A Cross Analysis of e-Learning for Lifelong Learning: e-ASEM Whitepapers

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INTRODUCTION:

• The purpose of the cross analysis is to compare and contrast the state of LLL and the extent of the use of E-Learning in LLL.

• The cross analysis involves SIX countries namely: Korea, Japan, Denmark, Slovakia, Thailand and Malaysia.

• The areas covered include:
  – Education system
  – Concept of LLL & E-Learning
  – Policies, funding & regulation of E-Learning in LLL
  – Status of E-Learning in LLL
INTRODUCTION:

• The cross analysis was based solely on the whitepapers on e-learning for LLL of each of the six countries.

• The analysis depicts the state of progress of the implementation of LLL in general, and the use of e-learning in LLL. This creates an opportunity for the less developed countries to emulate the more developed countries.
• **Similar system** in all 6 countries:
  – Two parallel systems:
    • **Formal**: primary to tertiary levels
    • **Lifelong Learning**: formal, informal & non-formal types

• At least 2 similarities as well:
  – Similar formal education *structures*
  – 9-10 years of *compulsory* education
  – The *main goals*: universal literacy & sufficient knowledge to enter the workforce
• **Level & emphasis** vary according to:
  – *Cultural, social & economic* backgrounds
  – Various *reasons for LLL* related to economic progress & human capital development
  – Some *unique perspectives*, e.g:
    *Japan:* educating an ageing society
<table>
<thead>
<tr>
<th>Country</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>Well-organised &amp; formalised system</td>
</tr>
<tr>
<td>Slovakia</td>
<td>Adult education as part of formal system</td>
</tr>
<tr>
<td>South Korea</td>
<td>A holistic system for improving productivity, employability &amp; income</td>
</tr>
<tr>
<td>Japan</td>
<td>A system that caters to LLL society, specifically, the elderly</td>
</tr>
<tr>
<td>Malaysia &amp; Thailand</td>
<td>Systems that are parallel to formal education, but not fully integrated yet</td>
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EDUCATION SYSTEMS:
e-LEARNING FOR LIFELONG LEARNING

• e-Learning in general:
  – Use of ICT & the internet for learning; a tool for education

• e-Learning practitioners:
  – Japan, Malaysia, South Korea & Thailand: open universities & ODL institutions
  – Denmark & Slovakia: no open universities

• South Korea:
  – The only report to comment on the relationship between e-learning & LLL
## CONCEPTS: LIFELONG LEARNING

<table>
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<tbody>
<tr>
<td>Denmark</td>
<td>Perhaps following EU’s definition; provides focus on <strong>active citizenship</strong></td>
</tr>
<tr>
<td>Slovakia</td>
<td>Learning for knowledge development; policies that focus on encouraging &amp; assisting <strong>mobility of its citizens</strong></td>
</tr>
<tr>
<td>South Korea</td>
<td>Learning activities <strong>outside the school system</strong>; also includes RPL &amp; the CBS</td>
</tr>
<tr>
<td>Japan</td>
<td>Learning across a <strong>wide range of activities</strong></td>
</tr>
<tr>
<td>Malaysia</td>
<td><strong>Formal, informal &amp; non-formal</strong> learning in support of various national goals; also focuses on APEL &amp; RPL</td>
</tr>
<tr>
<td>Thailand</td>
<td>LLL as a foundation for a <strong>knowledge-based society</strong></td>
</tr>
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<td>Country</td>
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</tr>
<tr>
<td>Denmark</td>
<td>General term for all teaching &amp; learning that involves ICT</td>
</tr>
<tr>
<td>Slovakia</td>
<td>Teaching &amp; learning through ICT &amp; the internet; No national strategy yet</td>
</tr>
<tr>
<td>South Korea</td>
<td>Unique take on e-learning – in the context of educational technology; Focus on designing e-learning content &amp; interfaces</td>
</tr>
<tr>
<td>Japan</td>
<td>Using ICT in blended teaching &amp; learning approaches; Comprehensive concept for both formal &amp; informal education</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Using ICT to foster LLL; possible alternative approach to classroom teaching; Focus on ICT development in schools &amp; universities; importance of ODL &amp; open universities</td>
</tr>
<tr>
<td>Thailand</td>
<td>General term for online learning via the internet</td>
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Policies:

- No individual policies for e-learning for LLL

(I) LLL:

- Inclusion in policies a **recent development** for all 6 countries
- **Different levels** of policy implementation, e.g.:
  - **Malaysia & Thailand**: focus on national *productivity & employability*
  - **Denmark & Japan**: *holistic development* of citizens

(II) e-Learning:

- **Focus on ICT development, use in education & to foster LLL**
- **South Korea**: comprehensive strategies; even recommendations for future
- **Denmark**: ICT is not expressly included in its LLL strategy
• Legislation:
  – Only *Japan*, *South Korea* and recently *Slovakia* have enacted legislation for LLL
  – Other 3 countries: LLL *indirectly governed* by laws for education, higher education, etc
  – *Unique cases*: *Japan* (library & museums), *Slovakia* (Trade Act)
  – *South Korea*: the most advanced with comprehensive system
  – *Japan*: focus on credit certification, ‘job card’ system
  – *Malaysia*: focus on QA in formal systems & institutions
• **Regulation:**
  - Others: potential consideration in the future

• **Funding:**
  
  **Multiple sources for LLL:**
  - National education/training budgets, payroll taxes, employer contribution, etc
  - South Korea has placed legislation for Employment Insurance Fund
  - Informal LLL funded by individual/private means

**e-Learning:**
- Generally directed to provision of ICT infrastructure
STATUS & CHARACTERISTICS

• Varying states & levels of **e-learning readiness & penetration**

• Important factors for development:
  – Absence/presence of *policies* on e-learning & LLL
  – Level of national *support, coordination & funding provided*
  – Strength of *cooperation* between private & public sectors
  – Breadth and depth to which of *LLL as a culture*
  – Proportion of *popular mindshare* that e-learning has managed to stake a claim
<table>
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<th>Country</th>
<th>Status and Characteristics</th>
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<tr>
<td>Denmark</td>
<td>Highly developed country, but no open university to run e-learning. Very good growth of e-learning for teaching-learning &amp; administration.</td>
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<tr>
<td>Slovakia</td>
<td>Biggest gap to bridge in e-learning; need to advance formal education system; Many points for improvement</td>
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<tr>
<td>South Korea</td>
<td>Most successful in mobilising e-learning for LLL; strong national support; excellent growth in policies, legislation &amp; plans; Very strong use of e-learning at every level of education</td>
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## STATUS & CHARACTERISTICS: OVERVIEW OF ALL 6 COUNTRIES

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<tr>
<td>JAPAN</td>
<td>Also various legislation &amp; plans, but not as comprehensive. Focus on e-learning will continue to grow</td>
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<tr>
<td>MALAYSIA</td>
<td>Insufficient coordination despite wide availability of programmes; still working towards holistic enculturation of LLL. e-Learning mainly used at the formal level, but good progress so far</td>
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<tr>
<td>THAILAND</td>
<td>Has yet to reach full potential, but already implementing policies to support expansion; Also several international e-learning partnerships</td>
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CONCLUSION

• Similar **recognition** of:
  – LLL in *productivity, employability & quality of life*
  – e-Learning in terms of *using ICT in education, improving access & greater use in LLL endeavours*

• **South Korea, Japan & Denmark ahead** of Malaysia, Slovakia & Thailand

• Several **clear contrasts** in emphasis due to cultural differences, e.g.:
  – **Japan**: meeting the *social needs* of an ageing society
  – **Denmark**: LLL for *self-fulfilment* of its citizens

• Several **gaps** that need to be closed:
  – Basis for *future direction*
  – More *specificity* towards e-learning for LLL
  – Different set of *challenges* for each country
THANK YOU

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