and adults to engage in learning opportunities at all stages of the learning continuum. The right to literacy is an inherent part of the right to education. It is a prerequisite for the development of personal, social, economic and political empowerment. Literacy is an essential means of building people's capabilities to cope with the evolving challenges and complexities of life, culture, economy and society.

Given the persistence and scale of the literacy challenge, and the concomitant waste of human resources and potential, it is imperative that we redouble efforts to reduce illiteracy by 50 per cent from 2000 levels by 2015 (EFA Goal 4 and other international commitments), with the ultimate goal of preventing and breaking the cycle of low literacy and creating a fully literate world.

To these ends, we commit ourselves to:

- (a) ensuring that all surveys and data collection recognise literacy as a continuum; (b) developing a road map with clear goals and deadlines to meet this challenge based on the critical assessments of progress made, obstacles encountered and weaknesses identified;
- (c) mobilising and increasing internal and external resources and expertise to carry out literacy programmes with greater scale, range, coverage and quality to foster integral and medium-term processes, to ensure that individuals achieve sustainable literacy;
- (d) developing literacy provision that is relevant and adapted to learners' needs and leads to functional and sustainable knowledge, skills and competence of participants empowering them to continue as lifelong learners whose achievement is recognised through appropriate assessment methods and instruments;
- (e) focusing literacy actions on women and highly disadvantaged populations including indigenous peoples and prisoners, with an overall focus on rural populations;
- (f) establishing international indicators and targets for literacy;
- (g) systematically reviewing and reporting progress, amongst others on investment and the adequacy of resources in literacy in each country and at the global level by including a special section in the EFA Global Monitoring Report;
- (h) planning and implementing continuing education, training and skills development beyond the basic literacy skills supported by an enriched literate environment.

### Policy

12. Policies and legislative measures for adult education need to be comprehensive, inclusive and integrated within a lifelong and life-wide learning perspective, based on sector-wide and inter-sectoral approaches, covering and linking all components of learning and education.

To these ends, we commit ourselves to:

- (a) developing and implementing fully-costed policies, well-targeted plans and legislation for addressing adult literacy, education for young people and adults, and lifelong learning;
- (b) designing specific and concrete action plans for adult learning and education which are integrated into MDG, EFA and UNLD, as well as other national and regional development plans, and with LIFE activities where those exist;
- (c) ensuring that adult learning and education are included in the United Nations initiative "Delivering as One";
- (d) establishing appropriate coordination mechanisms, such as monitoring committees involving all stakeholders active in adult learning and education;
- (e) developing or improving structures and mechanisms for the recognition, validation and accreditation of all forms of learning by establishing equivalency frameworks.

## **Governance**

13. Good governance facilitates the implementation of adult learning and education policy in ways which are effective, transparent, accountable and equitable. Representation by and participation of all stakeholders are indispensable in order to guarantee responsiveness to the needs of all learners, in particular the most disadvantaged.

To these ends, we commit ourselves to:

- (a) creating and maintaining mechanisms for the involvement of public authorities at all administrative levels, civil society organisations, social partners, the private sector, community and adult learners' and educators' organisations in the development, implementation and evaluation of adult learning and education policies and programmes;
- (b) undertaking capacity-building measures to support the constructive and informed involvement of civil society organisations, community and adult learners' organisations, as appropriate, in policy and programme development, implementation and evaluation;
- (c) promoting and supporting inter-sectoral and inter-ministerial cooperation;
- (d) fostering transnational cooperation through projects and networks for sharing know-how and innovative practice.

## **Financing**

14. Adult learning and education represent a valuable investment which brings social benefits by creating more democratic, peaceful, inclusive, productive, healthy and sustainable societies. Significant financial investment is essential to ensure the quality provision of adult learning and education.

To these ends, we commit ourselves to:

- (a) accelerating progress towards achieving the CONFINTEA V recommendation to seek investment of at least 6% of GNP in education, and working towards increased investment in adult learning and education;
  - (b) expanding existing educational resources and budgets across all government departments to meet the objectives of an integrated adult learning and education strategy;
  - (c) considering new, and opening up existing, transnational funding programmes for literacy and adult education, along the lines of the actions taken under the EU Lifelong Learning Programme;
  - (d) creating incentives to promote new sources of funding, e.g. from the private sector, NGOs, communities and individuals, without prejudicing the principles of equity and inclusion;
  - (e) prioritising investment in lifelong learning for women, rural populations and people with disabilities.
- In support of these strategies, we call upon international development partners to:
- (f) meet their commitment to filling the financial gaps that prevent the achievement of all EFA Goals, in particular Goals 3 and 4 (youth and adult learning, adult literacy);
  - (g) increase funds and technical support for adult literacy, learning and education, and explore the feasibility of using alternative financing mechanisms, such as debt swap or cancellation;
  - (h) require education sector plans submitted to the Fast Track Initiative (FTI) to include credible action on, and investment in, adult literacy.

## **Participation, inclusion and equity**

15. Inclusive education is fundamental to the achievement of human, social and economic development. Equipping all individuals to develop their potential contributes significantly to encouraging them to live together in harmony and with dignity. There can be no exclusion arising from age, gender, ethnicity, migrant status, language, religion, disability, rurality, sexual identity or orientation, poverty, displacement or imprisonment.

Combating the cumulative effects of multiple disadvantage is of particular importance.

Measures should be taken to enhance motivation and access for all.

To these ends, we commit ourselves to:

- (a) promoting and facilitating more equitable access to, and participation in, adult learning and education by enhancing a culture of learning and by eliminating barriers to participation;
- (b) promoting and supporting more equitable access to, and participation in, adult learning and education through well-designed and targeted guidance and information, as well as activities and programmes such as Adult Learners' Weeks and learning festivals;
- (c) anticipating and responding to identifiable groups entering trajectories of multiple disadvantage, in particular in early adulthood;

- (d) creating multi-purpose community learning spaces and centres and improving access to, and participation in, the full range of adult learning and education programmes for women, taking account of the particular demands of the gender-specific life-course;
- (e) supporting the development of writing and literacy in the various indigenous languages by developing relevant programmes, methods and materials that recognise and value the indigenous cultures, knowledge and methodologies, while adequately developing the teaching of the second language of wider communication;
- (f) supporting financially a systematic focus on disadvantaged groups (for example indigenous peoples, migrants, people with special needs and those living in rural areas) in all educational policies and approaches, which may include programmes that are provided free of charge or subsidised by our governments, with incentives for learning such as bursaries, fee remission and paid study leave;
- (g) providing adult education in prison at all appropriate levels;
- (h) adopting a holistic, integrated approach, including a mechanism to identify stakeholders and the responsibilities of the state in partnership with civil society organisations, labour market stakeholders, learners and educators;
- (i) developing effective educational responses for migrants and refugees as a key focus for development work.

### **Quality**

16. Quality in learning and education is a holistic, multidimensional concept and practice that demands constant attention and continuous development. Fostering a culture of quality in adult learning requires relevant content and modes of delivery, learner-centred needs assessment, the acquisition of multiple competences and knowledge, the professionalisation of educators, the enrichment of learning environments and the empowerment of individuals and communities.

To these ends, we commit ourselves to:

- (a) developing quality criteria for curricula, learning materials and teaching methodologies in adult education programmes, taking account of outcomes and impact measures;
- (b) recognising the diversity and plurality of providers;
- (c) improving training, capacity-building, employment conditions and the professionalisation of adult educators, e.g. through the establishment of partnerships with higher education institutions, teacher associations and civil society organisations;
- (d) elaborating criteria to assess the learning outcomes of adults at various levels;
- (e) putting in place precise quality indicators;
- (f) lending greater support to systematic interdisciplinary research in adult learning and education, complemented by knowledge management systems for the collection, analysis and dissemination of data and good practice.

### **Monitoring the implementation of the Belém Framework for Action**

17. Drawing strength from our collective will to reinvigorate adult learning and education in our countries and internationally, we commit ourselves to the following accountability and monitoring measures. We acknowledge the need for valid and reliable quantitative and qualitative data to inform our policy-making in adult learning and education.

Working with our partners to design and implement regular recording and tracking mechanisms at national and international levels is paramount in realising the Belém Framework for Action.

To these ends, we commit ourselves to:

- (a) investing in a process to develop a set of comparable indicators for literacy as a continuum and for adult education;
- (b) regularly collecting and analysing data and information on participation and progression in adult education programmes, disaggregated by gender and other factors, to evaluate change over time and to share good practice;
- (c) establishing a regular monitoring mechanism to assess the implementation of the commitments to CONFINTEA VI;
- (d) recommending the preparation of a triennial progress report to be submitted to UNESCO;
- (e) initiating regional monitoring mechanisms with clear benchmarks and indicators;
- (f) producing a national progress report for a CONFINTEA VI Mid-Term Review, coinciding with the EFA and MDG timeline of 2015;
- (g) supporting South-South cooperation for the follow-up of MDG and EFA in the areas of adult literacy, adult education and lifelong learning;

(h) monitoring collaboration in adult education across disciplines and across sectors such as agriculture, health and employment.

To support the follow-up and monitoring at the international level, we call upon UNESCO and its structures:

(i) to provide support to Member States by designing and developing an open access knowledge management system to compile data and case studies of good practice, to which Member States themselves will contribute;

(j) to develop guidelines on all learning outcomes, including those acquired through non-formal and informal learning, so that these may be recognised and validated;

(k) to coordinate, through the UNESCO Institute for Lifelong Learning in partnership with the UNESCO Institute for Statistics, a monitoring process at the global level to take stock and report periodically on progress in adult learning and education;

(l) to produce, on this basis, the Global Report on Adult Learning and Education (GRALE) at regular intervals;

(m) to review and update, by 2012, the Recommendation on the Development of Adult Education adopted in Nairobi (1976).

## Emergency contacts

- **Tourist Police Tel. 113**
- **Ambulance Tel. 115**
- **Logistics**

Ms. Vu Thi Minh Hang, MOET Vietnam Mobile: + 84 912 729 894 Email: <a href="mailto:vtmhang@moet.gov.vn">vtmhang@moet.gov.vn</a>	Mr. Nguyen Tien Dzung, MOET Vietnam Mobile: +84 977 357 646 Email: <a href="mailto:dung@moet.edu.vn">dung@moet.edu.vn</a>
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## Editor-in-chief of the Conference Handbook

Ms Que Anh Dang, Head of the ASEM LLL Hub Secretariat.

With the support from the five ASEM LLL Hub research networks and Mr. Nathan Hart, UNESCO Hanoi.

## Organising committee

<b>Ministry of Education and Training, Vietnam</b> Dr. Nguyen Vinh Hien, Vice Minister  <b>Continuing Education Department</b> Mr. Nguyen Cong Hinh, Director General  <b>International Cooperation Department</b> Mr. Tran Ba Viet Dzung, Director General	<b>UNESCO Hanoi Office</b> Mr. Santosh Khatri, Programme Specialist Ms. Tran Thi Thanh Tam, Education Officer  <b>ASEM Education and Research Hub for Lifelong Learning</b> Dr. Arne Carlsen, Chairman of the ASEM LLL Hub Ms. Que Anh Dang, Head of ASEM LLL Secretariat
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