



VIETNAM FORUM LIFELONG LEARNING BUILDING A LEARNING SOCIETY

PROCEEDINGS

Ha Noi, 2010

Compiled by

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Covers

On the front cover: A depiction of Pen Tower at the 19th century Ngoc Son pagoda in Hoan Kiem lake, Ha Noi. The Confucian scholar and famous writer Nguyen Van Sieu designed the pen-shaped tower as a symbol of the absolute will to learn and the infinite realm of knowledge, and inscribed on its façade, 'tả thanh thiên,' or 'write on blue sky'.

On the back cover: Ha Noi's Temple of Literature (Văn Miếu) was established in 1076 as Viet Nam's first royal university and operated for more than 700 years. Each year, the names of the graduating doctor laureates were engraved on stone steles and in 2010 the Temple's 82 steles were recognized as a World Documentary Heritage Site by UNESCO.

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Opening ceremony of the Viet Nam Forum on Lifelong Learning and Building a Learning Society and exchange of the Memorandum of Understanding on Educational Partnership between Viet Nam and Denmark

From left to right:

Ms Rie Vejs-Kjeldgaard, International Labour Organisation, ILO Viet Nam Country Director,

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

Dr. Arne Carlsen, Danish School of Education, Aarhus University, Denmark; Chairman of ASEM LLL Hub

Madam Katherine Müller-Marin, Head of Office and Representative, UNESCO Hanoi

H.E. Nguyen Manh Cam, Former Minister of Foreign Affairs, Chairman of Viet Nam Central Learning Promotion Association

Dr. Nguyen Vinh Hien, Vice Minister, MOET, cum Standing Vice - Chairman of the National Steering Committee on Building a Learning Society, Vietnam.

H.E. Nguyen Thien Nhan, Deputy Prime Minister, cum Chairman of the National Steering Committee on Building a Learning Society and Chair of the ASEM EM2, Viet Nam

Mr. John Nielsen, Danish Ambassador in Viet Nam

Mr. Jørn Skovsgaard, Senior Adviser, International Relations Division, Danish Ministry of Education.

Mr. Pham Sanh Chau, General Secretary of the Viet Nam National Commission for UNESCO

Note: Documentations and selected videos of the Viet Nam Forum on Lifelong Learning and Building a Learning Society, including the online-version of this Proceedings, Forum Handbook and its presentations, are available at the URL <http://www.dpu.dk/asem/conferences/vietnamllforum2010/>.

Introduction

The vital role of education and learning in social, economic and human development is now well understood by all. Recent advancements in new knowledge-intensive technologies have resulted in rapid knowledge generation and transfer in sectors such as agriculture, industry and services. To evolve and remain competitive in a global economy, people must continuously learn new skills, upgrade qualifications and develop competencies. In other words, they must engage in lifelong learning.

UNESCO took the lead in the 1960s and 1970s in advancing the concept of lifelong learning at the international levels and promoted LLL's humanistic values and potential impact on socio-economic development. The OECD further integrated economic concepts into LLL in the form of recurrent education as human capital and the European Union promoted lifelong education and learning as a tool for the labour force to adapt to the requirements of a changing labour market to secure economic growth and competitiveness. As a result, education and knowledge became closely related to socio-economic development, many national employment plans were re-titled lifelong learning plans and employability was seen as one of the most important aspect of lifelong learning. Following the 1996 UNESCO Report "Learning – the treasure within" and the EU Memorandum of Lifelong Learning from 2001, there has been a general consensus that lifelong learning encompasses learning from the pre-school age to that of post- retirement, and include the entire spectrum of formal, non-formal and informal learning. Furthermore, lifelong learning must be understood as holistic learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.

The concept of lifelong learning is deeply entrenched in Vietnamese culture and tradition. As Viet Nam gradually moves from a primarily agricultural society towards a manufacturing, industrial and service society with the eventual goal of becoming a knowledge society, it will need to provide its people with the opportunities and the support to continuously upgrade their knowledge and skills so that they may continue to contribute toward progress and social cohesion.

In recognition of the importance of promoting lifelong learning in Viet Nam, as well as in Asia and Europe, the Government of Viet Nam, the ASEM Lifelong Learning Hub and UNESCO organized the 'Viet Nam Forum on Lifelong Learning: Building a Learning Society' in Ha Noi from 6 – 8 December 2010. The forum, which was opened by the Deputy Prime Minister of Viet Nam and Chairman of the Steering Committee on Building Learning Society, Dr. Nguyen Thien Nhan, convened almost 400 key policy makers, leading educationists, experts and researchers from Viet Nam, UNESCO and the ASEM LLL Hub to exchange ideas, knowledge and experiences. At the end of its three days, the forum produced a set of recommendations that will be considered by Viet Nam as it develops its strategy on "Building a Learning Society in Viet Nam 2011 – 2020", by UNESCO as it continues to support LLL programming and by participants of the ASEM Education Ministers meeting in May 2011.

The proceedings contain 37 papers submitted to the Forum by 45 educational specialists and academics from 17 ASEM countries.

The book has involved many individuals, institutions and organisations and has been made possible through the financial support of the Vietnamese Ministry of Education and Training, UNESCO Ha Noi and the Danish Ministry of Foreign Affairs.

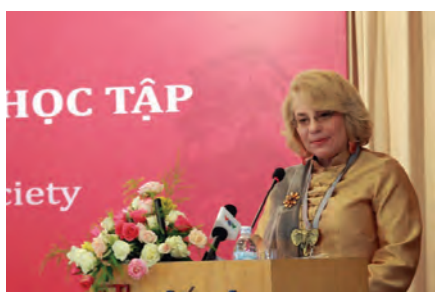
I Summary of Forum Proceedings

1 Introductory Remarks



The Viet Nam Forum: Lifelong Learning – Building a Learning Society was opened by the Deputy Prime Minister **Nguyen Thien Nhan**, who began by discussing the historic importance of learning in Vietnamese society and culture. Since achieving independence in 1945, Viet Nam has made education of its people a priority, a focus that has produced near-universal primary education,

considerable gains in secondary education and the country’s current campaign to ‘Build a Learning Society’ through lifelong learning¹. DPM Nhan stated that the Government is prepared to leverage the five pillars of education sector – Formal Education, Vocational Education, Distance Education, Continuing Education Centres and Community Learning Centres – to increase the availability and quality of lifelong learning opportunities. He concluded by highlighting the important role that the forum would play in the Government’s efforts to develop policies to enhance LLL programs and activities, pursue collaboration with agencies with expertise in the field such as the ASEM LLL Hub and UNESCO and prepare a LLL strategy for Viet Nam’s which would “vigorously promote the building of a learning society, generating opportunities and conditions of lifelong learning for all and every citizen.”



Katherine Müller-Marin, Representative and Head of UNESCO in Viet Nam, highlighted the essential role of lifelong learning in Viet Nam’s strategy to ‘Building a Learning Society’ from 2011-2020. She noted that along with socio-economic and educational development comes increased responsibility for a nation and its population to increase the quality and extent of learning opportunities.

To continue its marked progress, Viet Nam must apply its culture’s high regard for

¹ According to Viet Nam’s national standards, communes, wards and towns can be recognized as achieving universal primary education if more than 80 percent of 14-year-old children have completed the primary curriculum. For mountainous and difficult areas, the standard is over 70 percent. Districts and provinces must have more than 90 percent of local facilities and institutions recognized as reaching the standards of universal primary education. For mountainous and difficult areas, the standard is over 80 percent.

learning towards a “modern concept of lifelong learning that is relevant to all learners and institutions.” Calling the Forum an “opportune moment”, Ms. Müller-Marín stated her confidence that the sharing of knowledge and experience between Vietnamese and international experts and organisations would cement institutional support for lifelong learning in Viet Nam. She concluded by stating that UNESCO is pleased to collaborate with Ministry of Education and Training and the ASEM Lifelong Learning Hub in the efforts to strengthen LLL in Viet Nam and assured her agency’s continued support.



Arne Carlsen, Chairman of the ASEM LLL Hub, an official network of Asian and European universities and research institutes working in LLL, remarked that the forum represented a new step for Viet Nam in the direction of building a learning society. Through its cooperation with the ASEM LLL Hub in this and other events, the Government of Viet Nam was participating in the development of mutual understanding between

Asia and Europe and would have access to the latest research findings, ideas and developments in legislative, financial and organisational frameworks for supporting lifelong learning in different ASEM countries. He believed that this cooperation would foster enhanced understanding of the concept and role of LLL in Viet Nam and strongly support the development of a national LLL strategy.

2. Keynotes



In his keynote address, Vice Minister **Nguyen Vinh Hien** provided insights into the current status of, and Viet Nam’s vision for lifelong learning. In the campaign to build a learning society in Viet Nam, the Vice Minister stated that there must be a parallel system of both formal and continuing education. He highlighted the significant achievements that have already been made, including universal education for primary

students according to national standards as well as high and improving enrolment levels for secondary-level students. Professional education and higher education are also rapidly developing, with hundreds of colleges and universities seeing significant increases in enrolment. He acknowledged that despite this progress, significant challenges remain. More comprehensive legislation, increased capacity of educational staff and more appropriate materials that address the diverse needs

of learners are examples of needed improvements to ensure that all Vietnamese can benefit from lifelong learning, especially the disadvantaged and vulnerable.



Gwang Jo-Kim, Director of the UNESCO Regional Bureau for Education in Asia and the Pacific in Bangkok, discussed the effects of rapid globalisation on the education sector and the need to adapt the lifelong learning system to respond to these shifts. Among the changes he highlighted were rapid urbanisation, aging populations, the emergence of knowledge-

based economies in the developing world, polarisation of the labour market and the effects of climate change and natural disasters. He also noted global trends in education, including a marked slowdown in the rate of progress towards universal primary education and citing poverty as the main factor, and highlighted Viet Nam's continued struggle with quality and equity in education, especially among the country's disadvantaged groups. To address these changes, Mr. Jo-Kim emphasized the need to rethink education and training, including the introduction of inclusive policies that respond to the diverse circumstances of learners and a concept of LLL as a necessity rather than a luxury. To achieve the goal of lifelong learning, these new education concepts must be accounted for, including multi-sectoral approaches, quality control and increased use of ICT in learning. He concluded by emphasizing the role of UNESCO as a supporter of lifelong learning through policy advocacy, capacity building, coordination, and technical expertise. For LLL in Viet Nam, Mr. Jo-Kim recommended that a holistic lifelong learning vision and goal be set, that equity and quality be addressed through policy and that the connection between formal, non-formal and informal learning be enhanced and that inter-country collaboration be encouraged in the field of capacity development.



Arne Carlsen presented different concepts of the learning society and a case study of Denmark as an example of a working lifelong learning system. Drawing on the work of various educational thinkers, he explained and compared three concepts of the learning society: a) the humanistic concept views learning as the heart of change and education as the aim of the

society (the city educates the man who has to grow and grow up in a lifelong society and learn from fellow men and other citizens); b) the technological concept views knowledge as a commodity and hence learning becomes a continuous process in different spaces and for various functions of life; c) finally, the democratic concept emphasizes an integrated model of education that allows for participation throughout

a person's lifetime and aims to reach the whole population, including the socially and economically disadvantaged. In the service of social cohesion and the quality of life, the learning society must provide space in which democratic, social and political participation can be fostered and practised. Carlsen concluded by noting that in the case of Denmark, a centuries-long tradition of popular enlightenment has laid the framework for an integrated system of general adult education, vocational education and training, and liberal adult education. In 2007, Denmark developed a national LLL strategy and currently has the highest participation rate in lifelong learning in the European Union.



Nguyen Loc, the Deputy Director General of the Viet Nam Institute of Educational Sciences (VNIES) presented the proposed establishment of the SEAMEO Regional Center for Lifelong Learning (SEAMEO CELLL) and Viet Nam's recent commitment to developing LLL in the country. Drawing from regional and global perspectives on LLL in Asia and Southeast

Asia, Dr. Loc noted factors that promote establishing a regional centre for LLL, next steps needed for its successful implementation as well as the benefits of doing so. While many institutes in Asia and further abroad already assist the development of lifelong learning, the SEAMEO CELLL would bring an area of specialization not yet established in the region into play and supporting these institutions to enact make LLL policies and programmes in Asia. The proposed launch of the SEAMEO Centre in Ha Noi would coincide with Viet Nam taking over the chairmanship of the SEAMEO Council in 2013.



Rie Vejs-Kjeldgaard, Director of the ILO Country Office for Viet Nam, presented a series of approaches to workforce education and training that aid economic growth, promote the interests of people, make enterprises competitive and act as tools for reducing poverty and social exclusion. Viet Nam has made human resource development a priority of its

economic development strategies, with the goal of upgrading workforce skills and competencies to keep pace with changing technological demands and a growing economy. Ms. Kjeldgaard noted the importance of lifelong learning systems in human resource development, as many of the core skills are learned better in the workplace than in formal settings. To aid implementation of workforce learning, ILO has developed a comprehensive standard-setting framework on human resource development, Recommendation No. 195, which addresses the challenges all people

face in acquiring knowledge and developing employability. Ms Vejs-Kjeldgaard mentioned several approaches that would facilitate human resource development in early career stages, including school-to-work transition surveys, access to labour market information and market driven vocational and technical training. She also discussed the importance of providing training to disadvantaged and vulnerable persons, highlighted ILO's rural training programme (TREE) and noted the importance of private/public partnerships in workforce learning. She concluded by emphasizing the effectiveness of social dialogue among government and workers' and employers' organisations in developing new lifelong policy, and celebrated the forum as an example of such open collaboration.

3. Presentations: LLL Research Results and Practices



Chair

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

Presenters

Dr. Han Min Deputy Director General, China National Centre for Education Development Research, Ministry of Education, China

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

Dr. Lynne Chisholm, University of Innsbruck, Austria

Lena Lindenskov, Danish School of Education, Aarhus University, Denmark

Tae Rim Lee, Korea National Open University

Professor S.Y. Shah, Jawaharlal Nehru University, India

Susanne Lattke, German Institute for Adult Education, Bonn, Germany



Han Min presented a snapshot of China's efforts to develop a learning society. The country has made 'building a lifelong learning system' one of the five goals of its decade-long strategy for education reform and development, and in doing so has broadened the concept of continuing education to include all forms learning directed at those who have finished

school. Min discussed China's strategy for promoting continuing education from various perspectives -- institutional, resource development, learning outcome recognition and leadership – with the ultimate aim of transforming China into a country rich in human resources.



In his presentation, **Jin Yang** discussed strategies for the promotion of lifelong learning through building learning cities, regions and communities. Dr. Yang said that special attention should be given to lifelong learning development in cities as nearly all future population increases will take place in urban centres, resulting in a more extreme urban to rural population ratio.

While any town or geographic region can be considered a Learning Community, cities are especially suited given their favourable conditions for solving social and environmental problems, generating jobs, delivering quality education and social services and as economic centres. Going on to highlight several examples of learning cities in many developed countries, Dr. Yang stressed the need to synthesize macro-level actions of national governments with micro-level activities of cities to develop holistic lifelong learning systems in cities across the developing world.



Lynne Chisholm presented key findings from a comparative survey conducted in 2010 by the Asian and European member countries of ASEM-LLL Research Network 2 which examined employee perceptions and practices. The survey focussed on whether employees working in selected industrial and occupational sectors view CVET as mandatory or voluntary, and how

this frames their own participation in CVET. Among its results, the survey found that workplace learning experiences are emotionally important for the employee and that if a respondent's job matched their qualifications, there was a higher degree of intrinsic motivation in the workplace.



Tae Rim Lee presented the case of e-learning in Lifelong Learning in six ASEM countries, describing two research project that produced an e-learning and Lifelong Learning resource database and a white paper publication regarding e-learning and LLL in Denmark, Japan, Korea, Malaysia, Slovakia and Thailand. These countries shared specifics about

their educational system and concepts of LLL, government policies, financing and regulations of e-learning in LLL. From 2006-2007, members of the e-ASEM constructed a Web site to serve as an information hub for e-learning and ICT. In 2008-2010, members contributed to create a list of useful e-learning related books, journals, e-learning programmes and courses which have already been successfully implemented in members' respective countries. Presently, member countries are focused on invigorating collaboration between Asia and Europe in areas of e-learning to promote education and train e-learning professionals. As the future of education shifts towards technology development, the e-ASEM network needs to explore areas and work together to shed light on development and education policies in Asia and Europe.



Lena Lindenskov noted that core competences such as analytical, communicative, intercultural, global and personal are at the heart of learning society development. She presented 2010 findings from a study on European frameworks on mathematical and analytical competences, and highlighted key ideas in a comparative empirical study on students' performances, beliefs and positioning.



Shah and Lattke presented the book 'Teachers and Trainers in Adult Education and Lifelong Learning: Professional Development in Asia and Europe', a collection of research papers from 31 academics from 10 ASEM countries, which explores and explains the concept and various aspects of professionalisation in adult and lifelong learning in Asia and Europe.

Although these two world regions have different traditions, approaches and needs with regard to adult education, the scholars share a common view that teachers and trainers in adult education form the backbone of the system because they hold certain qualifications, competences and skills to ensure quality of programmes and learning activities for adults.

4. Parallel Seminars

(A) Development of ICT skills, e-learning and the culture of e-learning in lifelong learning



This seminar highlighted the recently published “e-ASEM White Paper: e-Learning for Lifelong Learning”, which includes studies from six countries: Denmark, Japan, Malaysia, Slovakia, South Korea and Thailand. The cross-analysis showed that the importance of lifelong learning and of using ICT more broadly in education is recognised in all countries, while at the same time the emphasis and the objectives varies in relation to the cultural, social and economic context.



The discussion included projects with new approaches on building literacy, e.g. through the use of mobile phones as an example of open education for lifelong learning in Pakistan, or through developing learner-centered online modules in the Philippines.

The discussion section also covered the use of multimodality in continuing education in Denmark, where students analyze video recordings of their own practice; and projects Viet Nam in which teachers use the internet to share courses, lectures and textbooks.

(B) Workplace learning



Findings were presented from six of the ten country studies conducted as part of 2010 ASEM-LLL Research Network 2 comparative survey which examined workplace learning across several sectors. Results were presented from Latvia, Lithuania, Malaysia, the UK, Thailand and the Czech Republic. Discussion focused on non-formal learning as the most preferred

form of workplace learning, the human relations and cognitive aspects of learning and the implications of examining the studies from a gender perspective.

This discussion section also included a presentation on leveraging human resources from Viet Nam’s business sector to provide training via e-learning

(C) Professionalization of adult teachers and educators in ASEM countries



This session covered issues relating to adult learners' needs and the professionalization and continuing profession development of lifelong learning teachers and educators in seven ASEM countries. In many countries the need to develop innovative approaches for adults' and adult educators' lifelong learning was identified.

In China, Zheijiang University cooperates with enterprises and employers, and combines online and face-to-face training to train provincial cadres. In Viet Nam, industrialization and modernization provide different challenges for adult education: the education needs of farmers, rural women, low-skilled workers and the elderly provide challenges for adult education both in terms of methodologies as well as institutional set-up.

In Malaysia, a solution to the learning needs of secondary school science teachers involved the development of websites, learners' forums and self-study kits to inspire teachers' continuous/lifelong learning. Meanwhile, in Latvia, academic staff engage in professional development through participation in international mobility programmes (35% of those surveyed in 2009), through informal workplace learning (17%) and through formal continuing education programmes (11%).

Globalization and greater mobility of people require cross-cultural competences from both learners and teachers in adult education and lifelong learning.

(D) National Strategies for Lifelong Learning



Presentations were made on LLL in UK, Shanghai, Viet Nam, Latvia, Philippines, Thailand, Malaysia and Republic of Korea. The presented LLL strategies demonstrated the need for public-private partnerships, addressed LLL at different levels (national level and importance of local level), gave examples of lifelong learning from cradle to grave (e.g. Korea's 3rd age university),

discussed the professionalization of LLL, and presented an inclusive focus of LLL by addressing LLL needs of vulnerable and disadvantaged groups.

For building a national LLL strategy in Viet Nam, it was suggested that scenarios methodology be used as this allows participants to anticipate and think out of the box. The discussion also touched on the need to shift towards evidence-based policy development, learning by experimentation, learning from other countries and building

evidence on cost-benefit and public value. In this evidence-based framework, investments can be based on identified benchmarks.

(E) ASEM LLL Core Competences



Presentations were given on enhancing competence in a risk society, counselling older adults for employability, providing public internet access in rural Viet Nam, implementing competence-based curriculum in Korea, Australia and New Zealand, learning how to learn skills in Malaysia, analytical competences vs. personal positioning in Latvia and traditional concepts of “study” and “learning” in Confucianism.

5. Presentations: Inter-sectoral Approaches to Lifelong Learning



Chair

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

Presenters

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

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

Mr Abdul Hakeem, Coordinator, APPEAL, UNESCO Bangkok

Dr. Thai Xuan Dao, Viet Nam National Institute of Educational Science, Viet Nam

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

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

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



Pham Hong Chuong presented a portrait of Viet Nam's Ho Chi Minh as a practitioner and supporter of lifelong learning. Ho Chi Minh viewed education as the foundation of both personal freedom and national liberty. He was an avid learner up until his death at age 79, and advocated the same for the Vietnamese people. In the policies of the newly-liberated Viet Nam, Ho Chi Minh strongly focused on education, the 'eradication of literacy' and

training courses for workers. He has been widely quoted on the topic of learning throughout life, and Mr. Chuong argued that his campaigns to educate the masses are an early example of an attempt to build a learning society. He concluded by emphasizing that much of what Ho Chi Minh regarding lifelong learning of the Vietnamese people is still relevant, especially in regard to LLL as a way to upgrade and maintain global competitiveness of the workforce.



Zhou Mansheng presented on China's policy of enlarging higher education participation. The Chinese Government and people attach great importance to lifelong learning due to China's economic, political, demographic and cultural contexts. Culturally speaking, China has a long tradition of respecting education, due in part to Confucian philosophical influence. Professor Zhou went on to describe the present

situation with higher education institutions in China, numbers of both governmental and non-governmental institutions, quality control systems, sources of revenue, the relationship between public education and the market economy and challenges to enlarging higher education participation within a lifelong learning perspective. While China's higher education institutions are lifelong learning-oriented, reform is needed to meet China's goal of forming a learning society by 2020, in which every citizen is committed to learning and pursuing lifelong learning.

In his presentation, **Abdul Hakeem** highlighted various modes through which lifelong learning takes places, focusing on community learning centers (CLCs) as a system that provides non-formal learning opportunities to individual's throughout the lifecycle.



Viet Nam has more than 10,000 CLCs and this impressive network should be the focus of LLL programmes. Mr. Hakeem closed by advocating for additional assessments of CLC capacities in Viet Nam, further training of CLC facilitators and the development of a systematic community database that would contain information on local expertise and resources, demographics and location of services.



Thai Thi Xuan Dao discussed how holistic development of learning in Viet Nam would require leveraging CLCs so learning opportunities would be provided to people living in the country's remote areas. CLCs function as the center of a community's lifelong learning system and are where people can attend classes, thematic sessions, trainings, exchange new information and have discussions. They also serve as

information and counseling centers. Although these CLCs are found everywhere in the country the proportion of local people attending CLCs is still low (a reported 30%) and according to unofficial assessments, only about 20-30% of CLCs operate effectively. Mr. Dao concluded by noting that CLCs could be improved by diversifying their learning content to fit discrete groups within a community.



In their presentation, **Nguyen Van Huy and Pham Kim Ngan** discussed Viet Nam's tangible and intangible heritage as an important learning resource for its people, especially among the younger generation. This wealth of knowledge, however, has yet to be fully taken advantage of, and this is due in part to lack of a tradition in Vietnamese culture for visiting museums and historic heritage sites. Visitors tend

to treat museums and other cultural spaces as imperfectly appreciated wonders and spectacles, or as arenas in which to meet personal needs and to use them as sites of prayer and ritual in the case of pagodas or temples. Mr. Huy and Mrs. Ngan closed by recommending that incentives be put in place to encourage a shift toward a new understanding of museums, and heritage, as sources of knowledge and understanding about Vietnamese and global culture and history.



Ta Ba Hung discussed the important role technology would play in advancing Viet Nam's educational system to meet international standards and become globally competitive. In order to achieve this goal, Viet Nam's has given its schools access to a Digital Library on Science and Technology and conducted local trainings on the utilization of this system. Supported by various local and national organizations

such as the Federation of Women, Youth Association, Farmers' Association and the Veterans' Association, this system encourages information access at all levels.



Nguyen Thi Thanh Mai presented a snapshot of the Viet Nam's library system, citing strengths, weaknesses, opportunities and threats. To date, there are 63 provincial-level libraries, 626 district-level libraries and some 4,000 commune-level libraries as well as the National Library of Viet Nam. Recently, the quality of library service has been enhanced through modernization of the infrastructure, provision of new equipment

and modes of operations and enhancement of Information Communication Technology (ICT) in library operations.



6. Closing Remarks



In her closing speech, **Katherine Müller-Marin**, Representative and Head of UNESCO in Viet Nam, drew attention to lifelong learning's potential application in poverty reduction and social inclusion policies. She pledged to work together with MOET and Vice Minister Hien to define a strategy in which lifelong learning interventions would directly benefit the country's vulnerable and disadvantaged populations. Ms. Müller-Marin

concluded by thanking her colleagues from the Government, ASEM LLL Hub, academic institutions and the UN for their input and collaboration and by thanking her staff for providing logistical support throughout the forum.

MOET Vice Minister **Nguyen Vinh Hien** formally closed the forum with remarks that celebrated three days of fruitful collaboration. Mr. Hien said that the forum had provided a clearer understanding of the extent, variety and potential of lifelong learning systems and brought the country closer to its goal of 'Building a Learning Society'. Additionally, the forum has strengthened collaboration between Viet Nam and the Asian and European countries represented in the ASEM LLL Hub and provided opportunities for future academic, political and financial cooperation. He concluded by re-stating MOET's commitment to shaping a national strategy for LLL and by thanking fellow organisers, presenters and attendees.



II Key Recommendations

Based on inputs from national and international experts during the plenary sessions and parallel seminars, the Viet Nam's draft 'Building a Learning Society' strategy, the 2009 Nha Trang and Bangkok ASEM conferences and the 2010 MOET-UNESCO Situation Analysis of LLL in Viet Nam, the Forum Organizing Committee puts forward the following recommendations:

1. Strengthen the lifelong learning research base in universities and research institutes in the ASEM area, including their capacity for international exchange of information and analysis, in order to contribute to evidence-based educational reform and innovation.
2. Shape an inter-departmental management mechanism to promote building learning societies and implement effective and efficient lifelong learning policies.
3. Create national qualification frameworks for assessment, recognition and validation of non-formal and informal learning, which in turn promote lifelong learning. Develop and assure broad stakeholder acceptance of new forms of recognition for adult learning of all kinds, in particular that pursued through non-formal and informal education and training, in order to strengthen and extend the benefits of learning for those who engage with it at all stages of life.
4. Promote adult learners' motivation for LLL and find ways to lower the barriers to participation and also to ensure that the clear benefits to learning are identified.
5. Increase work-related learning, both employer responsibilities for provision and employee possibilities for participation, and ensure that both women and men participate in equal numbers.
6. Exchange experience across the ASEM countries in building learning entitlements, such as lifelong learning accounts, vouchers for lifelong learning and academic credit banks system.
7. Promote good practices, such as learning cities, learning communities, learning festivals, etc., and share research findings in LLL between ASEM countries through the coordination of ASEM LLL Hub in cooperation with UNESCO and other international organisations.
8. Use information technology as vehicle for development. Computers and related technologies offer the means to increase the reach and scope of LLL dramatically, and to do so in a way that many people find learning interesting and enjoyable.

9. Develop adult educator training programmes in the ASEM region and redesign curriculum development to meet the needs of learners and the demands of the knowledge economy.
10. Support the establishment of the SEAMEO Regional Centre for LLL in Viet Nam in order to improve the interaction and scholarly exchanges between Asia and Europe.
11. Strengthen the coordinating role of the ASEM LLL Hub to facilitate cooperation between academic and political communities in the two regions in order to maximize knowledge and experience and increase impact on LLL systems in all 45 ASEM member countries.



Annex 1 **SPEECH**

Opening speech

H.E. Deputy Prime Minister Nguyen Thien Nhan

Honored guests,

Dear delegates,

On behalf of the Vietnamese Government, I would like to extend to you, honorable representatives from Asian and European countries, international organizations as well as all participants taking part in this forum, my warmest welcome and best wishes for your good health and well-being in the coming New Year.

Ladies and Gentlemen,

In recent years, building a framework for lifelong learning has become an emerging trend, a goal much sought after by many education systems all over the world.

* To know and to be, one must learn.

* To acquire a profession and secure a job, one must learn.

* To make oneself and others happy, one must learn.

* To contribute to the development of the country and of mankind, one must learn.

The Vietnamese have for many generations attached great importance to learning – it is considered a basic foundation for becoming a proper person free from the plight of poverty. “Without teacher, one cannot make his way in the world”, goes the saying that our people have always honored. Right after regaining national independence in August 1945, with over 90% of the population illiterate, President Ho Chi Minh advocated “eliminating the enemy of ignorance”, and launched a nation-wide movement to combat illiteracy. He asserted that “an illiterate nation is a weak nation” and believed that “learning is an unlimited realm”; “As the world moves unceasingly forward” said Ho Chi Minh, “those who fail to learn will fall behind”; “learning should be lifelong.

In 1975, Viet Nam reunified as a wholly independent country after 30 years of struggle for national independence; 25 years later, it attained universalization of primary education when country’s annual GDP per capita remained under 500 USD; in 2010, we achieved universalization of lower secondary education while our annual GDP was 1000 USD. The proportion of students for every 10.000 people is 200, and over 40% of people engaged in higher education study are learners-cum-workers.

The lifelong learning concept was formally institutionalized in the Law on Education in 1998, and adult education and non-formal education have continued to grow by leaps and bounds. In 2005, the Prime Minister of Viet Nam signed the Decision

numbered 112/2005/QĐ-TTg to approve the scheme on “Building a Learning Society in the period of 2005-2010”. One of the fundamental goals of this project is: “... to create good opportunities and favorable conditions for everybody at every stage of life and at whatever level to pursue learning constantly, continually and throughout his/her life at any time, any places and any grades of study; mobilizing the integrated strength of the whole society in building up and promoting educations; every people, every organization sharing the responsibility and the duty of studying and actively participating in building up a learning society.”

In April of 2006, the National Congress of the Communist Party of Viet Nam advocated “to gradually shift from the current education model toward an open one – namely, the model of learning society with lifelong learning system, continuing, equivalent and interdisciplinary learning forms; establishing and developing a learning network with flexible study and practice modalities, meeting the continuing and lifelong learning demands of the people, generating various possibilities and opportunities for the learners, thus ensuring social equality in education.”

In the Vietnamese education network, there are two open universities -- Ha Noi Open University and Ho Chi Minh City Open University – with distance programs that have engaged, to date, over 85,000 undergraduates, accounting for 6.3% of the total students in the country.

In addition to national education institutions, there are at present 9990 community learning centers managed by authorities at the communal level, covering 89.96% of the communes in the country.

In Viet Nam there exists a nation-wide network for learning promotion, which has its roots in the commune-based units that together form provincial learning promotion chapters which in due course elect a National Executive Committee of Learning Promotion which mobilizes over 7 millions of members including former teachers and political and social workers who are dedicated to promoting the cause of learning for all age-groups. Each year, on the 2nd of October, we celebrate Learning Promotion Day.

Presently, Lifelong Learning in Viet Nam is based on five pillars: Formal Education, Vocational Education, Distance Education, Continuing Education Centers and Community Learning Centers. Still, we recognize that LLL opportunities are currently available to only a very small proportion of the population and that there are limitations in terms of learning quality and outcomes.

With this awareness, Viet Nam earnestly sought to host and co-organize together with ASEM and UNESCO Ha Noi this Lifelong Learning Forum in order to further clarify the concept and the role of lifelong learning in the process of building a learning society and developing national and regional LLL strategies; to share good practices and experiences in implementing LLL strategies among the ASEM nations; to create an open space for sharing research, identifying new ideas, developing

legislative, organizational and financial frameworks among the ASEM states as well as between the countries of our two regions; to encourage academic co-operation in LLL study between and among the ASEM universities and enhance research capacity and broaden perspectives for ASEM researchers in the LLL field; to identify the current situation (within appropriate political, social and cultural contexts, and the advantages as well as the obstacles for LLL development in order to bring about LLL opportunities for all; to strengthen linkages between and among researchers and politicians of the two regions with a view to developing future policies and enhancing LLL programs and activities.

Today, in the Capital City of Hanoi, UNESCO's City for Peace of 1999, the Viet Nam Forum on Lifelong Learning welcomes more than 300 distinguished participants -- ladies and gentlemen representing nations across Asia and Europe -- to this assembly with the common aim of building and improving the LLL network.

The Viet Nam Forum for Lifelong Learning takes place at a time when our country is actively preparing for the 11th National Congress of the Communist Party of Viet Nam. One of the educational development guidelines which contributes to achieving the goal of national advancement is specified in the document draft to be submitted to the Congress: *“Education and formation has the mission of raising the people’s intellectual standards, cultivating the talents, making significant contributions to building the Vietnamese culture. To develop education and formation, together with the development of science and technology, top the national policies; investment in education and formation is an investment for development. To comprehensively and vigorously renovate the education and formation system to meet the development requirements of the society; enhancing the service’s quality according to the orientation of standardization, modernization, socialization and effectively serving the cause of building and safeguarding the Fatherland. **Vigorously promote the building of a learning society, generating opportunities and conditions of lifelong learning for all and every citizen.**”*

At the same time, Viet Nam is preparing a strategy of education development for the period of 2011-2020 and a scheme on building a learning society in the period of 2011-2020; in which LLL is considered as both a goal and a measure for building a learning society. One of the important criteria maintained by our country is: *“... to ensure necessary conditions to facilitate all people of all age-groups, at all levels to pursue learning constantly and throughout their lives so as to contribute to raising the intellectual standards of the people and the capacity of the citizens, enhancing the quality of our human resources as well as that of the individual lives, of the families and of the society as a whole.”*

We see this Forum as an excellent opportunity for Viet Nam to learn and to share experiences with our partner countries with the view of building and further improving our LLL system.

I hope that this forum will contribute to Viet Nam and the other nations represented here today discovering solutions appropriate to attaining the goal of developing LLL systems and building learning societies.

In this spirit, I declare the opening of the Viet Nam Forum: Lifelong Learning -p Building a Learning Society.

On behalf of the Vietnamese Prime Minister, I am honored to thank ASEM and UNESCO Ha Noi for their valuable contributions in terms of ideas and essential support to the organization of this event. I would like to convey to the honorable representatives and ambassadors of the participating countries, to His Excellency, Mr Gwang-Jo Kim, Director of the UNESCO Regional Bureau for Education in Asia and the Pacific, to, Madam Katherine Müller-Marin, UNESCO Representative to Viet Nam, to Dr. Arne Carlsen, Chairman of the ASEM LLL Hub, to all our distinguished international and national guests, my best wishes for your good health and happiness.

Thank you very much!

Remarks

Katherine Müller-Marin

Head of Office and Representative, UNESCO Viet Nam

A warm welcome to Ha Noi – the thousand year-old City for Peace. Thank you for being here today, for dedicating your time and for sharing your knowledge. Some of you have travelled across continents and time zones to be here. It is wonderful to see such a diverse group of experts and institutions gathered here to discuss and support the strengthening of lifelong learning and the building of a learning society in Viet Nam.

I would like to begin by expressing my sincere appreciation and gratitude to his Excellency, Deputy Prime Minister Nguyen Thien Nhan for being here with us today to share his thoughts and guidance. Your support and commitment has been instrumental in organizing this Forum.

Viet Nam has a rich and diverse culture that promotes talent, scholarship and study. One of the many well known examples is the Van Mieu Temple of Literature. Throughout this country's history, study and reading promotion activities have flourished in families, clans, and villages across the nation.

Today, Viet Nam stands proud of its socio-economic achievements over the last two decades. These achievements have been matched, if not surpassed, by progress in both formal and non-formal education. Primary education enrolment has been universalized and secondary education is nearing universal levels. Over the next ten years, Viet Nam aims to significantly improve the quality of human resources in all sectors so that it may claim a well trained workforce among its competitive advantages in the region.

With these achievements have come new challenges. As a middle income country, Viet Nam will require higher levels of knowledge, skill and competency from its population. Such improvement demands the continued availability of learning opportunities, programmes and incentives throughout an individual's lifetime - in other words, it demands lifelong learning, the topic of this Forum.

Vietnamese culture and tradition has long held learning in high regard and this can be harnessed and developed into a modern concept of lifelong learning that is relevant to all learners and institutions. In this concept, learning occurs from 'the

¹ Draft SEDP 2011-2015

cradle to the grave' and involves other sectors such as health, employment, media, transport and agriculture in addition to the education and training sectors. It is equally important to clarify the inter-sectoral linkages while clarifying the concept.

This Forum comes at a most opportune moment for Viet Nam as the Strategy for Building a Learning Society 2011 – 2020 is currently being developed. I am confident that the sharing of knowledge and experience between Vietnamese and international experts will provide rich input to this strategy.


As an active member of the One UN Family in Viet Nam it is an honor and privilege for UNESCO to work with the Government, the Ministry of Education and Training, distinguished members of the National Steering Committee on Building a Learning Society, the ASEM Education and Research Hub for Lifelong Learning, mass organizations, and the National Commission for UNESCO in Viet Nam in organizing this Forum. I would also like to acknowledge the support of the United Nations Country Team.

Following the Forum, we will continue to work with the Ministry of Education and Training to support institutionalization and promotion of Lifelong Learning in Viet Nam. In this regard, UNESCO Viet Nam is very pleased to have the strong support from the UNESCO Regional Bureau for Education.

Once again I would like to welcome you all to Ha Noi and wish you a happy and healthy stay in this city with 1000 years of heritage.

Thank you.





Annex 2

KEYNOTES & PRESENTATIONS

Day 1 Keynotes in Opening Session on 6 December 2010

Day 2 Presentations, Morning Plenary Session “LLL Research Results and Practices” on Tuesday 7 December 2010

Chaired by Dr. Gwang Jo-Kim, Director, UNESCO Regional Bureau for Education in Asia and the Pacific in Bangkok

Day 3 Presentations in Morning Plenary Session “Inter-sectoral Approaches to Lifelong Learning” on Wednesday 8 December 2010

Chaired by Dr. Arne Carlsen, Danish School of Education, Aarhus University, Chairman of ASEM LLL Hub

Day 1- Presentations in Plenary Session on 6 December

Actual status and vision by 2020 of lifelong learning – Building a learning society in Viet Nam

H.E. Vice Minister Nguyen Vinh Hien

Turning to the 21st century, in light of rapid development of science and technology, especially information technology, bio-technology, high energy material and new energy technology, a knowledge-based economy has been taking an increasingly important position in the process of socio-economic development. Thus, demands for the labour market in the world are undergoing profound changes in terms of quantity, quality, composition and structure.

To not lag behind, human beings – subjects of the development – must be always equipped with new knowledge and skills to meet growing requirements for development. To this end, there must be an open education model in place: learning society and lifelong learning. For each person, the learning process occurs from cradle to grave in two forms: formal learning and continuing learning (non-formal) on the voluntary basis, self-consciousness and pursuing learning in all stages of life.

Thanks to LLL, each person can enhance his or her ability to adapt, integrate and develop personality traits. Given the magnitude of disadvantaged groups such as girls, women, ethnic minorities, Learning Society and LLL are of major significance to creating opportunities, motivations for them to learn to update knowledge, skills for improving productivity, increasing income, and raising living quality, transforming personal and social status, contributing to the growing equality and progress.

Thus, building a learning society is an essential foundation for education development both now and in the future, of which generating lifelong learning opportunities is philosophy and solution as well as an end towards fulfilling the cause of education. Accordingly, an education system must be built such that any citizen having a learning need is able to find stimulating opportunities that are appropriate with conditions and circumstances in different time and space.

Therefore, building a learning society and creating LLL opportunities are an indispensable trend and an objective of the era of education in the world. The Asia-Pacific Economic Cooperation (APEC) convened in the April 2000, G8 Summit in July 2000, calls for countries to build learning societies within perspective towards education for all and LLL.

I Actual status of lifelong learning and building a learning society in Viet Nam

In Viet Nam, the idea of LLL was mentioned by the President Ho Chi Minh shortly after the country won its independence. He said: "I have only one supreme desire that is how our country could be totally independent, its people are totally free and every fellow compatriot is well fed, dressed and educated." President Ho Chi Minh also clearly stated: "Learning is a task that must be continued throughout the life;" "Learning in schools, through textbooks and materials, learning from each other and learning from the people, without which it would be a major shortcoming;" "The world is constantly progressing, one would lag behind if he or she is not learning."

To follow up the idea of President Ho Chi Minh, over the past years, the Party and Government of Viet Nam have issued a wide variety of initiatives and policy guidelines to confirm the position, role and necessity of education for all, LLL and building a learning society.

On 18 May 2005, the Prime Minister decided on approving the Scheme on Building a Learning Society in the period 2005 - 2010 with an overall criterion:

Creating opportunities and favourable conditions for everyone of all ages, at all educational levels to learn continuously throughout their life in any place, any time and any learning level; mobilizing synergies from the entire society to take part in building and developing the national education; every individual and organization has responsibility and obligation in learning and actively participating in building a learning society.

To make the whole country a learning society, there must be a parallel, equivalent and interconnected system of the two integral elements of the national education system: Formal education and Continuing education, of which formal education lays the initial solid foundations, and continuing education which delivers flexible learning programs to meet LLL and continuing learning needs of all people, which will become an increasingly important component.

In view of this philosophy, over the past years, education has developed on the basis of building a learning society in Viet Nam and the country has been taking the right track in the overall trend and achieved positive and encouraging achievements. The education institutions receive more and more investments both in terms of teaching workforce and infrastructural conditions.

To date, 52/63 provinces/cities (82.53%) have achieved right-age primary education universalization standards; 63/63 provinces/cities (100%) reached standards of lower secondary education universalization. The average years of schooling for people aged 15 or over are 9.6. The gap between men and women is increasingly narrowed. Basically, our country has achieved gender equality in education.

Achievements of the Vietnamese education system have confirmed the decisive role of education in raising people's intelligence, training human resources and nourishing talented people for the country. Thanks to this, Viet Nam's Human Development Index (HDI) has seen significant improvement, making large contributions to the socio-economic development, maintaining political security and creating conditions for the country to confidently participate in the international integration process.

1 Basic achievements

1.1 In respect of formal education

a) Pre-school education: Despite many difficulties and inadequacy, over the past years, pre-school education has made remarkable shifts as follows:

- The infrastructure system continues to be strengthened and developed with hundreds of schools opening annually. To date, nationwide there are 12,711 schools (7,342 public; 5,369 non-public schools). Of these, there are 2,014 pre-schools that have been recognized of teaching national standards (accounting for 15.8%).
- Lots of measures aiming at mobilizing school-age children to school have been taken effectively. The total number of enrolled children is more than 3.7 million, of whom kindergarten-aged children account for 80.9%, crèche 21.2%. The number of kindergarten five-year-olds in school is greater than 1.3 million, accounting for 99.9% right-age children and 69% children receiving semi-boardings care at school. The proportion of malnourished children out of in-school children has reduced significantly, presently at 5.9% crèche-aged children and 6.4% kindergarten-aged children.

b) General education:

- Primary education: Over the past years, the school and class system has been developed and expanded to communes and villages, contributing to improving conditions for children in school, especially those in geographically disadvantaged circumstances. Nationwide, there are 15,172 primary schools (an average of 1.37 schools per commune). Currently the whole country has 5,374 primary schools that achieved national standards (accounting for 35.42%).

Schools have made great efforts in closely collaborating with families, agencies and social organizations to mobilize and maintain school-age children. In the 2009-2010 school-year, the whole country has more than 6.9 million primary students, an increase of 5.87% from the previous year, of which the proportion of six-year-olds enrolled in the first grade is 96.95%. The enrolment rate of ethnic

minority children is increasingly improving. The primary completion rate increases on an annual basis (over 5% after five school-years) and reaches 91.2% in the school year 2008-2009. The dropout rate tends to decline over school years.

- Lower Secondary Education: The school and class system has been expanded at the commune level, including the more disadvantaged areas. Currently, the whole country has 10,680 lower secondary schools, an increase of 104 schools (0.98%) from previous year, of which 1,636 schools have reached national standards (16.26%). Besides, currently nationwide there are 620 mixed primary-lower secondary schools; 319 mixed lower-upper schools that are also home to lower secondary students.

The proportion of school-aged children mobilization is higher in the following year compared to the previous year. In the school year 2009-2010, there are more than 5.2 million students aged 11-14 (accounting for 89.31%), an increase of 0.4% compared to the previous year, when the correct-age enrolment rate was 83.08%.

- Upper Secondary Education: In recent years, the network of upper secondary schools rapidly develops in district areas. Currently, the whole country has 2,242 upper secondary schools, with an average 3.3 schools per district; there are 191 schools reaching national standards (accounting for 8.52%). In the school year 2009-2010, there were more than 2.8 million students.
- c) Professional education:** the network of professional secondary education institutions has covered all provinces of the country. Currently, there are 282 professional secondary schools and hundreds of colleges and universities offering professional education. The professional structure is increasingly expanded towards meeting social training needs. The annual enrolment size has significantly increased (in 2005, there were 500,000 students, but in 2010, there are up to 703,326 students).
- d) Higher education:** the system of universities and colleges has rapidly developed. In the school year 2009-2010, the whole country has 227 colleges (197 public) and 149 universities (103 public). The enrolment size has grown over time and there are currently more than 1.9 million students, reaching 200 students per ten thousand people.

1.2 In respect of continuing education:

The network of CE institutions has been consolidated and developed in a diverse way, flexible and in line with the requirements of socio-economic development of the country. To date, the whole country has 69 province-level CECs; 615 district-level CECs, (accounting for 88.63% districts); 9,990 CLCs (or 89.96% communes); 1,234 foreign language and IT centres; 17 universities offer distance learning programs.

Several universities, colleges and professional secondary schools have faculties, departments, committees or divisions in charge of continuing education (under the workplace learning mode).

The size and quantity of learners of CE programs are maintained in large numbers. Annually, at CE institutions there are tens of thousands of people attending illiteracy eradication and post-literacy courses; hundreds of thousands of people attending supplementary upper secondary courses; hundreds of thousands getting initial or refresher training in CE programs in foreign languages, IT; millions of turns of people attending thematic courses to update knowledge, skills, and technology transfer and hundreds of thousands of people attending short-term vocational training courses. In addition, each year, there are tens of thousands of learners attending workplace learning and distance learning programs at tertiary level.

In the school year 2009-2010, the whole country had 30,171 people attending literacy programs; 24,910 attending post-literacy programs, raising literacy rates of people aged 15-35 to 98.89%; 81,031 learners of supplementary lower secondary education; 286,077 learners of supplementary upper secondary education; 226,531 people getting IT training and certificates; 203,707 people getting foreign language training and certificates; 85,431 people attending distance learning programs; more than 13.9 million turns of people attending thematic courses to update knowledge and skills on technology transfer; 312,949 people attending short-term vocational training courses.

Apart from efforts made in the education sector, over the past years, various ministries and sectors and social organizations in all provinces and cities across the country have closely collaborated with one another to create the best possible conditions for investing in quality assurance facilities and education system development, meeting growing learning needs of the people.

- The Ministry of Agriculture and Rural Development has developed and implemented the following programs: encouraging agriculture, forestry, fishery, providing knowledge, updating information relevant to agriculture, forestry, fishery activities aiming at helping farmers to enrich right on their land;
- The Ministry of Health has put in place many projects on community healthcare, disease prevention and control through mass media and leaflets which have yielded positive results, contributing to raising community health;
- The Ministry of Culture, Sports and Tourism has organized the following programs: Journey to Heritages, Towards the Fatherland... aiming at providing people of different classes with understanding of cultural and historical values of the nation and further insights into neighbouring countries in the region and international friends.
- The Ministry of Labour, War Invalids and Social Affairs is empowered to manage the secondary, vocational training schools; and in collaboration with other ministries and sectors to deliver short-term vocational training for rural labourers

aiming at supporting the transformation of agricultural structure, developing social welfare.

- The Ministry of Transport has implemented educational activities and programs with regard to traffic safety.
- The Ministry of Home Affairs has collaborated with other ministries and sectors to set up refresher training programs on managerial and professional work for officials of ministries and sectors as well as localities.
- The Voice of Viet Nam and Viet Nam Television have collaborated with ministries and sectors to set up broadcasting programs aiming at meeting learning needs in the interest of raising understanding of the people.
- Viet Nam Fatherland Front has integrated the illiteracy eradication and building a learning society contents into the campaign “All people united for building cultural lives.”
- The Viet Nam Learning Promotion Association have put in place many solutions to support learning conditions for disadvantaged groups, commend and reward those having outstanding academic achievements, and launch the campaign “Studious Family, Studious Clan;” “Learning Promotion Communes/Wards,” etc.
- The Youth Union, Women’s Union, Farmers’ Association, etc. have participated in mobilizing their members within age frameworks to attend the learning courses.

Ladies and gentlemen!

We are pleased to see these achievements, but in order for the education system to keep pace with the era, we need to seriously look at shortcomings, weaknesses and obstacles during the development of the national education system towards lifelong learning – building a learning society.

- * *Firstly:* Awareness among a part of cadres and people of significance and usefulness of LLL is still limited.
- * *Secondly:* The legislation for education is yet to be comprehensive and synchronized, and have not met requirements of renovation of State management on education and training, especially legal documents relating to investment, regime and policies for continuing education.
- * *Thirdly:* Although the education institution network has rapidly developed, in more socio-economically disadvantaged and remote regions, infrastructure and equipment are of poor quality and outdated.
- * *Fourthly:* The managing staff are limited in terms of capacity, and they are not really active in accessing new approaches in line with the development of the society and requirements of the cause of education and training. The teaching workforce is inadequate in quantity in more socio-economically disadvantaged and remote regions and limited in pedagogical capacity that impede the improvement of educational quality.

- * *Fifthly*: Program contents and learning materials for continuing education are yet to be rich or appropriate with the ever-diverse learning needs of the people and with characteristics matching each type of learner. The teaching, testing and assessment methods are still backward and slow to renovate.
- * *Sixthly*: The management of quality of educational activities, especially that of continuing education has yet to meet the requirements of promoting efforts of teachers, learners and education institutions.
- * *Seventhly*: The cooperation mechanism between agencies, sectors and organizations in terms of promoting LLL and building a learning society is insufficient, ineffective and loose.

II Orientation for building a learning society in the period of 2011-2020

Grasping the trend of the era in terms of education development, following objectives of socio-economic development of the country, building on achievements after 5 years of implementing the Scheme “Building a Learning society in the period of 2005-2010,” Viet Nam continues to build a learning society in the period of 2011-2020 with the following basic criterion: ensuring necessary conditions aiming at creating favourable conditions for all people of all ages and education levels to learn continuously, throughout life, contributing to increasing intelligence and capacity of citizens, increasing quality of human resources of living standards of the self, family and society. Of these, LLL is considered as both a means and a solution for building a learning society.

In view of this criterion, the perception of learning in a learning society must be expanded with a deep access to the “five pillars” of learning: “Learning to know, learning to do, learning to be, learning to live together, and learning to care for the planet” Thus, besides general education, one will have to learn other knowledge, skills to work to create, to be a human being, to live better, to adapt to the changes of the society; and therefore, learning only in school is not sufficient but one has to learn out of school or in the workplace, learn by oneself, learn through mass media, libraries and museums. In a learning society, all agencies, unions, social organizations and economic organizations have a responsibility to provide educational opportunities. To this end, in the coming time, we need to implement the following core tasks:

1. Strengthening awareness raising on purpose, significance and the role of building a learning society, raising awareness in the entire society of usefulness and advantages of LLL; Establishing in students the passion to learn, building the culture of LLL and self-learning capacity right from when students are in general school; Organizing lots of activities aiming at encouraging the spirit of learning such as “Lifelong learning festivals” on an annual basis in localities, building learning provinces/cities, districts and communes.
2. Finalizing the legal documents aiming at establishing mechanisms, policies,

regulations on responsibilities and rights of organizations, individuals in LLL – building a learning society; developing a set of criteria for recognition of quality and allowing for the transfer between formal education and continuing education to meet the diverse needs of learners.

3. Implementing five-year-old pre-school education universalization, consolidating and increasing quality of universalisation of primary education and illiteracy eradication, universalization of lower secondary education; implementing universalization of secondary education in more advantaged regions; renovating general curriculum; strengthening vocational training, tertiary education to meet society's needs (both in terms of quantity, structure and quality of training); realizing the objectives of the Decade of Education for All.
4. Consolidating and developing the network of education institutions in general, especially the CE and LLL system.
 - Continuing to establish CECs, CLCs where they have not existed; gradually finalizing the organization and operating model of these centres;
 - Increasing investment into infrastructure and teaching equipment for education institutions, especially the continuing education institutions;
 - Increasing capacity for managing and teaching staff and facilitators in continuing education to meet requirements of building the LLL system;
5. Raising roles and responsibilities of ministries and sectors, unions and social organizations, businesses to effectively participate in building a learning society from central to grassroots level to establish the long-term and continuing education institutions for all citizens, under the motto "learning what is required."
6. Consolidating and finalizing the organization of Learning Promotion Associations at different levels aiming at strengthening learning promotion and talent promotion activities, and building a learning society.
7. Strengthening international cooperation, selecting and applying effective models from advanced countries; strengthening research cooperation with other countries and international organizations in learning society, especially the theory of adult education, age psychology, as well as experiences in developing curriculum, learning materials and assessment methods of learning quality, etc.

In order to implement the aforementioned tasks, other than efforts by ourselves, we welcome and look forward to support and assistance in all aspects from international organizations, countries in the region and the world, especially more experienced countries, to help Viet Nam achieve more successes in the process of building a learning society.

Thank you very much.

Global perspectives in lifelong learning and lessons for policy makers

Viet Nam Forum on Lifelong Learning: Building a Learning Society *Gwang-Jo Kim*

1 Introduction

In the era of globalisation, the world has changed its trends of job requirements, professional skills, opportunity, employment period, education and training. It is essential to address the necessity to adapt the system of lifelong learning to respond the current trends. This article points out an emergent global perspective in lifelong learning with a concern of solutions for policy makers, including Viet Nam, in order to achieve the goal of lifelong learning effectively. The article is divided into five sections as follows;

The first section provides a realistic background of the notable global trends as one of the important factors of new approaches and policies in education for better understanding of changes in education, in particular, lifelong learning.

The second section demonstrates another factor to the changing trend, educational reality. The problems are raised to illustrate the need to reform educational policies, especially in developing countries.

The third section shows the education responses to a changing world towards a system of lifelong learning. The first part of this section stated the necessity to rethink of education and training by introducing new approaches, and the second part points out possible methods to implement such approaches through building a system of lifelong learning.

The fourth section represents the response from UNESCO, as a leading specialized agency with educational goals, as well as its significant roles in lifelong learning. This section also addresses the contribution of the UNESCO in Asia and Pacific region to education in regional context.

Finally, the last section specifically focuses on Viet Nam. The recommendations are given from the UNESCO's perspective to the Ministry of Education, Viet Nam in order to achieve the goal of lifelong learning.

2 Notable global trends

The global economy is changing its phase by moving towards urbanization, service sector and knowledge-based economy along with information and communication technology (ICT) and environmental concerns. To survive the situation of the labour market in this era, higher education could be the best solution for salary workers. In

this section, it is indispensable to firstly address the current trend of the world as a general background that has great impact on lifelong learning.

Due to rapid urbanization especially in developing countries, 50 percent of the world's population lives in cities. At the same time, especially in more developed regions, we find ageing societies. In 2009, 737 million people were aged 60 years or older with the number expected to reach 2 billion by 2050. Half of them live in Asia. Mobility is also an issue. In 2010, 214 million people are international migrants which is a 10 percent increase from 2005. In 2010, European countries expect to host trend to urbanization and migration tells us that agriculture and industry labour forces are decreasing while that of the service sector is increasing rapidly. Globally it is observed that there is a steady increase in the need for educated professionals. In the case of Viet Nam, employment in agriculture is 51.9 percent. However, its contribution to GDP is only 21.3 percent. On the other hand, employment in services and industry (26.5 percent and 21.4 percent respectively) contribute much more to GDP (38.1 percent and 41.6 percent respectively).

Globally, in knowledge-based economies, the application of knowledge has been gradually replacing the capital, raw materials and labour as the main means of production. From the viewpoint of education as an investment, enrolment in higher education is highly correlated with national labour productivity. Earnings increase with age and level of education. Those with a higher education get the best jobs and salaries. According to the OECD, the rate of return for higher education per year is about 10 percent on average.

There are remarkable changes in job security and income gaps. The number of working people in part-time jobs is increasing. Lifetime employment is disappearing and the frequency of turnover is increasing. Moreover, the labour market has become more bi-polarized. Employment in high paying jobs and low paying jobs has increased, while employment in middle income jobs has decreased. This is partly attributed to the use of information and communication technology (ICT) in the workplace.

The number of cell phone subscriptions and internet users is increasing rapidly across the globe. During 2000-2009 cell phone subscriptions increased from 2.2 billion to 5.3 billion and internet users increased from 1 billion to 2.1 billion. Despite this rapid expansion, we face a large digital divide all over the world.

Globally, climate change has preyed upon the vulnerabilities of people especially in the last decade. Cyclones, floods, draught, earthquakes, and tsunamis have victimized millions of people and caused huge destruction in villages and cities.

3 Educational reality

Although the increasing number of children in schools tells us some achievements in education, it does not represent the whole reality. Reaching the 2015 target has not always been smooth path. There are still many obstacles to the progress on Education for All especially in developing countries, including Viet Nam as shown in this section.

The past decade has seen remarkable progress in many countries in getting more children, especially girls, into school. Worldwide, the number of children of primary school age who are out of school has declined by 33 million. South and West Asia have achieved rapid progress (a decline of 21 million). However, the past five years have witnessed a marked slowdown in the rate of progress towards universal primary education and if trends from 1999-2007 continue, the 2015 target will be missed because there will be more children out of school in 2015 than there are today.

Besides this, there are still large gaps in learning achievement between countries, particularly in low income nations. In South Asia, the enrolment ratio in secondary education is below 60 percent; and in South-East Asia, high drop-outs and repetitions remain a huge challenge. Except in a few East Asian countries, there has been little progress in higher or tertiary education whereas the gross enrolment ratio for tertiary education in Europe and North America stands at around 70 percent. Poverty is a main factor. Out-of-school children in many countries come from poor households and are far less likely than higher-income children to enrol. Poverty also reduces the learning outcome of children since they often have to work at the same time.

In the case of Viet Nam, there are still problems of quality and equity in education. The average number of years of education is about 8.5. Nevertheless, for ethnic groups such as the Hmong, the number is only 1.5. Many minority groups not only in Viet Nam face the same situation. Those with the least education are bound to get the shorter time of education. This is the vicious circle that a lifelong education policy with substantial human and financial resources must address.

4 Education responses to a changing world: towards a system of lifelong learning

Concerning global changes and educational realities, it cannot be argued that the reform of the approaches and policies to education is necessary. Likewise, the system of lifelong learning is needed to be adapted to current situations in order to provide the effective learning methods and outcomes. The notion of key elements of the new approaches is firstly discussed in this section. Moreover, to completely put the picture into reality, the possible implementations of such policies through building lifelong learning system is essential to be addressed in the second part of this section as well.

4.1 Rethinking of education and training

The four pillars of the UNESCO education policies require an important change of the education today in many ways. Rethinking is the very first step for the process. Therefore, it is significant to point out the overall characteristics of the new approaches and policies to education that should be considered, including a notable trend in learning assessment.

There are a number of implications when considering global trends and education realities. They suggest the need for a holistic approach to education and learning; a new set of skills and competences; sector-wide approaches with capacity building for better financial and programme management; varying degrees of decentralization; a focus on quality and introduction of national assessments; and lifelong learning as a necessity rather than a luxury

The approaches should start with inclusive policies that respond to the very diverse circumstances of learners. Teaching must be improved as should school management and governance.

In 1996, a report entitled *Learning: the Treasure Within* was presented by the International Commission on Education for the Twenty-first Century, chaired by Jacques Delors, in which the four pillars of education were highlighted: Learning to know; Learning to do (from skill to competence; the 'dematerialization' of work and the rise of the service sector; work in the informal economy); Learning to live together, learning to live with others (discovering others; working towards common objectives); and Learning to be. The four pillars are foundations of all UNESCO education policies such as Education for All, Lifelong Learning and Life Skills.

There is also a notable trend in learning assessment. More countries have conducted national assessments providing policy makers with systematic information to evaluate learning outcomes based on criteria set forth by national education authorities. In 2007 there were 25 countries in the Asia-Pacific region conducting national assessments. More countries are concerned about the international assessment schemes like PISA and TIMSS and participate in them.

4.2 Building a system of lifelong learning

There are many factors that each country should take into account when implements the new educational approaches in order to establish the quality system of lifelong learning. Changing role of teachers, methods to apply key competency and the use of ICT are introduced as one of the focal points to be considered. Besides, quality control should be developed for the effective implementation of such lifelong learning policy framework. In this regard, one of key issues like inadequate resource of financing should also be addressed as a high priority.

There has been a change in the roles of teachers. From controller of the learning process to partners-in-learning, teachers can help their students conduct research, apply knowledge and analyse data and information through a variety of new tools and technologies which require new knowledge and skills making teachers lifelong learners too. The characterization of lifelong learning in which people can freely choose learning opportunities, learn at any time during their lives and receive proper recognition for their learning achievements, requires a holistic vision as well as sustained policy drive and commitment, genuine cooperation among all stakeholders and clarity in roles.

Due to the diversity of lifelong learning, establishing the quality assurance system may be a lengthy and complex exercise. A multi-faceted approach to developing and applying quality criteria, tools and assessment methods will be needed. Examples of key competency are literacy, numeracy, scientific literacy, problem solving and information communication technology.

There are several alternatives for learning to become more available and less costly, for example learning through ICT such as mobile learning, e-learning, and social networking learning. Learning can also be provided in non-formal and informal settings such as community learning centres.

Multi-sectoral approaches to lifelong learning are increasing because of the involvement of NGOs or CSOs and the private sector in the privatization or commercialization of certain types of programmes. Inclusive legislation and enabling environments for lifelong learning with incentives (guidance and counselling in particular) are essential, as is a national lifelong learning policy framework and policy coordination (articulation between different types of learning). Strategy development and assessment of the implementation of key policy objectives must be taken into account for quality control or assurance (accreditation, recognition and certification of formal or non-formal or informal learning).

To conclude this section, the national agency must develop policy and standards, monitor and evaluate the quality of education programmes, and coordinate with other sectors and ministries to achieve the goal of lifelong learning.

In most countries in Asia, the share of adult education or lifelong learning is less than 3 percent of the government education budget. It is reasonable to raise the share of lifelong learning from 3 to 5 percent of the education budget by 2015. While governments remain the main funding source, the private sector, civil society, international donor agencies and individuals need to contribute substantially, while innovative financial options also need to be explored.

There could be various financing options. If resource mobilization is public, decentralization of revenue mobilization can be an option. If it is private, it can be done by cost recovery or cost sharing in secondary and tertiary education, school

self-financing, improving effectiveness or efficiency by decentralization of service delivery, or improvement of equity by demand-side schemes and scholarships.

5 UNESCO's response

UNESCO needs to play a key role to promote lifelong learning by supporting various areas of education such as literacy, non-formal education and technical vocational education and training as well as formal education. In addition, in the Asia-Pacific Region, UNESCO also enhances its effectiveness for quality education through the collaborations with other international, regional and national organisations.

As a specialized agency of the UN system, UNESCO contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. UNESCO plays an important role for Education for All (EFA) and its Global Action Plan. UNESCO is also the lead agency for the UN Literacy Decade (2003-2012) and UN Decade of Education for Sustainable Development (2005- 2014), covering three themes: literacy, teachers and skills development. It provides assistance in designing cohesive and effective sector-wide policies and plans with special support to 20 target countries that are at greatest risk. The priority region to be focused on during 2010-2011 is Africa.

EFA calls for the provision of quality education at all stages of the life cycle, from early childhood (Goal 1), to primary school age (Goal 2) to youth and adult skills and education (Goals 3 and 4 - the lifelong learning perspective of skills needed for coping and managing one's everyday life at different phases of the life cycle) in formal and non-formal settings. Goals 5 and 6 ensure gender and social equality in terms of access to quality education. Hence the EFA goals call for lifelong education programmes which focus on quantity ("all"), equality and quality across different stages of life.

UNESCO's support to literacy, non-formal education and technical vocational education and training are as follows; policy advocacy and awareness raising; support to develop a national policy, curriculum and guidelines; capacity development of government and NGO staff; promoting international and regional coordination and information sharing; development of technical materials, manuals and guides; and support to conduct assessment and research.

Economic development, social development and environment protection are interdependent and mutually reinforcing components of sustainable development with culture at the centre of all three elements. Education for Sustainable Development is also the key agenda of UNESCO.

In order to support higher education and open or distance education, UNESCO promotes international and regional coordination and information sharing facilitated

with ICT and its capacity development. Recently, two significant international conferences were held by UNESCO: The UNESCO World Conference on Early Childhood Care and Education (WCECCE) 2010, Moscow, Russia, and the 6th International Conference on Adult Education 2009 (CONFINTEA VI), Belem, Brazil.

The vision of the UNESCO Asia and Pacific Regional Bureau for Education is: “Quality education for an inclusive, innovative and sustainable knowledge society” with a focus on: evidence-based advocacy for Education for All to reach the unreached; beyond basic education to strengthen national capacity in evidence-based policy development, planning and management; and, knowledge sharing and North-South-South Cooperation for Education for All and for sustainable development.

In addition, the UNESCO Regional Bureau for Education will collaborate with the World Bank on Benchmarking Education Systems for Results (BESR) in order to fill the knowledge gap (policy, data and information) to improve the quality of education in member states. This will be done by designing an indicator framework and testing it in East and South-East Asia, comparing policies and performance across countries, and identifying how and why some systems or subsystems in some countries perform better than others or improve over time. Collection and analysis of data and information to help countries apply findings to improve their systems are also necessary.

Moreover, the UNESCO Regional Bureau for Education has strengthened inter-country collaboration for knowledge sharing and mutual learning, co-operated with sub regional entities (e.g. SEAMEO, Pacific Islands Forum), and mobilised expertise from national institutes such as National Institute for Educational Policy Research (NIER) and Korean Educational Development Institute (KEDI) for regional activities.

6 Implications for Viet Nam

Appreciating the rapid progress in education development and the strong commitments of the Government of Viet Nam, I would like to make several recommendations for the Ministry of Education, Viet Nam, in order to achieve the goal of lifelong learning.

First of all, it is recommended to set a holistic, lifelong learning vision and goals. Under the vision and goals, the governments and private sectors will effectively collaborate to deliver. Second, in order to reduce socio economic gaps in the country, we need to address equity and quality in an inclusive legal and policy framework for lifelong learning. The county needs to accommodate and utilize the diversity in human resource and to align education systems around learners' needs or incentives. In order to provide citizens with various learning opportunities, it is

also recommended to coordinate policy for stronger links between formal, non-formal and informal learning and to emphasize the relevance or quality at the core of government interventions. Inter-country collaboration would be very effective for capacity development (e.g., ASEAN or SEAMEO); and ensure sustainability in public awareness and leadership.

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Viet Nam's initiative on establishing a SEAMEO Regional Centre for Lifelong Learning in Viet Nam

Professor Nguyen Loc

Abstract

This paper aims to introduce the latest commitment of Viet Nam in promoting the development of lifelong learning through a variety of specific actions, including notably the proposed establishment of the SEAMEO Regional Center for Lifelong Learning (SEAMEO CELLL). The paper analyzes the notion of LLL in a regional and global perspective, in Asia and Southeast Asia, as well as in Viet Nam and points out the factors that promote the establishment of a regional center on LLL. Furthermore, the paper provides insights into the main features of SEAMEO CELLL, including its aims, focus areas, activities, structure, funding and location. Finally the paper points out the next steps to take to successfully implement this project in the coming years.

1 Lifelong learning in Regional and Global Perspective

Today, many developed countries are reshaping their human resource development strategies in response to new challenges in the globalized knowledge economy and society by promoting lifelong learning systems as an essential national policy for maintaining and increasing their regional and global competitive advantage. Lifelong learning has become a predominant goal for international policy making and is often advocated as a way to achieve socio-economic development and as a tool for promoting the knowledge-based society. Lifelong learning is the guiding principle for educational strategies laid down by the European Commission, OECD and UNESCO, and is increasingly discussed as a framework for reforms at regional and national levels as well as in the emerging economies all over the world.

The concept of lifelong learning emphasizes that all citizens shall have the possibility of continually developing their knowledge, skills and competences. Lifelong learning has become central as a consequence of the globalization process as well as the rapid changes in social life, work life, technology, and society. Today it is not enough just to learn new specific skills; you also have to learn how to learn, in order to be able to cope with future challenges (Kim 2010, p. 46). Lifelong learning has become a widespread and taken-for-granted concept. However, it is also an ambiguous concept with different meanings: It is individual as well as institutional; it is a policy as well as a practice; and it can be seen as a social movement or as a commodity (Jarvis 2009, p. 9). There exist a number of different understandings of lifelong learning. It is, however, common to the idea of lifelong learning that it relates to learning that continues throughout a person's lifetime; and that the obtained skills, knowledge and competences can be acquired through formal, non-formal or informal modes of learning (Kumar 2004, p. 560).

The concepts of "lifelong learning", "lifelong education", and "learning society" have a long history, also in many Asian countries, which have local traditions on non-formal and adult education. Many countries also have their own terminology on e.g. school education, social education and family education, more or less equivalent to the concepts of formal, non-formal and informal education. The notion of non-formal education in Southeast Asian Countries has been further developed through UNESCO's project on Education For All, emphasizing an emancipatory and social aspect of education (Han 2009, p. 464). Many countries, particularly in the ASEAN region, have made efforts to develop their lifelong learning policies. In Japan, Korea, Hong Kong, China, Malaysia, the Philippines, Singapore, Thailand and Viet Nam, lifelong learning has been promoted through legislation or through government policies that have implied major changes to the education systems. In the ASEAN Charter 2007, member countries have emphasized joint efforts "to develop human resources through closer cooperation in education and lifelong learning, and in science and technology, for the empowerment of the peoples of ASEAN and for

the strengthening of the ASEAN Community” (Chapter I, Article 1, ASEAN Charter 20.11.2007). The 15th ASEAN Summit 2009 also reaffirmed the above article and stressed the role of the education sector, especially lifelong learning in the socio-cultural pillar of the ASEAN.

Since the 1970s, especially the developed countries began to supplement, adapt, and reform their educational systems in parts or whole, based on lifelong education principles. Meanwhile, many developing countries considered “lifelong education” to some degree as an unattainable idea. Having had a high level of illiteracy, the main task in many Asian countries had been to reduce illiteracy.

Not until the late 1980s and early 1990s, when the literacy rate reached 70-80%, did the idea of “lifelong learning” and “learning society” become gradually more widespread in this region. This focus on lifelong learning developed especially after the economic crisis and rising unemployment in Asia in the late 1990s, which created needs for new plans for education and training, so the excluded workers could re-enter the labour market with skills that are needed in a more knowledge-oriented economy (Han 2009). The concept and level of development of lifelong learning varies substantially from nation to nation, depending on each country’s needs and socio-economic background, as well as the awareness of leaders and policy makers in all levels. The development of lifelong learning in the region can be categorized into three levels as follows:

Level 1 – Low: Countries with high illiteracy rate have focused on illiteracy eradication. Lifelong learning is undertaken just in its initial level, where learners mainly focus on learning minimum practical knowledge and skills needed for their life, such as citizenship, health care, hygiene, nutrition, family planning, vocational training, basic livelihood skills, etc. Main target groups are illiterate children and adults.

Level 2 – Medium: Countries with higher literacy rate, but still with low educational background and having several school drop-outs, have mainly paid attention to maintaining and consolidating literacy skills, improving basic educational background via supplemental educational courses and equivalency programs. Lifelong learning has received more attention in these countries, but still focuses more on basic educational courses to get proper qualifications and find a job. Lifelong learning mainly aims at raising income for living necessities rather than caring for quality of life, personal fulfillment or effective use of leisure time. Main target groups of lifelong learning include children, youth, adults who used to be school drop-out and people with low educational background. Lifelong learning in these countries is understood in its narrow meaning, i.e. lifelong learning is supplemental learning of basic education, or lifelong learning is similar to non-formal education. Consequently, terms such as “educational supplement,” “equivalency education,” or “non-formal education” are used more often than “lifelong learning.”

Level 3 – Fair: For countries which already have achieved universal basic education, literacy or educational supplement programs are no longer an issue of concern. Lifelong learning therefore focuses on personal development, using leisure time, improving knowledge on aesthetics, arts, music, cooking, etc. or on enhancing professional background, working skills, learning a new vocation, etc. Target groups include everyone with interest, regardless of age or background. In these countries, forms of self-study through various media are common. The organization of such learning is frequently performed by companies and enterprises, and the learners often have to pay tuition fees. Lifelong learning is understood in its broad meaning which encompasses all learning from cradle to grave, including formal, non-formal and sometimes even informal education.

The formal, non-formal and informal modes of learning have been defined by the European Commission as follows:

- “Formal learning takes place in education and training institutions, leading to recognized diplomas and qualifications.”
- “Non-formal learning takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates. Non-formal learning may be provided in the workplace and through the activities of civil society organisations and groups (such as in youth organisations, trades unions and political parties). It can also be provided through organisations or services that have been set up to complement formal systems (such as arts, music and sports classes or private tutoring to prepare for examinations).”
- “Informal learning is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills.” (European Commission 2000)”

In an Asian context, non-formal education may be understood different from this definition. Supplementary adult education that is leading to formal qualifications, but that may be organized as part-time education, is often recognized as non-formal education.

2 Lifelong learning in Viet Nam and its participation in Lifelong Learning Promotion

At present, Viet Nam is integrating deeper into the global economy, the process of industrialization, modernization and development of knowledge-based economy. In order to respond to this rapid development, lifelong learning is indispensable for every citizen to adapt with changes in work and life, if they want to work, to be and to live together in the 21st Century. Also, lifelong learning becomes important in assisting to avoid relapsing into illiteracy.

Viet Nam is committed to the rights of lifelong learning for everyone. Lifelong learning in Viet Nam has a relatively long history, with a high priority given during the last 60 years. During his time, President Ho Chi Minh had many famous messages to encourage lifelong learning, such as “Learning is endless. Lifelong Learning helps us grow up, the more we grow up, the more we need to learn.” In Viet Nam, where education is given the first national priority, there is a favourable policy on education in general and lifelong learning in particular. Lifelong learning and non-formal education were institutionalized in the Constitution of SR of Viet Nam (1992), in the Education Law (1998, 2005) and in many important legal documents of the Vietnamese Government. The Constitution of SR of Viet Nam (1992) has affirmed that “Learning is a right and duty of every citizen. Every citizen, regardless of ethnic origin, religious belonging, beliefs, gender, family background, social status or economic conditions has an equal right of access to learning opportunities”. Article 44 of the Education Law (2005) has affirmed that “Non-formal education is responsible to help people to learn while they work, to learn through their life to enrich their personality, to improve their educational levels, their professional skills, to improve quality of their life, to help them to find and to create jobs by themselves and to adapt to new contexts. The government will make a policy on development of non-formal education to provide Education for All and to build a Learning Society.”

The Asia-Europe Meeting (ASEM) Lifelong Learning Conference, held in Viet Nam in October 2009, proposed ASEAN Education Ministers to include lifelong learning as an item on the agenda at ASEAN Summits and to raise common concerns and voice at the regional level. The conference recommended that Viet Nam set up a lifelong learning centre for the region that would serve as a bridge to the European community. The ASEM Lifelong Learning Conference furthermore pointed out the lack of quantitative and qualitative research in lifelong learning, the lack of a legal framework and the weak coordination at national and regional levels in the ASEAN region. The conference identified obvious benefits to establish a Lifelong Learning Research Centre in the ASEAN region to create a network of research institutes and experts that will contribute to the improvement of knowledge production, statistics collection and data analysis for research-based policy making and research-informed practices. Due to the rich culture and different economic development in the Asian countries, lifelong learning in this continent is very complex and diverse. However, studies on lifelong learning in Asia, especially in ASEAN region, are still seldom conducted and many research efforts in this area remain unconnected.

3 Establishment of SEAMEO Regional Centre for Lifelong Learning in Vietnam

At the 45th SEAMEO Council Conference in January 2010 in Cebu, the Philippines, the future expansion of SEAMEO Centres and areas of study were raised and Viet

Nam highlighted the need for establishing a SEAMEO Regional Centre specialized in lifelong learning. The Ministry of Education and Training (MOET) of Viet Nam presented a concept paper on establishing the SEAMEO Regional Centre for Lifelong Learning and expressed its willingness to take the initiative to establish and host the proposed centre. The Council acknowledged the concept paper presented by MOET, Viet Nam, and approved the request by Viet Nam to conduct a feasibility study and develop a proposal on establishing a SEAMEO Regional Centre for lifelong learning in Viet Nam. Finally, the 46th SEAMEO Council Conference which was conducted in January 2011 in Brunei Darussalam approved the Proposal on the Establishment of the SEAMEO Regional Centre for Lifelong Learning in Viet Nam and requested MOET of Viet Nam and the SEAMEO Secretariat to form a technical committee to assist in the establishment of the proposed SEAMEO Centre.

The Southeast Asian Ministers of Education Organization (SEAMEO) was established on 30 November 1965 as a chartered international organization whose purpose is to promote cooperation in education, science and culture in the Southeast Asian region. The SEAMEO has 20 specialist institutions that undertake training and research programs in various fields of education, science and culture. Each Regional Centre has a Governing Board composed of senior education officials from each SEAMEO Member Country. The Governing Board reviews the Centres' operations and budget and sets their policies and programmes.

The proposed SEAMEO Regional Centre for Lifelong Learning (referred to as SEAMEO CELLL) aims to cater for the regional needs in promoting lifelong learning and provide opportunities for cooperation in the field of lifelong learning among SEAMEO Member Countries and Associate Member Countries. The Centre will help strengthen the relationship and increase mutual understanding between educational researchers, practitioners and policy makers of the region, in a spirit of mutual respect and partnership.

The proposed Centre is expected to:

- a) become a SEAMEO Regional Centre of Excellence for research and training on lifelong learning, and to serve as a regional forum for educational policy development on lifelong learning;
- b) conduct cross-national comparative research on lifelong learning; to explore definitions, concepts and practices of lifelong learning from Asian research perspectives, particularly Asian contexts as compared to international contexts; addressing specific issues on lifelong learning of the SEAMEO Member Countries;
- c) conduct training courses for educational personnel, trainers for teachers, and educational managers in the specialized area for the SEAMEO Member Countries;

- d) act as a clearing house, information centre and think-tank for governments of the Member Countries on research-based educational reforms, especially across all sectors of post-compulsory education and training; and
- e) become a focal point for strengthening linkage between Southeast Asia, Asia and Europe in promoting lifelong learning.

In the field of lifelong learning, SEAMEO CELLL will mainly focus on adult education with special attention to non-formal and informal education as follows:

- a) In research activities, the Centre will concentrate on several key research areas, such as:
 - Policy and strategy for building lifelong learning system and learning society;
 - Competences and skills for the knowledge economy and information society;
 - The future of education and training systems: cross-country comparisons;
 - Barriers and obstacles to participation in lifelong learning;
 - Qualification framework to promote lifelong learning and labour mobility;
 - Education, training and human resource development;
 - Training and professionalization of adult teachers and educators;
 - Gender and lifelong learning;
 - Demographic challenges of an ageing society;
 - Changes in recruitment and employment patterns;
 - Adult vocational education and training;
 - Workplace learning;
 - E-learning;
 - Indicators and benchmarks for monitoring progress in lifelong learning in the region;
 - Financing models for lifelong learning;
 - Partnership for lifelong learning; and
 - Promotion system for lifelong learning.
- b) Training activities of SEAMEO CELLL will focus on awareness raising and capacity building for lifelong learning personnel and educators in the region, including research capacity building in lifelong learning.
- c) As an Information Centre, SEAMEO CELLL will collect and analyse data in order to produce reliable statistics on lifelong learning across the region and beyond; publish and disseminate research results and establish database on lifelong learning in the region.

In order to achieve the above mentioned aims and objectives, and in the effort to

develop lifelong learning in the region, SEAMEO CELL shall undertake the following specific activities:

- a) Establish constant dialogues and maintain close cooperation with ministries/ departments in charge of lifelong learning policies, particularly with the ministries of education and ministries of labour in SEAMEO Members Countries;
- b) Introduce, publicise and promote the concept and good practices of lifelong learning in SEAMEO Member Countries in order to widen participation in education and training in employment and civic life, and to combat exclusion and further equal opportunities;
- c) Conduct joint research and comparative studies on lifelong learning, as well as research of policy making, at national and regional level;
- d) Disseminate knowledge by publishing books, international academic journals and operating a website in English;
- e) Organize appropriate events serving the purpose of the Centre, including high profile conferences, seminars and workshops, flexible and tailor-made training courses, lifelong learning festivals and promotion of good practices;
- f) Facilitate, where necessary, policy learning between governments of SEAMEO Member Countries;
- g) Supply, where necessary, expert consultancy, advice and support services on request;
- h) Maintain close cooperation in the field of lifelong learning with relevant regional and international organizations; and
- i) Undertake other activities as may be deemed necessary to realize the purpose of the Centre.

English language will be used as medium of instruction and communication for international programmes.

The organizational structure of the Centre will be in line with the SEAMEO organization. The supervisory body of the Centre is the Governing Board with a representative from each SEAMEO Member Country. The Centre will be headed by a Director supported by three heads of Divisions (Research and Consultancy Division, Training Division, and Administrative Division) and a number of professionals and administrative staffs such as specialists/experts in training, specialists/experts in research, specialists/experts in lifelong education, accountant, marketing executive, librarian, and administration officers and supporting staffs. The posts of division heads and the posts of the professional staff will be offered to qualified candidates from the region while the posts of administrative staff will be held by personnel from the host country.

Funding for the proposed Centre will be from the Government of Viet Nam which covers the operation of the Centre and development of programmes at the Centre. The Centre also plans to engage in income-generating activities such as organization of seminars, conferences, and provision of expert/consultancy services, as permitted by the Law and Regulations in Viet Nam.

The proposed Centre will be located in Ha Noi. The precise location of the Centre will be decided by the Ministry of Education and Training of Viet Nam.

4 Conclusion

The proposed SEAMEO CELLL will contribute significantly to promoting lifelong learning in the Southeast Asia and Asia region. Established centres/institutes in lifelong learning in the region (such as the Committee for Lifelong Learning Research (CLEDR) in China, National Institute for Educational Research (NIER) in Japan and National Institute for Lifelong Education (NILE) in Korea) and in other developed countries (such as ASEM Education and Research Hub for Lifelong Learning in Denmark, the European Centre for Research on Lifelong Learning in Italy, the Social and Information Society Unit within Eurostat in Luxembourg, and the UNESCO Institute for Lifelong Learning in Germany) have been known to assist in the development of lifelong learning. The establishment of the proposed SEAMEO CELLL signifies the commitment of SEAMEO to embrace the Asia-Pacific Programme of Education for All (APPEAL), the Jomtien World Declaration on Education for All (1990), the Dakar Framework for Action (2000), the United Nations Millennium Development Goals (MDGs), and UNESCO's Sixth International Conference on Adult Education (CONFINTEA VI, 2009), that promotes lifelong learning as a reality for all. The proposed SEAMEO CELLL is an area of specialization which has not yet been established in the region. A study of the terms of references of the existing 19 SEAMEO Regional Centres shows that no centres have a key focus on the areas of the proposed regional centre for Lifelong Learning. The establishment of the Centre will be an expansion into new areas of specialization of the Organization.

A Technical Committee will be jointly formed by MOET of Viet Nam and the SEAMEO Secretariat to assist in the establishment of the proposed SEAMEO Centre and it is anticipated that the launching of SEAMEO CELLL will be in early 2013, the year when Viet Nam will take over the chairmanship of SEAMEO Council.

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Lifelong learning and workforce development in Viet Nam

Rie Vejs-Kjeldgaard and Carmela Torres

“Any jobs require learning and the purpose of learning is to enhance capacity for economy development, for victory and for a better life of people”. (Ho Chi Minh)¹

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 workers².

This papers 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.

¹ Speech of Hochiminh at Viet Nam Second National Student Congress, 7 May 1958.

² ILO 2000a *Conclusions concerning human resources training and development, International Labour Conference, 88th Session, Geneva*

Education, skills training and lifelong learning can help economies achieve 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. Human resource development plays an essential part in Viet Nam's development strategy. It is one of the key strategic priority areas together with the reforming and modernizing of institutions and infrastructure development, in the Socio-Economic Development Strategy 2010 - 2020 and the draft Socio-Economic Development Plan for 2011-2016.

It is a global reality that the world of work is changing rapidly and skills development has been an important competitive advantage. Viewed within the ILO's perspective of DECENT WORK, education, vocational training and lifelong learning are central pillars to employability, employment of workers and sustainability of enterprises. ILO's comprehensive and dynamic framework in this area, the ILO Recommendation No. 195, focuses on education, training and lifelong learning and addresses the challenges all people face in acquiring knowledge and skills and developing the employability of the workforce. It places people at the core of economic and social development and policies are developed through a process of social dialogue. Cooperation among government, workers' and employers' organizations and training institutions is important.

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 and results in increases in productivity and income and improves social equity³. The learning process occurs during the course of the individual's life. This can be through the formal and informal learning processes and most of it can take place at work. It is our working age period, from 18 to around 60, that covers the majority of our life years and hence that period must also be lived under the guidance of lifelong learning.

Skills have become increasingly important in determining an individual's ability to secure a job and retain employment and move flexibly in the labour market. The Viet Nam Competitiveness Report 2010 prepared together with Michael Porter clearly identifies the importance of education and work force skills for the development of a higher value-adding economy. During the Viet Nam Business Forum in December 2010, the lack for skilled labour and the inadequacy of the right skills set at the right time at the right place were highlighted as businesses' key constraint in being competitive.

³ ILO 2000a Conclusions concerning human resources training and development, International Labour Conference, 88th Session, Geneva

⁴ Department of Vocational Skills, General Department of Vocational Training, Vocational Skill Development Plan in Viet Nam, 2009.

The Government of Viet Nam expresses its vision for the labour market as follows: *"... creating a breakthrough in vocational training quality to provide skilled workers for industry, manufacturing, and services, who have professional competency, ethics, integrity, working style, and can satisfy the demand of domestic and international labour markets, vocational training institutions can train national, ASEAN regional and international standardized skills in some occupations; increasing the capacity of vocational training system so that by 2020, the percentage of trained workforce will reach 55%; and ensuring an appropriate structure of training levels and across occupations; and building the linkage between vocational training institutions and enterprises."*⁴

Lifelong learning for work means focusing on critical policy objectives that: i) ensure the matching of skills demand and supply, ii) help maintain the employability and adaptability of the workers through re-skilling and upgrading skills, iii) promote social inclusiveness by expanding access to lifelong learning opportunities across all sectors of society, iv) encourage partnerships in lifelong learning for work v) create lifelong learning opportunities for small enterprises and vi) enhance workplace learning as a source of lifelong learning.

Skills policies should lead to developing skills that are needed by employers and they must ensure the quality as well as the quantity of training. When preparing young people to enter the labour market it is especially important to ensure they acquire genuine jobs. Their training must be demand driven. School-to-work transition surveys are needed in building a knowledge base on youth employment leading to better informed policy-making.

Creating quality employment for youth and women will be essential in the coming years. From MOLISA figures, it is projected that 8.9 million economically active workers will represent the youth population in 2015. These youth will demand special assistance regarding the school-to-work transition and ensuring the dynamism and potential of youth are not squandered. Furthermore, this will require enhancing their access to practical career guidance, sound labour market information and market-driven vocational and technical training. ILO is implementing a Labour Market Information Project in Viet Nam which addresses these concerns.

Lifelong learning helps maintain the employability of workers and adaptability through re-skilling and upgrading skills. Enterprises must adjust to changes in the labour market and workers therefore should learn new skills. Adjusting to changes requires a strong foundation in basic education and core skills like teamwork, communication and literacy which provides the workers the capacity to continue to learn to respond

⁵ Institute of Labour Science and Social Affairs and the International Labour Organization, Viet Nam Labour and Social Trends report, 2010.

to new challenges and opportunities throughout their working lives. Raising labour productivity and enhancing the competitiveness of Vietnamese products will continue to be a priority during the next five years⁵.

Access to skills development must be provided to all sectors of society - rural communities, disadvantaged women and youth, persons with disabilities, persons in the informal economy and other socially excluded groups. In connection with this, the Prime Minister has approved a project on vocational training in the rural areas focusing on poor people, ethnic minorities, people with disabilities and farmers who are able to reclaim their agricultural land. An example is ILO's current work in assisting rural communities in Ha Tinh to gain skills and livelihoods through its Training for Rural Economic Empowerment (TREE). In some countries where TREE was implemented, it was seen as a key response to employment promotion, increased economic opportunities, empowering rural communities and laying the foundation for poverty reduction and pro-poor growth. TREE has been an important ILO tool for poverty reduction and restoration of livelihoods.

Because of pressures on rapid changes in Viet Nam's economy, partnership approaches to training and lifelong learning have become important. Partnerships promote programmes that are relevant to economic and social needs. These call for programmes that are currently aligned to industry and individuals needs. Private enterprises have been the main initiators of partnerships together with training institutions, local governments, development agencies and others. Employers and trade unions have recognized the importance of lifelong learning for maintaining employability and managing change in the workplace.

Many innovative programmes have emerged which cater to assisting small enterprises acquire knowledge and upgrade the skills of their workers. Some significant initiatives have been more sector-focused and have involved third parties that provide and organize training and capacity building activities.

The workplace is becoming a major source of lifelong learning. Workplace learning has expanded rapidly in enterprises and even boosted by online learning opportunities made available to the employees. Many of the soft skills or core skills are learned better in the workplace than in formal education and training settings. These can include team-work, initiative, communication skills, etc. In Viet Nam, many of the employers have organized informal training in-house.

More recently, a more important factor for the use of workplace learning is the spread of high performance work in enterprises and organizations. These are used systematically to improve productivity and competitiveness while boosting employees' motivation and job satisfaction. Education, training and lifelong learning can be drivers of change especially as there is continued use in new technologies, domestic and foreign investment and diversification and competitiveness of economic

activities and job growth. To be able to sustain a dynamic development process, economies need to anticipate the right skills to encourage new investments and the adoption of new technologies.

Engaging the government, workers' organizations and employers' organizations through social dialogue is the driving force behind the legal, policy and institutional developments in the area of lifelong learning in many countries in the region, especially in ASEAN. As host to the ALMM and ASEAN HR Conference, Viet Nam has strongly supported the ASEAN Charter which sets out the purposes of ASEAN, in particular to develop human resources through closer cooperation in education and life-long learning, in science and technology, for the empowerment of the peoples of ASEAN and for strengthening of the ASEAN Community. The ASEAN Leaders' Statement on Human resources and skills development has clearly stated the importance of lifelong learning: the following action must take place.

- Promote the sharing of experiences in the development and implementation of national lifelong learning systems among ASEAN Member States;
- Urge the creation of opportunities to improve the quantity and quality of jobs through lifelong learning;
- Encourage enterprises to support the development of vocational training and continuing education institutions as part of a national system and infrastructure for lifelong learning;
- Encourage workers to practice lifelong learning through appropriate policies and frameworks in order to improve their productivity.

Viet Nam continues to be active in the lifelong learning process as it moves towards its goal of becoming an industrialized economy. As engaged members of the One UN, UNESCO and the ILO are ready and available in these areas for any support and collaboration that could be useful for Viet Nam.

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**Morning plenary session “LLL Research Results and Practices”
Day 2 Tuesday 7 December**

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

**Building Learning Cities as a Strategy for Promoting Lifelong
Learning**

Jin Yang

In recent years, parallel to the widely acceptance of the concept of ‘lifelong learning’ as a ‘master concept for educational policies’ (Faure et. al., 1972), some pragmatic approaches have been adopted and an example of these approaches is the building of a ‘learning community’, ‘learning city’ or ‘learning region’. In more and more countries, there are local-level authorities which claim to be learning cities/regions/communities. These geography related concepts imply the key role of learning in the development of basic prosperity, social stability, personal fulfilment and mobilises all its human, physical, financial resources, creativity and sensitivity to develop the full potential of all its citizens (Longworth, 2006).

This presentation examines the concept of learning cities that arise from the literature, reviews progress made in building learning cities in the international communities and synthesises the major strategies adopted. It concludes with some considerations that the developing countries and UNESCO use the ideology of learning cities as a strategy for promoting lifelong learning.

1 Why cities?

At the outset, it needs to be pointed out that the concept of a learning region may apply to different geographical areas or localities, including province, city, district and county. In some cases, a learning region may also refer to a town or a community. In international studies and practices, however, the main focus tends to be on cities (Duke, 2010), as cities constitute key spaces for a development based on human and social values (Doukas, 2010). UNFPA (2010) puts it that, in principle, cities offer a more favourable setting for the resolution of social and environmental problems than rural areas. Cities generate jobs and income. With good governance, they can deliver education, health care and other services more efficiently than less densely settled areas simply because of their advantages of scale and proximity. Cities also present opportunities for social mobilization and women's empowerment. And the density of urban life can relieve pressure on natural habitats and areas of biodiversity.

Earlier OECD analysis (Hirsch, 1993) emphasised three strengths of the urban community as a setting or active learning, namely that: humans relate their learning to their immediate environment (in early 1990s, a great majority of people in the OECD countries lived and worked in urban areas; nearly 60 percent lived in cities with a population larger than 100,000.); cities can provide a framework that gives coherence to, and enables collaboration among, fragmented and diverse education and training providers. Cities can also provide a focus for community led learning and action.

Another reason for paying attention to cities is the rapid urbanisation in the developing countries. In 2008, for the first time in history, more than half of the world's population lived in towns and cities. As the population of the developed world has stopped growing and the population in rural areas of the developing world is also no longer increasing due to rapid urbanisation and rural-to-urban migration, nearly all the population increases will be in urban areas in developing countries. UNFPA (2010) projects that urban population is going to jump from 3.4 billion in 2009 to almost 5 billion in 2030, with urban growth mostly concentrates in Africa and Asia.

Confronted with knowledge-based societies or economies, Larsen (1999) argues that cities (and their regions) can offer just the right mix of resources, institutional structures, modern technology and cosmopolitan values that allow them to serve as incubators and drivers for the knowledge-based societies of the 21st century. Sassen (1996) argues that even the most digitalised and globalised society-economy relies on local, human and material resources. Nyhan (2007) elaborates further that due to their smaller scale, regions can better coordinate their planning efforts and be more flexible than larger national entities in coming up with solutions to address everyday problems. The possibility of close personal contacts along with the feeling of a communal identity and a shared history can generate commitment to work hard at the local level, and build 'social capital', which is not always the case at the national level.

Even from the perspective of promoting innovation in enterprises, Gustavsen et al (2007) contends that innovation generally demands interaction between several actors, and these interactions are of a complexity that makes it very difficult to operate over large social and geographical distances. While large enterprises in sectors like pharmaceuticals and telecommunications have a more limited need of support from public resources than from advanced and highly specialized research organizations, small and medium-sized enterprises need a mechanism to hold them together with local employment agencies, training agencies, as well as administrative and political actors. This is also the point why city or region attracts more attention.

In a nutshell, in the building of the learning society, the national governments have a major role in setting the agenda and the vision, but it is in the regions, cities and communities that the real action will take place. A nation is after all a sum of all its regions, cities and communities. Therefore, Faris (2001) advocates a bottom-up approach which is 'to build a learning nation community by community'.

2 Why learning?

Facing the wave of globalisation and an era of knowledge economy, cities which have good technological infrastructure and communication networks, and in particular, human resources have more potential to become active leaders in the new environment. OECD (2001) shows that in the new learning economy, regions with better-educated individuals have stronger economies and that in terms of the relationship between social inclusion or exclusion and learning, lower educational levels are associated, though weakly, with unemployment; they tend to reinforce each other. From the perspective of enterprises, IBM (2010) indicates that a strong education system focused on lifelong learning is critically important in a city's efforts to attract and retain skilled and diverse workers and helps improve the city's overall attractiveness and quality of life.

UN-HABITAT (2008), relating more to contexts of the developing countries, also reaffirms that human capital formation is a prerequisite for urban development, and regions and cities are the more appropriate scales for the interface between the formation and use of human capital. In fact, a city can only be developed through the exploitation and boosting of talents, experience and expertise which people bring to it (Piazza, 2010). What is also significant is that learning contributes to the development of social capital (Cooke, 2000), which refers to the social resources that individuals within a community create through their webs of social relations and then draw on as a common resource to improve their community's way of life with regard to its social living environment, economic performance and living standards.

From a social and pedagogical point of view, according to Illeris (2007), all learning always includes three dimensions: the content dimension of knowledge,

understandings, skills, abilities, attitudes, and the like; the incentive dimension of emotions, feelings, motivation, and volition; and the social dimension of interaction, communication and cooperation - all of which are embedded in a societally situated context. Knowledge and skills rely on interaction, are collective and incorporated in human-social environments, and locally focused (Scorper, 1995). The Global Report on Adult Learning and Education (UIL, 2009) also argues that while learning is inherently an individual activity, it takes place in sub-cultures that reflected different ways of life.

Cities/regions/communities that extend individual learning into the realm of community and societal learning can make use of its citizen's experiences and abilities, and hence respond to continuous change and be open to development. Cities and towns in a globalised world cannot afford not to become learning cities and towns (Longworth, 2010), and a city can only be developed through the exploitation and boosting of talents, experience and expertise which people bring to it (Piazza, 2010).

It needs to be clarified here that the term 'learning' in the context of a 'learning city' is not only associated with schooling or formal learning, and organised learning out of the education system such as non-formal learning, but also informal learning people engage in as part of their everyday life. Piazza (2010) contends that in the learning region/city/town, learning refers to the collective culture of all the authorities of a region involved in planning and implementing social and economic innovation. The winning strategy for a city that wants to promote learning at all levels is to galvanise people to take part in community life. In fact, as corroborated by research findings, most learning is of the informal kind. For example, a CEDEFOP (2003) study shows that people consider they mostly learn in informal everyday settings such as 'involvement in all sorts of activities at home', 'getting together with other people', 'leisure activities' and 'working/learning on the job'. Nyhan (2007) encapsulates that informal learning is more significant for our lives than formal learning because it directly shapes our practice. However, the learning region activities are not meant to replace formal education and training function but rather, complement them through promoting practical learning activities to meet local needs.

3 The evolving concept of learning cities

The concept of Learning Cities has risen to prominence in a relatively short period of time and it is regarded as stemming from the concept of 'Educating Cities' dates back to the early 1970s. In 1973, the OECD set up an initiative to create the 'Educating Cities' which place education at the forefront of strategies and policies to improve economic performance, to foster sustainable economic development and a better living for citizens. It invited seven cities from among its member states - Edmonton

in Canada, Gothenburg, Vienna and Edinburgh in Europe, Kakegawa in Japan, Adelaide in Australia and Pittsburgh in the United States, to participate in this initiative.

The concept was further developed in the report of the First International Congress on Educating Cities organised by the Barcelona City Council in 1990 with representatives of more than 140 cities worldwide. This report considered education in its broadest sense, beyond the school system, and identified some of the principles that should be adopted by the educating city: a need for integrated planning; a relationship between education and cultural development; the need to deal with inequality and demands for education throughout life. The congress spawned a Charter of Educating Cities which defines the educating city as one that can offer its entire potential, can be understood by all citizens, and can teach its children and young people to understand it.

In 1993 OECD published a report by Donald Hirsch (1993), which was one of the publications from the Second International Congress on Educating Cities held in Gothenburg, Sweden, in 1992. This report pointed out that the city is arguably the most significant geographical entity within which lifelong learning can be organised. The report also gave seven examples of learning city initiatives around the world. Since then, the term of “Learning City” had emerged and quickly sparked interest among OECD member states.

The year of 1996 marked the most eminent year in contemporary history of promoting lifelong learning in the international community. It was in 1996 that UNESCO published a report titled *Learning: The treasure within* (Delors et al. 1996), OECD (1996) also published a report titled *Lifelong Learning for All*. Both documents emphasized the multiple contexts of learning and firmly link the concept to the economic, social, cultural and environmental challenges that societies and communities face (Gonçalves, 2008). Also in 1996, the European Union proclaimed 1996 as the “European Year of Lifelong Learning”. These rather synchronised international efforts highlighted the importance of learning for the society of the future and provided a further significant impetus for the development of numerous initiatives in the world aimed at promoting the learning city and the learning region.

Most prominently, the European Union (EU) undertook concrete actions and in particular, implemented the European Lifelong Learning Initiative (ELLI) in the mid-1990s and the programme “Towards a European Learning Society” (TELS) from 1998 to 2000. Whereas the ELLI envisioned the major characteristics of a learning city and tested the perceptions and progress of some 80 cities around Europe, the TELS programme developed a comprehensive audit tool, created the TELS Learning Cities indicators. It was due to these efforts, a widely cited definition of a learning city came to be: A Learning Community is a City, Town or Region which mobilises all its resources in every sector to develop and enrich all its human potential for the

fostering of personal growth, the maintenance of social cohesion, and the creation of prosperity (Quoted from Longworth, 1999).

4 Learning cities in action

In addition to promoting the concept of learning cities, the EU has put into action the programme R3L (Regional Networks for Lifelong Learning) for the cities of learning in which many different projects have been carried out (Longworth & Osborne, 2010), including: LILLIPUT (Lifelong Learning and Leadership for Inspiring People Undergoing Transition); PALLACE (Promoting Active Lifelong Learning in Australasia, Canada, China and Europe); INDICATORS: The development of five stakeholder audit tools to assist local authorities, schools, universities, small and medium size enterprises (SMEs) and adult education to play their part in a learning city; LILARA (Learning in Local and Regional Authorities); PENR3L (PASCAL European Network for Lifelong Learning in Cities and Regions), and EUROlocal (European storehouse on the local and regional dimensions of lifelong learning). These programmes and projects have been met with enthusiastic response in many Member States of the European Union.

- The United Kingdom has played an important role in the European Union and its concern with learning cities. In 1996, Liverpool declared itself to be a 'City of Learning' and the UK Learning Cities Network was established. Since then, many cities have followed the trend and the UK Learning Cities Network (now Learning Communities Network) has membership of about 80 cities and regions.
- Germany has implemented the national programme 'Learning Regions - Providing Support for Networks' was launched in 2001, which supported some 70 regions, co-financed by the German Federal Ministry of Education and Research and the European Social Fund. Lernende Regionen Deutschland e.V. (LRD, Learning Region Association of Germany) is a national association, which emerged for the German national learning regions programme.
- Greece has established the Polisnet Programme: Cities of Learning, Development and Culture which has been carried out by the Association for Adult Education in collaboration with 5 municipalities. According to Doukas (2010), the programme rests on the belief that learning is a strategy for empowerment and development as well as a resource of wealth in a city or within social networks.

The OECD has also played an active role in promoting the creation of learning cities. In 2002, the OECD helped the establishment of an international observatory on

learning regions, place management, and social capital, coined as PASCAL. As a result, in addition to the many European countries, some other Member States of the OECD in North America and Asia and the Pacific have local level authorities claiming to be learning cities and regions. The following is reflected in Canada, Australia, Japan and South Korea.

- Canada: In 2003, Victoria set a goal of being a “leading learning community” by 2020. Victoria’s initiatives range from early childhood learning to encouraging more seniors to attend college classes. Vancouver also aims to be a Learning City and places particular emphasis on learning opportunities for at-risk, disadvantaged and marginalized people and groups. St. John’s and Edmonton have also made efforts to become learning communities.
- Australia: Every state now has its own government inspired and funded learning cities association. The central purpose was to enable local communities to develop confidence and expertise as place-based learning communities and to play an active role in managing their affairs, with better integration of services between and across government portfolios (Duke, 2010).
- Japan: In as early as 1979, the city of Kakegawa - one of the seven cities which participated in the OECD ‘Educating Cities’ initiative in 1973, was declared the first Lifelong Learning City in Japan. Since then, the Japanese lifelong learning city project has been implemented as part of the policy for promoting lifelong learning by city/town/community units.
- South Korea: Since the Lifelong Education Law was enacted in 1999, which states that “government can designate and support selected municipalities, districts, and counties as lifelong learning cities”, the South Korean government immediately began to put the idea into practice. In 2001, the first 3 cities were selected and announced as ‘Lifelong Learning Cities’ Prior to 2008, a total of 76 local governments (municipalities, city districts, and rural counties) were designated as ‘Lifelong Learning Cities’, which accounts for about one third of the total 234 local governments nationwide (Han, 2010).

As described above, the OECD and the EU as well as their member states have taken great initiative in creating learning cities. However, it would be wrong to assume that learning cities can only be created in the developed countries. In fact, it is interesting to note that, in recent years, the creation of learning cities has gone beyond the OECD and the EU member states or the developed countries. The following provides two examples:

- South Africa: In 2001, the Western Cape, one of the nine provinces in South Africa, started the ‘Learning Cape’ framework as one of the four key pillars for economic and social development.

- China: During 2002-2005, the city of Beijing, represented the Beijing Academy of Educational Sciences, participated in the EU funded PALLACE project. Since then, many cities and communities have been mobilised to build learning cities and communities. By 2009, there were more than 200 cities and communities in China that have set up their goals for constructing learning cities/communities (Ma and Wang, 2010).

The above review provides some snapshots of creating learning cities in the international community. A review by Faris (2006) shows that by 2005 over 300 cities and towns had adopted learning city strategies across Australia, Europe and Canada. If the number of cities which have just become or will become learning cities in other parts of the world are included, the number would be greater. Meanwhile, we have to bear in mind that the International Association of Educating Cities (IAEC) has also unwaveringly promoted the creation of Educating Cities. By November 2010, the IAEC had a membership of 422 cities in 36 countries. Based on these figures, it is reasonable to estimate that there are more than 1000 cities in the world that have already become or have promised to build learning/educating cities. This clearly shows that the building of Learning/Educating Cities has become a considerable world-wide phenomenon.

5 How do we build learning cities?

Compared to many other concepts relating to lifelong learning which are rich of theoretic rhetoric but short of principles and policies for guiding implementation, learning cities have heralded practical strategies. As Duke (2010) observes that the main scholarly interest in learning cities comes from a policy development perspective, and much of the intellectual endeavour concerns trying to improve governance and enhance practice, albeit there is a lack of academic research and little strictly academic literature in the social science fields directly related to learning cities.

In 1990, the cities that were represented at the 1st International Congress of Educating Cities set forth in the initial Charter the basic principles that were to constitute the educational driving force of the city. In order to improve and adapt its concepts to the new challenges and social needs that the cities were facing, the Charter was revised at the 3rd International Congress (Bologna, 1994) and at the 8th International Congress (Genoa, 2004) and listed 20 principles that an educating city should incorporate into its political projects (IAEC, 2004).

Longworth (1999) produces a 14-point checklist for effective learning communities, and then he developed that into 14 Golden Rules for Learning Cities and Regions (Longworth, 2006). The OECD (2001) offers ten policy principles for creating learning cities and regions which seek to improve their economic performance within

a knowledge-based economy through the development of innovation-intensive activities. NIACE (2009), in its Paper 5 of the Inquiry into the Future for Lifelong Learning (IFLL), concludes with a learning city need-to-do list. Han (2010) summaries seven key strategies for building lifelong learning cities in South Korea. Based on the 'Learning Cape' in South Africa, Walters (2009) also summarises seven essential characteristics of a learning region, which all have policy implications.

In 2008, in its Conference held in Limerick, Ireland, the PASCAL European Network of Lifelong Learning Regions (PENR3L) adopted the Limerick Declaration, which outlined eleven strategic directions that could help local and regional authorities to construct stable, prosperous and sustainable learning regions that will benefit all its institutions and citizens. In addition, it contains three addenda outlining the roles that universities, businesses and schools can play as stakeholders within a learning region.

As can be seen from these developments, there have been a variety of principles, policies and approaches in building learning cities. But in real practice, every city is different and the reality of building a learning city is open-ended learning process. It is therefore, impossible for this paper to present a detailed and coherent blueprint/ map or a set of static prescriptions for cities to follow in their attempt to build a learning city. However, on the basis of the above-mentioned review, it is possible to synthesize the following common features of learning cities, which have policy implications.

(1) Political will and commitment

An OECD study emphasises that first, a learning cities must have a clear, sustained commitment on placing learning and knowledge dissemination at the centre of development (Larsen, 1999). The very first sentence of the Charter for Learning Cities created by the ELLI in 1998 is: We recognise the crucial importance of learning as the major driving force for the future prosperity, stability and well-being of our citizens. In her summary of the learning regions experiences in South Africa, Walters (2010) asserts that building a learning region requires strong political will and long term vision. It should also be emphasised here that learning is both an individual and collective responsibility.

(2) Partnership and networking

Lifelong learning not only encompasses the education department alone - it is a social, a political, an economic, a health and sometimes even a spiritual phenomenon (Longworth, 1998). Therefore, it is critical to build real partnerships between all sectors (civic, economic, educational, public and voluntary) and to

mobilize their shared resources (Faris, 2006). Longworth (2006) also argues that learning cities and regions will not happen unless councillors, educators, managers, city employees, community workers, stakeholder leaders and the vast majority of the citizens themselves have given their consent and their active participation. The Charter for Learning Cities developed by the ELLI calls for developing productive partnerships between all sectors of the city for optimising and sharing resources, and increasing learning opportunities for all. Doyle (2007) argues convincingly that stakeholders should see themselves as partners 'in a new and developing environment, where no-one has all the answers and where collective and continuing learning was needed'(quoted from Piazza, 2010).

(3) Increasing learning opportunities

In a learning city, a variety of learning opportunities must be made available where, when, how and from whom the learner wants it with the learner's consent (Longworth, 2006). The Limerick Declaration calls for adapting and using already existing tools and materials to increase lifelong learning opportunities for all citizens. In the building of learning cities in South Korea, the expansion of educational programme provision in diverse aspects by lifespan stages tops the list of policy options (Han, 2010). In addition, as Walters (2009) argues, that it is important to provide frequent updated, easily accessible information and counselling service to enable citizens to maximise their learning opportunities.

(4) All stakeholders as learning organisations

In a learning city, learning opportunities can not be limited to traditional learning providers such as schools, adult colleges and universities; in fact, learning can take place in industries, companies, hospitals, community centres and farms. All learning providers provide formal and informal learning in response to the researched needs of all citizens (Longworth, 2006). The Limerick Declaration calls for all institutions and workplaces, including the local authority itself, to become learning organisations with continuous improvement programmes for all employees and high quality benchmarked standards.

(5) Combating exclusion and enhancing social cohesion

Learning cities should strive to identify learning barriers and address them so as to create high levels of social cohesion. The Charter of Educating Cities calls for city planning and government as suitable measures will be taken to overcome every type of obstacle that restricts the exercise of the right to equality, including physical barriers, and urges that : "The city must be aware of the mechanisms of

exclusion and marginalization that affect it and of their various forms, and develop the affirmative action policies needed” (IAEC, 2004). The Charter for Learning Cities calls for combating exclusion by creative programmes to involve the excluded in learning and the life of the city. In the UK, NIACE (2009) adopted an approach to systematically secure inclusive policies, plans and practice and review progress annually to identify those who have fallen through the cracks. In South Korea, a policy priority is to develop special programmes for the marginalized and handicapped, especially for the elderly and unemployed (Han, 2010).

(6) Promoting wealth creation and employability

Social harmony and economic prosperity are key overarching goals for building a learning city. Therefore, it is imperative for a learning city to identify collective learning goals and projects that will benefit the city residents. The Charter for Learning Cities calls for promoting wealth creation through entrepreneur development and assistance for public and private sector organisations to become learning organisations. The Limerick Declaration calls for the continuous improvement of employability and skills to meet the changing requirements of the world of work.

(7) The role and contribution of universities

Universities are unique as they produce and disseminate new knowledge, and are therefore at the heart of a knowledge society (European Commission, 2003). This provides a convincing argument for universities to lead learning cities. The Limerick Declaration calls for exploiting the resources and expertise of higher education institutions in learning region development and urges universities to carry out commissioned research activities for the regional authorities, to participate in fruitful partnership with other stakeholders to help building learning cities and regions, to encourage students and staff to volunteer their skills, creativity and knowledge for the development of learning cities, and to make university facilities available for learning city activities and events, etc.

(8) Celebrating and rewarding learning

Cities and regions are increasingly turning to learning festivals as a way of broadcasting the message of learning to a larger audience. These festivals in many countries have been successful in bringing thousands of people back into the learning fold (Longworth, 2006). The Charter for Learning Cities calls for recognising the pleasure of learning through events to celebrate and reward learning achievement in organisations, families and individuals. In the UK, NIACE (2009) recommends to be explicit about promoting lifelong learning as an idea. In South

Korea, great efforts have been made in promoting learning cultures, learning festivals and awards. In South Africa, the Learning Cape Festival is held every year and highlights and profiles education, training and development activities in the Western Cape through debates, events and workshops. It aims to create awareness and presents lifelong learning as an important way of redressing past imbalances in access to education.

6 Concluding remarks

To put the discourse of lifelong learning and learning society into practice relies on both macro-level actions at the level of national government and the more micro-level activities for cities/communities. As we can see from the review in this paper, the creation of learning cities has indeed become a pragmatic approach to promote lifelong learning in the international community despite the various challenges. Most promisingly, although the concept of learning cities has been generated in developed countries, facilitated by the OECD and the EU, it is now no longer the prerogative of the developed countries; as it is now spreading to developing countries.

Furthermore, practices in many countries have shown that if a country aspires to build a learning society or develop a lifelong learning system, they may use the brand of 'learning cities', 'learning regions' or 'learning communities' to mobilise or encourage their local authorities. As the urban population of the developing countries, in particular in Africa and Asia, will increase significantly in the years to come, it is time now for these countries to anticipate the learning needs of citizens in the fast growing urban communities. As Walters (2009) argues that although building a learning city is a very ambitious project and undoubtedly utopian but can spur on learning activists to grapple with changing realities through organisation, pedagogy and politics. Building a lifelong learning system depends on innovations, which come about through action and not just through developing or making use of concepts (Gustavsen et al, 2007).

Finally, it needs to be stressed that the process of building a learning city per se is a learning and capacity development process. Experiences of the EU and OECD have shown the establishment of a dynamic network of expertise centres and local authorities has accelerated the growth throughout Europe and many OECD Member States of learning cities and regions. In this regards, for promoting lifelong learning in the developing countries, UNESCO may consider, in addition to its function as a moral authority and a creator of international standards, using its convening power to adopt more pragmatic and instrumental approach to facilitate the building of a network of learning cities.

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2011 e-ASEM Network

White Paper on e-learning in lifelong learning in six ASEM countries

Tae Rim Lee

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 contents on its 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 the 2009 research network meeting, and the final papers were presented in the 2010 research network meeting. Each paper showed a country's educational system, 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 was presented in the RN1 workshop on 8 December.

1 Introduction

As the role of ICT has increasingly taken root in educational institutions, there is a growing need for research to find a way to have education merged in society with ever-changing technology. With this view in mind, e-ASEM network, which is one of ASEM LLL research networks, came into being.

The e-ASEM network is a research network, formed under ASEM Lifelong Learning to promote academic exchange and partnership between the member countries in the areas of ICT skills, e-learning and lifelong e-learning cultures. Since its launch in May 2005, the research network has actively engaged in building professional partnerships among its member countries by making its website a hub for sharing useful academic resources and by conducting joint research. In the course of this report, I will give brief descriptions of the network's development plans; three developmental phases, and its main activities; building a resource hub for e-learning and ICT skills, and collaborative research.

2 Three stages of e-ASEM network

When the e-ASEM network was first established, it started with three long-term plans which are chronological. So far they have been successfully implemented with results and seem to shed promising light on the network's future activities.

The first stage was from March 2006 to February 2007. The members gathered through the two times of international e-ASEM colloquy and follow up meeting and discussed the network's future directions with an aim to construct an online system for research and educational exchange in the fields of e-learning and ICT skills. As a result, a website for the e-ASEM network was launched and it has been used as an information hub for e-learning and ICT among its members.



(e-ASEM website is to promote communication and cooperation among members with KNOU funds)

The second stage was from March 2008 to February 2010. After the launch of the e-ASEM website, the main tasks at the second stage were the active circulation and utilization of already existing e-contents or the information on e-learning development among the members, and the members' participation in the e-ASEM network's activities. During this period, the members contributed to making a list of useful e-learning related books and journals, and introduced e-learning programs and courses, which are successfully implemented in the educational system of their respective country.

2009	2010
87 books	183 books
47 journal lists	57 journal lists
41 journal articles	188 journal articles
39 reports and web sites	49 reports and web sites

The list will continue as more books and journals are added onto the list, as it is shown in the table above.

The third stage is from March 2011 to February 2012. The main aim at this stage is to invigorate the research collaboration between Asia and Europe in the areas of e-learning in lifelong learning and e-learning contents development and activate the online educational function by the e-ASEM academy. As a result of this research effort, the network was able to conduct a joint research titled "e-Learning for lifelong learning" and successfully published it into the white paper with the research findings from six countries (Denmark, Japan, Korea, Malaysia, Slovakia, Thailand). The publication of the white paper has helped the network members understand the e-learning conditions of the six countries, and furthermore, promote education sector in terms of developing e-learning programs and contents. The process and details of the joint research will be explained further in a section for the network's collaborative research. Using the e-ASEM academy we would like to train e-Learning professionals who apply from member countries or under developing countries.

3. Network's main activities

3.1 Hub of e-learning information and resources

The e-ASEM website, whose URL(<http://easem.knou.ac.kr/>) is managed by Korea National Open University, opens an information hub for e-learning development and educational technology scholars to share and exchange their knowledge and e-contents that they have developed. Up to date, it has the quality information of e-learning-related publications, the information of e-learning programs and courses, and the award-winning quality e-contents, collected from the network members. It is believed that the act of sharing and exchanging the knowledge and information among the members brings everyone together on the same page, at least in academia. Though this project was initiated in the first stage, it is updated regularly and hence has become an ongoing project for the network in order to maintain and live up to the good name of the e-ASEM website being the information hub for the e-learning scholars.



The screenshot shows the e-ASEM website interface. At the top, there is a navigation menu with links for LOGIN, REGISTRATION, ABOUT e-ASEM, CONTACT, and SITEMAP. Below this, there are several categories: e-Learning Publications, e-Learning Professional Development, e-Contents, Collaborative Research, and e-Learning Conference. The main content area features a search bar and a list of e-learning programs and courses. The list is as follows:

No	Title	Institution	Language	Link
22	Instructional Technology	Wayne State University	English	http://www.coe.wayne.ed...
21	Educational Technology	Michigan State University	English	http://edutech.msu.edu/s...
20	Graduate Certificate in Educational Technology	Boise State University	English	http://edtech.boisestate.e...
19	Certificate in Instructional Design & Technology	University of Georgia	English	http://il.coe.uga.edu/idt-certificate/index.html
18	Certificate in Educational Technology Integration	Penn State Online	English	http://www.worldcampus...
17	Course for Contents Designers	Ewha Credu	Korean	http://www.credu.com/pls...

(The list of e-learning programs and courses)

3.2 Collaborative Research

The collaborative research effort among the member countries was initiated in the third stage of the network's development plan. At the 2009 ASEM LLL conference in Bangkok, the members decided and agreed on the topic and the contents of the first collaborative research; the White Paper on e-learning for lifelong learning. As has been mentioned before, six member countries agreed to take part in the first round of the white paper publication: Denmark, Japan, Korea, Malaysia, Slovakia, Thailand.

The process of the collaborative research is mainly made up of four steps: manuscript writing, peer review, cross-analysis and publishing. As the word 'white paper' suggests, the collaborative research on e-learning for lifelong learning is a

comparative study to examine the current e-learning status in other countries in terms of education systems (formal, lifelong and e-learning), concepts of e-learning and lifelong learning and public e-learning policies for lifelong learning. After the manuscript writing, the members peer-reviewed each other's work and cross-analysed their findings.

Through this particular collaborative research titled 'white paper', the network members could see the e-learning status in other countries eye to eye. Moreover, the successful result of the first round of the white paper has spurred the network to conduct another collaborative research under a different research topic. Hence, there are two collaborative researches being conducted by the network members: the second round of the white paper, a new collaborative research titled: "e-learning in the ubiquitous society". The network members from China, Philippines, Latvia and UK will work together on the second publication of the White Paper while the members from Thailand, Korea, Denmark, Slovakia, Latvia and Malaysia will work on the new collaborative research.

4 Future plans and conclusion

The future of education is already shifting towards the direction of technology development, bringing new words in the English language: such as u-learning (ubiquitous learning), m-learning (mobile learning) and tablet learning. The network that delves into the depth of educational innovation in the light of technological advances can help those trying to implement technological advances in education move a step ahead.

As a view point of public educational service or educational welfare we promote the way of open educational resources to the member countries to share the e-Learning contents or any other resources through e-ASEM network.

Another acting plan is to activate the online training or in service education through e-ASEM academy for the people who need the training of e-Learning professionals for production and guide e-Learning learners. KNOU would prepare the sample 4 weeks short course for training prepared in English.

There are still a lot of areas within e-learning and lifelong learning that the network needs to explore and work together in. In near future, the research findings of the e-ASEM network will shed some important light in the development of education policies in Asia and Europe.

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Day 3- Presentations in Plenary Session on Wednesday 8 December

Morning plenary session “Inter-sectoral Approaches to Lifelong Learning” by Chair: Dr. Arne Carlsen, Danish School of Education, Aarhus University

“Community Learning Centre as an essential instrument to Build a Learning Society at grassroots level”

Thai Thi Xuan Dao

To build a learning society nation-wide it is necessary to build a learning society at each commune/ward or sub-town. Thus, the question then is “How to build a learning society at the grassroots level?” and the answer of which would be “Developing Community Learning Centers (CLCs) as an essential instrument”. So what is meant by Community Learning Centre? Why is it considered a? How did CLCs in Vietnam established and developed? What specific issues or challenges are faced by these CLCs? And what solutions should be undertaken to sustain and maintain this model in the forthcoming years? All of these aspects will be covered under this paper.

1 CLCs in Vietnam - a brief history

1.1 The context of CLCs establishment and development in Vietnam

To meet lifelong learning needs of the people, Vietnam has developed and expanded the network of continuing education institutions. Prior to 1990, continuing education institutions were mainly single-functional Supplementary Education Schools to meet the needs of youth and adults who wants to have certificates or diplomas of lower or upper secondary education. However, the learning needs have been changed and the number of learners of this type has significantly decreased, many Supplementary Education Schools have been either dissolved or merged. In this context, the Ministry of Education and Training (MOET) took the initiative to pilot and develop new model of multi-functional Continuing Education Centers (CECs) at district or provincial levels by expanding the functions of existing Supplementary Education Schools or newly establishing CLCs across provinces and districts. The CECs at provincial and district levels met diverse and changed learning needs of the people and made positive contributions to the human resources development for socio-economic development of the locality. That is why, this kind of centers developed quickly in the 1990s. However, CECs at district level could not meet the learning needs of all people in all communes in the district and were far from the people's houses living in the communes. Furthermore, this kind of CECs limited community ownership and participation of all sectors, unions and social forces in the locality..

That is why it was necessary to establish a Learning Centers at grassroots level to provide lifelong learning opportunities for the people living far from the district center This kind of centers called Community Learning Center (CLC)

1.2 CLC – a new education model in Vietnam

CLC is a new education model in Vietnam, which was piloted in 1997-2000 and has been quickly developed and expanded throughout the country since 2000. This is an education model at grassroots level (the administrative management of Vietnam is comprised of four levels: central, provincial, district, and commune levels).

However, it would be volunteer based and unfeasible if all these CLCs across more than 10,000 in the country are all established, managed, financed and staffed, etc. solely by the State. Even in the countries with more wealthy economies, the State would not be able to subsidize all these education institutions. Therefore, this centre should be an autonomous learning center at grassroots level, with state management and support, which strongly promotes the community participation and contribution in a co-implementation mechanism between the State and the community. In the future, once these CLCs have developed and well-resourced, they will then truly become an education model that well fits its nature as “of the community, by the community and

for the community”.

The purpose of the CLCs is to create favorable conditions for everybody in the community to continue their learning throughout their life. Everybody can approach these centers to attend any activity and to learn everythings at any time when they have needs and enabling conditions.

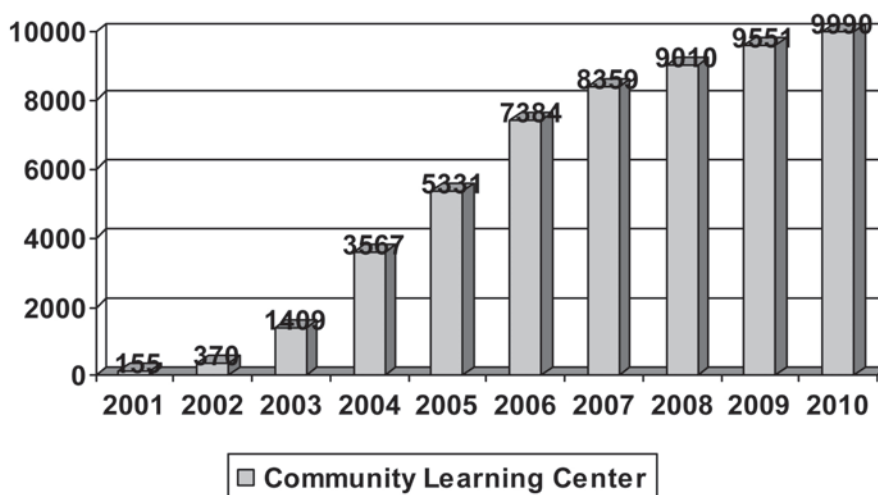
CLC is a multi-functional center. It plays the role as a lifelong learning place for the community. This is where people can attend classes, thematic sessions, trainings, exchange and discussions. CLC also plays a role as an information and counseling center. People can come here to read or borrow books, materials or receive information and advice they need. Besides, CLC is a place for community meetings and other important events in the community. It can also play the role of a culture and sports center of the community. People can come here to play sports and perform. Finally, CLC plays an important role in coordinating and linking all sectors, organizations and social forces in the community to provide lifelong learning opportunities for local people for improving the people’s quality of life and community development

The main target groups of CLCs is everybody in the community (regardless of age, qualification, population component) ranging from illiterates to graduate and postgraduate literates, and children to seniors.

1.3 Actual conditions of CLC development in Vietnam

The model of CLC in Vietnam was designed on the basis of reference from that introduced by UNESCO, KOMINKAN model by Japan, and especially inheriting experiences of cultural and educational regime of Vietnam in the past (i.e. the village and communal house model). The CLC model has been initially piloted in Vietnam in 1997, and has seen its wide development and expansion since 2000. According to the MOET Annual Review Report, in 2010 there are 9,990 CLCs in a total of 11,059 across the country (accounting for 89.96%) with 32 provinces reaching 100% of communes with CLCs

Figure 1: CLC development pattern since 2001



Source: Annual Statistics of MOET

In particular, this model has been institutionalized in the Education Law 2005 as an education institution of the national education system. The objective set by the Government is to reach 80% of communes/wards/sub-towns reach with CLCs each by 2010 and 100% by 2015.

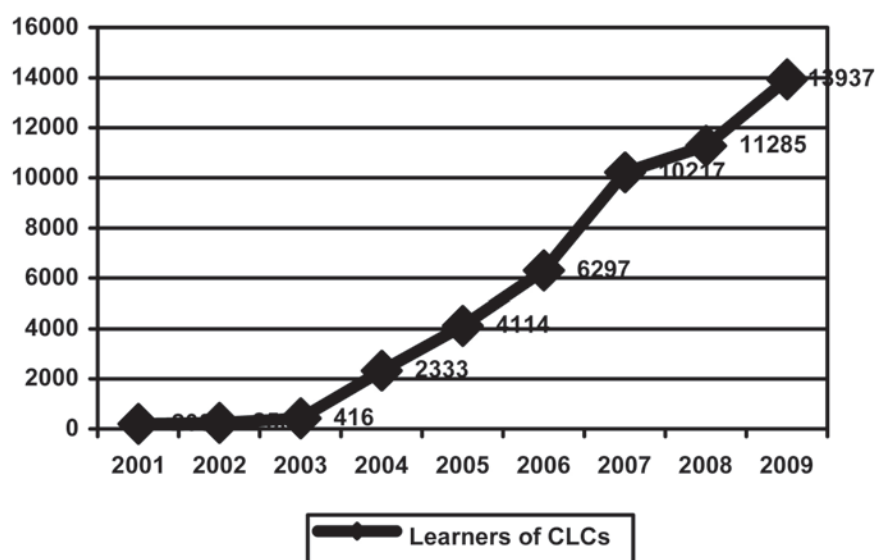
2 CLC – an essential mechanism to build a learning society at grassroots level in Vietnam

A learning society is the society where everyone learn throughout life and all social forces, organizations and individuals in the society are responsible for providing lifelong learning opportunities for the people. A commune is recognized as a “learning commune” when everybody in that commune pursuits his or her learning in one form or another and when all forces and people there are interested and responsible for providing lifelong learning opportunities for local people. Given this criteria, CLC is considered as an essential instrument to build a learning society at grassroots level since it is perceived as the most effective mechanism of “Education for All” and “All for Education”.

Although newly established in Vietnam, CLCs have been highly appreciated as an efficient model in creating lifelong learning opportunities for local people in the community, making positive contributions to realizing “Education for All” objectives. Since CLCs were in place, more and more people have been given opportunities

to pursue lifelong learning with different contents and under different forms (Figure 2). In particular, the disadvantaged groups such as women, girls, ethnic minority, illiterates, low-skilled/qualified and old people will benefit most from this model. Therefore, CLCs have been initially appreciated as the effective model for increasing the people's educational levels, improving quality of their life and developing human resources the sustainable development of the community.

Figure 2: CLC and lifelong learning opportunities for local people in the community



Source: Annual Statistics of MOET

In particular, the CLC model, characterized by its nature as “of the community, by the community and for the community” has applied the main principle of education which is that all educational issues must derive from the community, and the solutions of which would serve the community. That is why CLC is considered as the most effective mechanism in terms of ensuring community participation and ownership towards education in the most comprehensive manner possible.

It is evident that there is a trend of community and leaders/authorities at all levels taking more and more active roles and having a better sense of ownership in providing lifelong learning opportunities for the people in the community. The issue of increasing people's educational levels is no longer a sole responsibility of the state or education sector, but mainly of each respective community and locality. Local leaders through CLC Management Committee have been more actively and

responsibly participating in all stages, from planning, implementing, to monitoring and evaluating CLC's activities. The mass organizations under the overall coordination of CLC Management Committee have closely collaborated to provide lifelong learning opportunities for people in their communities. Local people have also been more conscious of their participation and ownership, hence making contributions to CLCs under various forms, especially in the form of human resources and knowledge. Lots of volunteers from the community have been actively participating in organizing CLC's activities in the role of advocates, promoters, organizers of classes, facilitators, presenters, teachers and so forth. These people include, for example, village leaders, members of women's, farmers', veterans', senior people and learning promotion associations, teachers, incumbent or retired soldiers in community, experienced and qualified people in the community.

With this model, continuing education, also commonly referred to as non-formal education and adult education will get back to cohesive "social nature of education" and "educational nature of society" since the presence of humankind. Thus, given its community nature, CLC can be seen to be the most effective mechanism in terms of mobilizing community participation and ownership. This is why the former director of UNESCO Regional Office for Asia and the Pacific, Victor Ordonez, has highly appreciated this model, saying that CLC is the very mechanism the whole world is seeking in order to sustain the continuing education programs whilst maximally promoting community participation and ownership.

Therefore, given the nature of the model and reality, CLC has been highly appreciated as an effective model for "Education for All" and "All for Education". Given this dual role, CLC is seen as a key tool to build a learning society at grassroots level.

3 CLCs in Vietnam - Weakness, challenges and solutions for sustainable development in the coming years

Despite the above strengths, CLCs in Vietnam are still limited in terms of quality, effectiveness and sustainability. The proportion of local people attending CLCs is still low (some 30%). According to unofficial assessment, only about 20-30% of CLCs operate effectively. Learning contents and activities of many CLCs are yet to be diverse or relevant to the various learning needs of different target groups in the community. Teaching methods and organization formats are also yet to be suitable or attractive. The learning location is not very accessible to those who live in remote hamlets, especially women and seniors in the community.

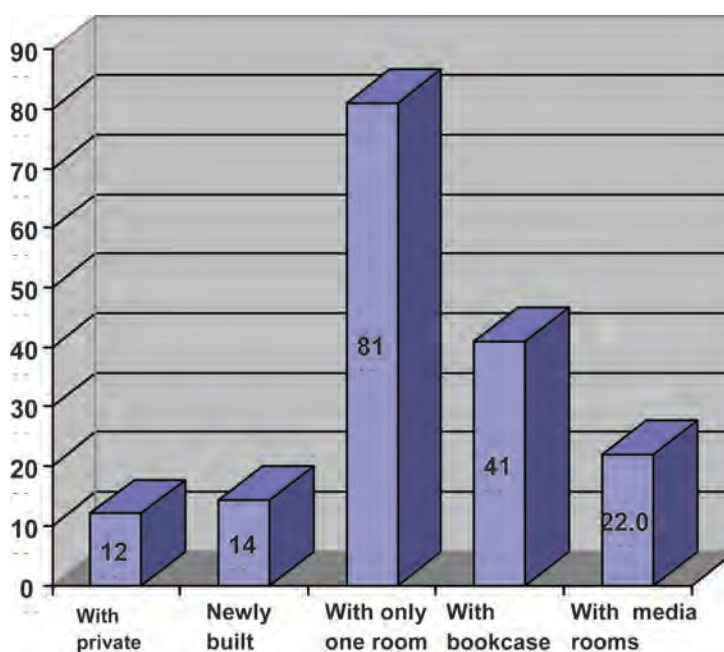
Apart from opportunities, CLCs in Vietnam are still facing with a great many challenges. The research findings from Research Center for Non-formal Education

(RECENFED) under Vietnam National Institute for Educational Sciences (VNIES) presented below will show a clearer picture of actual situation of CLCs in Vietnam.

With regard to infrastructure of CLCs:

Survey findings of current situation of resources development for non-formal education under the project supported by UNESCO Bangkok in 2006 showed that infrastructure of CLCs are very poor. Of the total 3,480 CLCs surveyed, only 12% have separate building, 14.3% are newly built, whilst the remaining use the existing infrastructure such as commune halls, cultural houses, previous premises of cooperatives, classrooms, communal houses... The majority of CLCs (81%) have only one classroom or learning hall. The number of CLCs with bookcases only accounts for 41%. The proportion of CLCs with audio-visual equipment (i.e. TV, video) only accounts for 22%

Figure 3: Actual status of infrastructural conditions of CLCs in 2006



Nevertheless, by 2009-2010 academic year, according to report released by Continuing Education Dept, Ministry of Education and Training, these rates have improved, although still low. Of 9,990 CLCs, only 2,875 CLCs have their own head offices (or 28.78%); 5,371 CLCs have bookcases (53.76%) and 2,859 CLCs with sufficient learning equipment.

With regard to teachers and facilitators of CLCs: the survey findings as regards educational qualifications show that teachers and facilitators of CLCs are deficient in quality. Nearly half number of teachers and facilitators of CLCs have low educational backgrounds (34.4% with upper secondary diplomas, 14% lower secondary, even some with only primary completion).

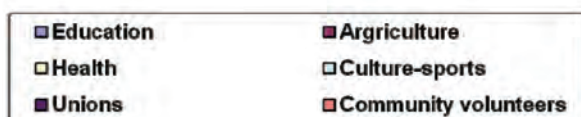
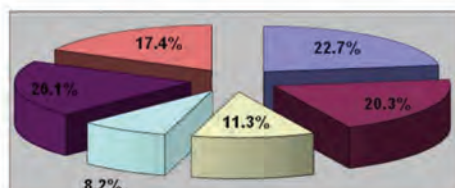
Primary	1,015 teachers/facilitators	2.9%
Lower secondary:	3,899 teachers/facilitators	11.1%
Upper secondary:	12,046 teachers/facilitators	34.4%
College:	9,813 teachers/facilitators	28%
University:	8,089 teachers/facilitators	23.1%
Postgraduate:	195 teachers/facilitators	0.5%

The findings also show that none of the teacher/facilitator has ever received the training on adult education methods. For children education methods, only 22.7% incumbent or retired teachers/facilitators of primary and lower secondary schools in the area have such available skills. The remaining 77.3% is volunteers from sectors such as agriculture, health, justice, culture-information, and from unions such as fatherland front, women's, farmers', farmers', veterans', senior people and learning promotion associations and professional associations (gardening association, garden-pond-shed association), from programs and projects. Teachers and facilitators of CLCs could also be volunteers of the community such as commune and village leaders, retired cadres and soldiers, people with production and child-raising experiences...

Education	7,942 teachers/facilitators	22.7%
Agricultures	7,122 teachers/facilitators	20.3%
Union	7,025 teachers/facilitators	20.1%
Community volunteers	6,138 teachers/facilitators	17.4%
Health	3,960 teachers/facilitators	11.3%
Culture-sports	2,870 teachers/facilitators	8.2%

Figure 4: Teachers and facilitators of CLCs in 2006

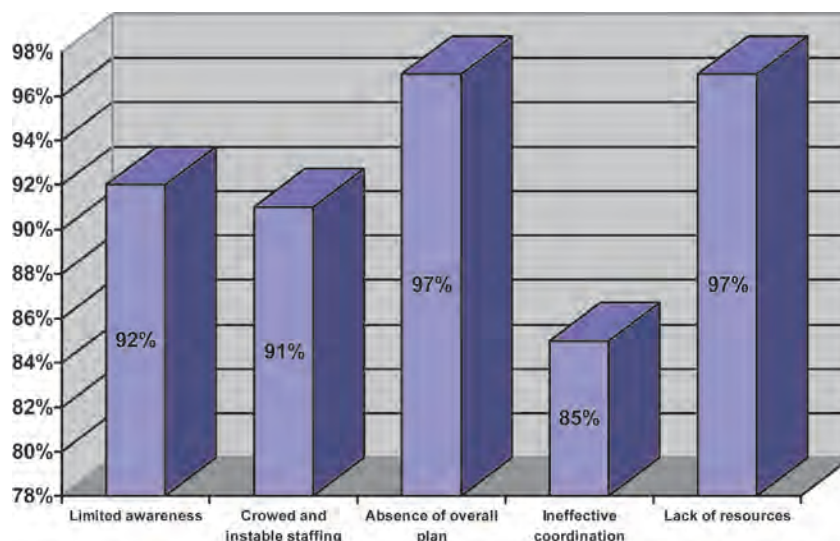
Although these volunteers are enthusiastic, professionally capable and well-experienced, they are limited in teaching and learning strategies in general and adult learning methods in particular, except for those with strong aptitude. In the



teacher training institutions in Vietnam, there is currently no faculty on adult education or social education. In addition, for many reasons, the professional training for teachers and facilitators of CLCs has faced numerous difficulties, including, for example, the crowded, diverse and highly instable population of CLC teachers and facilitators (91% of comments

given); limited awareness among leadership levels (92% comments given); absence of the overall plan (97% comments given); lack of coordination (97% comments given); lack of necessary resources such as absence of suitable and appealing training programs and materials (85% comments given); critical lack of master trainers from central, provincial and district levels who are capable and skilled in training delivery (95% comments given); absence of training infrastructural facilities (i.e. resources); limited budget...

Figure 5: Difficulties with regard to teachers/facilitators of CLCs



With regard to financing for CLCs: The State has a policy to provide financial support as seed money for newly established CLCs and for their annual activities. For a

newly established CLC, the State will provide a one-off budget support for purchasing equipment to cater for management work, learning equipment and aids, textbooks and materials to cater for teaching and learning with an initial amount of at least 30 million VND (more than 2,000 USD). Besides, the State will also provide budgetary support to cover recurrent costs of at least 20-25 million VND per CLC per annum (around 2,000 USD) towards organizing learning activities and making payments to those who take pluralistic roles in the center as well as acquiring additional materials, textbooks, teaching and learning equipment and aids. However, these amounts are very modest to incentivize facilitators or organize learning activities of the center. In addition, CLCs should and could mobilize funding from different sources (such as from different sectors, from projects and programs in the locality, donations from individuals and domestic and foreign socio-economic organizations, from enterprises and contributions from the learners). However, in reality, very few CLCs have been able to mobilize funding from these sources.

Other than difficulties related to infrastructure, managing staff, teachers/facilitators and financing, the maintenance and development of CLCs in the coming years will see some other major challenges, i.e. 1) limited awareness of concept of lifelong learning among many leaders and in the public; 2) unsuitable and mismatched legal framework and policy for; 3) weak inter-sectoral cooperation to mobilize resources for CLCs and 4) unfavorable locations of CLCs for those who live in remote hamlets, especially those in the mountainous and Mekong delta areas...

In view of the above, in order to develop CLCs in Vietnam in the coming years with high quality, effectiveness and sustainability, it is imperative and urgent to take into consideration the following solutions:

1. Promoting awareness raising activities among leaders at all levels and in the public.
2. Finalizing legal framework and policy (i.e. staffing, finance, infrastructure) for CLCs.
3. Capacity building for managing and teaching/facilitating staff of CLCs.
4. Establishing and strengthening partnership and networking.
5. Piloting and expanding community learning classes in hamlets as satellites of CLCs

To raise awareness among leaders and in the public, it is necessary to develop and disseminate propagandic materials (e.g. leaflets, posters, banners, advertisements); to develop propagandic programs/themes at radio, television, press; to organize annual Lifelong Learning Festivals; to pilot a model of "Learning City".

To build capacity for managing and teaching/facilitating staff of CLCs, there is a need to explore and expand functions of district CECs to make them become a Resource Centers for providing training CLCs staff in the district , for developing locally appropriate learning materials and for providing information and advice on lifelong learning. Besides, there is a need to establish at least two Regional Resource Centers in the north and the south to support provinces in the region. In over a longer term, it is important to set up Faculties of Adult Education in teacher training colleges or universities.

To ensure better function of CLCs , there is a need to provide each CLC with at least one permanent staff; to explore and introduce an optimal financing model for CLCs with contributions from state, from different sectors, enterprises, and also from individuals/learners.

Finally, to strengthen inter-sectoral cooperation, there is a strong need to promote propaganda as regards roles, functions, tasks and impacts of CLCs; to explore and introduce cooperation mechanism in order to incentivize or bind responsibilities among stakeholders and compliment and reward those sectors, enterprises or individuals who have paid attention to and created conditions for lifelong learning for the people in the community.

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Viet Nam cultural and natural heritage

-An ever-lasting source of knowledge for lifelong learning

Prof. Nguyen Van Huy and Pham Kim Ngan

Viet Nam is a country with an exceptionally rich heritage of both cultural and natural resources which can be put to use as effective tools of lifelong learning. The question is how these invaluable sources of knowledge and their accompanying institutions are being used for learning in Viet Nam at present, and how they can be shaped and developed for use in the future to improve people's cultural standards and promote general knowledge at all levels of our society. What are the opportunities and challenges entailed in accessing this rich heritage for lifelong learning in Vietnam? Why has access to heritage materials as a source for learning not yet been given priority by government agencies, social organizations and the population at large? Why has there been so little investment in both strategic orientation and methods of implementation? In this paper, we address these questions and offer some preliminary proposals for developing this wealth of heritage materials as a basis for lifelong learning in Vietnam.

1 The current state of access to heritage and institutions related to heritage for learning and lifelong learning in Viet Nam

Viet Nam has a rich and diverse array of cultural and natural heritage resources. Six of our great national heritage spaces have been recognized as World Cultural and Natural Heritage Sites (Hue Imperial City Relic Complex; Ha Long Bay; Hoi An Ancient Town; My Son Holyland; Phong Nha – Ke Bang National Park). Viet Nam has also received recognition for two World Biosphere Sites, and five key expressions of our unique cultural heritage have been recognised with the award of UNESCO Intangible Cultural Heritage of Mankind certification (Hue Royal Court Music; Central Highlands Gong Cultural Space; Bac Ninh Quan Ho Folksong Cultural Space; Ca Tru Ceremonial Song; and the Saint Giong Festival). More than 3,000 national-level historical relic sites and beauty spots have been given state recognition, and there are millions of specimens, relics, antiques and precious objects preserved in over 120 public museums and private collections. Mention must also be made of the rich and diverse intangible cultural heritages of the country's 54 ethnic groups

It goes without saying that this wealth of material and intangible heritage items constitutes an unparalleled resource for learning to improve and enrich the knowledge of all Vietnamese people, particularly the younger generation. Yet, this vast wealth of knowledge has not yet been fully and effectively used for educational

purposes in Vietnam. We should be concerned here with two distinct but related issues:

- 1 - the ways in which heritage should be understood as a fundamental knowledge provision resource; and
- 2 - the ways in which one key set of institutions, our public museums, can be more effectively developed as critical sites of access to this knowledge.

Vietnam's museums currently constitute a diverse array of different specialised institutions including museums of history, ethnology, geology, oceanography and fine arts. Despite their many strengths, the educational potential of these important institutions has not yet been properly tapped. Only a few museums - most notably Hanoi's Ho Chi Minh Museum, Museum of Military History and Museum of Ethnology, and Ho Chi Minh City's National War Museum - have visitor numbers of more than a few hundred per day: the rest tend to receive only a few dozen visitors per day, and some provincial museums may have no visitors at all for months at a time. Furthermore, people's museum visits tend to be very brief and superficial: even school children and university students rarely if ever attempt to use their museum experiences for in-depth learning or serious academic research. Both children and adults commonly visit museum in groups, including State employees and school parties; very few undertake individual or family visits. In many cases, museum viewing is little more than a matter of perfunctory convention: one goes to a museum because it is a traditional activity for schools and work units to make such visits, but without much concern for the possibility of an actual learning experience taking place as a result. In many cases, groups of visitors just go through the motions, conforming to an established tradition rather than actively achieving any kind of culturally or educationally significant experience.

A similar problem arises with regard to visits to spaces and monuments classified as historic heritage sites, to which people often go for the satisfaction of personal spiritual and religious needs, but with little sense of such sites' wider historic and cultural significance.

This situation indicates that neither Vietnam's government agencies and civil society organizations nor most of the public – including both adults and children - have a clear sense of how to use these cultural institutions for learning and improvement of knowledge for educational and cultural enrichment purposes.

The Vietnamese public has not yet developed a tradition of visiting and accessing museums and historic heritage sites as a means of enriching their knowledge and understanding of our nation and the world at large. Visitors tend to treat museums and other cultural spaces as imperfectly appreciated wonders and spectacles, or as arenas in which to meet personal needs: i.e. as sites for prayer and ritual in the case of pagodas, temples and *dinh*s (community shrine spaces).

They do not consider their visits as a chance to learn and enhance their cultural and practical knowledge. This is the basic difference between Viet Nam and other developed countries in terms of visits to historical and cultural relics. In those countries, the main goal of visitors to museums and other heritage sites is not to satisfy their curiosity and gaze at a wonder or spectacle, but to enhance the knowledge for themselves, their children and their students.

2 The causes of inadequate use of heritage sites for learning

There are many reasons for this neglect of the great wealth of knowledge resources to be found in our heritage sites and cultural management institutions such as museums.

Among the most important are the following:

- We have no coordinated view or strategy regarding our full range of heritage resources. We pay more attention to tangible than intangible heritage; more attention to historical and cultural relics than to natural and scientific and technological relics; more attention to physical objects than to intangible forms of heritage both human and environmental; more attention to relics of the past than to living forms of heritage and culture and more attention to the relics of the past than to the living heritage and cultural spaces.
- We have not yet fully appreciated that our heritage can and should be a resource providing rich opportunities and potential for lifelong learning.
- We have not yet developed methods for combining educational and cultural institutions to achieve the strategic goal set by UNESCO for lifelong learning....

Let us analyze some of the basic causes:

Firstly, as has been noted above, there is a problem of insufficient awareness, not only on the part of the public but also among leaders and educators who think of the educational value of museums and historic heritage sites and spaces in problematic and narrow ways, defined around goals of patriotic awareness and moral instruction rather than a wider and more open-ended notion of learning and understanding.

Secondly, researchers and managers of historic sites and spaces themselves do not yet know how to create effective tools to develop the potential of their institutions and holdings to become truly successful public education resources.

Museums and heritage sites rarely provide adequate information for visitors about the items on display and the general background and cultural significance of heritage sites and intangible relics such as festivals and musical genres.

Indeed, most Vietnamese museums do little more than simply display the objects in their collections. The problematic idea that objects speak for themselves about their value and significance leads to a situation in which curators pay too little attention to informing the public about the context and significance of the objects they display, even though without such information the public will have no means of initiating a process of engaging and appreciating what they see. In other words, unless displays make explicit use of knowledge gained from the research and knowledge of appropriate experts, our museums and other heritage sites will be weak and inadequate as spaces to inform and instruct the general public.

Another misconception affecting the positive use of these institutions is the idea that museums must be forbidding and solemn spaces, with the effect that the visitor experience is drained of any sense of wonder or active discovery. It is now widely recognised that learning through direct, interactive and even hands-on experience is far more effective than passive and overly formal instruction, particularly for the young.

Like museums, historical and cultural heritage sites in Viet Nam are in an equally problematic situation. It is hard to find clear or detailed information literature at such sites, and their signs and text panels tend to be equally deficient and obscure. Even at famous national-level cultural heritage sites such as Dau and But Thap Pagodas (Bac Ninh), there are no text panels providing visitors with basic information, and no bookshops selling publications about the value and significance of the sites and their monuments. Many important Vietnamese pagodas and temples are presented to visitors as places for religious practice only, rather than as sites of profound cultural and historic significance.

Those eager to inform themselves have only the options of seeking out tour guides, or equipping themselves with published materials available in Ha Noi or other major centres, rather than at the sites themselves. In Duong Lam Ancient Village, the situation is much the same. Even during the celebration of the great annual Saint Giong Festival which has just been recognized by UNESCO with a certificate of Intangible Human World Heritage, there are only a few short and uninformative publications on sale during the week of celebration. Those attending the Saint Giong Festival are thus implicitly encouraged to see the event as a matter of satisfying personal spiritual needs only, because information about its time-honoured history and enduring cultural significance is available to cultural researchers only, and cannot be found or readily accessed by the public at large.

Similarly, modern sites and spaces including those of significance as vestiges of the nation's revolutionary and wartime experiences are victims of much the same fate. Such sites are generally visited only on certain specific occasions and for the purpose of fulfilling the political duties of state agencies and other public organizations. Take for example these three important Ha Noi urban spaces: the Historical Relic site at No. 48 Hang Ngang Street in Hanoi, where President Ho Chi

Minh composed the first Declaration of Independence of the Democratic Republic of Vietnam; No. 90 Hang Bong Tho Nhuom Street, where the first General Secretary of the Communist Party of Viet Nam drafted the Political Programme of the Party in 1930; and No. 5D Ham Long Street, where the first Communist Party cell was established in Vietnam. These are all important vestiges of Hanoi's revolutionary history, yet they receive very few visitors.

The problem here too is lack of attention by cultural management agencies, resulting in lack of information about items on display, and poor curatorship in general. If these and similar sites were to be turned into proper exhibition spaces providing full information about the original owners of the houses as well as accounts of the careers and achievements of the revolutionary leaders and their contemporaries, it is certain that they would provide the public with exciting and innovative spaces for acquiring a significantly enhanced understanding of Vietnam's history in the 20th century.

Vietnam's sites of natural beauty are in much the same situation. In the precincts of such landmarks as Ha Long Bay, Phong Nha-Ke Bang Caves, and Ba Vi and Tam Dao National Park, there are no visitors' centres or exhibition spaces to contextualize and explain the significance of these sites and their environments. Here too the educational value of the sites is very limited for those who visit them.

The fact is that this lack of information and the general unattractiveness of our museums, heritage sites and cultural spaces is off-putting and discourages return visits and the use of such spaces and facilities as learning tools and educational resources for both adults and children.

Another potential area of valuable heritage-based education in Viet Nam is the wealth of folk knowledge embodied in our ancient productive pursuits such as rice farming, fishing and artisanal crafts, as well as in forms of traditional cultural activities and medicinal knowledge which have not yet been turned into sources for learning. This is a grave mistake.

One additional reason why Vietnam's museums and other heritage resources are not being used for lifelong learning by the public is poor communication and marketing. The tourism and cultural sectors have focused on foreign and overseas rather than Vietnamese visitors and this emphasis on the external at the expense of the internal has meant that discovery tours and other facilities for a local market are a striking rarity in Vietnam.

It is striking that the national tourism sector has devoted considerable care and imagination to the development of tours and events for non-Vietnamese, attracting significant numbers of foreign visitors and locally based expatriates to a growing array of 'Experience Vietnam' activities such as farm visits, handicrafts displays and classes in traditional cookery and marketing skills.

Little if anything along these lines has yet been attempted for the many domestic tourists who might well be attracted to the idea of such discovery and experience activities.

In addition, museums and other heritage institutions have not paid sufficient attention to the development and maintenance of their websites. Websites with virtual exhibitions, and virtual museums providing in-depth introductions to heritage sites through the provision of reference and learning facilities will not only help the public improve their knowledge but will also serve to promote the museums and other heritage sites so as to attract new and repeat visitors.

These then are the problems to do with policy and practice on the part of the cultural sector. What about schools and other elements of the educational sector?

The first thing which is evident is that at present, schools attach little importance to the idea of helping students learn through direct experience and engagement with the world around them, for example by encouraging learning through contact and interactions with members of their local communities whose pursuits and livelihoods are still reflective of traditional cultural and heritage legacies. Nor do they encourage the young to learn through observation and understanding of the monuments and other tangible and intangible heritage materials and relics in the vicinity of their schools, homes and localities.

Museums are not to be found in every community and locality. Most are located in cities, but historic relics and folk knowledge in the form of traditional lore and practices concerning nature, livelihoods, craft skills, health and healing together with knowledge and memories of local life and regional cultural identities are available everywhere, in every town and village whether in our coastal plains localities or our most remote mountainous areas.

If people are aware of and know how to use such knowledge and shared cultural resources in their everyday lives, this will be an enduring legacy of both practical wisdom and spiritual enrichment, a profoundly rich and diverse font of learning for both young and old.

The fact that schools now use museums and relics without adequate pedagogical methods is a major cause leading to the neglect of museum visits. Schools' museum visits tend to be organised with little thought or planning, merely in conformity to the fixed agendas of a compulsory school-year programme. It is not uncommon to see schools organizing visits to several museums and relic sites in a single day or with excessively large groups (several hundreds at a time, even as many as a thousand students in a single tour party), with the result that the young people emerge from the experience exhausted and with little if any genuine educational benefit from their visits.

In general, schools do not know how to organize effective museum visits. This is very evident if we read the reflections presented in an article by Quoc Linh, in an item entitled “Neglect of Museum” published in Ho Chi Minh City’s Tuoi Tre (Young Age) Newspaper on March 13, 2011 [<http://tuoitre.vn/Nhip-song-tre/413925/Ho-hung-voi-bao-tang.html>]. According to Ms. Xuan Canh – Deputy Director of Ho Chi Minh Museum of History: ‘Here we often receive students from international schools whose visits are well organized and conducted in a very orderly and serious manner. There are some visits by local schools, but mostly in large groups, sometimes hundreds of students, and not all of them want to come. They just come because it is compulsory.’ She also said that many students take their school-issue entry passes to the museums’ ticket offices to have them stamped by the attendant. They can then claim that they have visited the museum while in fact slipping away to spend the time in some more pleasurable pursuit. This shows that they do not really want to undergo what they regard as a dull session of compulsory museum visiting.

Such views are also widely shared by museum officials in Ho Chi Minh City. The Director of the city’s War Museum, Huynh Ngoc Van, wondered why so many foreign tourists to Ho Chi Minh City visit her museum while children attending schools in the immediate vicinity of the museum have never entered it or have made only very brief visits to its display and exhibition spaces. And the answer comes in a blunt remark made by an upper secondary school student from Precinct 5, identified as Nguyen H: “I don’t like to visit such places, but I was told to go just to get the museum stamp on the school’s official form so their returns would be complete. Museum visits are not as enjoyable as visits to other places”.

We too have documented similar reactions when visiting other museums in the city, as in this blasé comment from Ngoc M. (a female upper secondary school student in Precinct 3): ‘My friends and I just do it to get a bit of free time on a school-day. As soon as we get the museum stamp on our forms we’ve done our duty; we don’t care anything about what’s in the museum’.

To make changes, it is the educational and cultural sectors that will have to change their awareness and find ways to remedy these serious shortcomings. So what can be done to develop the rich possibilities of linking lifelong learning with awareness of our rich historic, cultural and environmental heritage?

3 Initial experiences of access to heritage in lifelong learning in Vietnam

A major pioneer in the remedying of these museum shortcomings is the Viet Nam Museum of Ethnology (VME). This work has been painstakingly done step by step over the last 15 years by the VME. In its permanent exhibitions (since 1997) the VME has prioritised the imparting of information on three levels: overall introduction to the

museum as a whole; explanatory information about each section or show case; and detailed information about each object on display.

Thus, museum exhibition texts do not speak only of the displayed objects and provide explanatory information, but also transmit the messages of the owners of culture to the public. Each exhibition section has an overall introductory text and one or many texts on specific topics. This makes the museum attractive to visitors who come not only for mere visit's sake, but from a real urge to discover and learn about the cultural traditions and distinctive ethnic groups of Vietnam. It also creates conditions for those who visit the museum for self-learning rather than listening to others lecturing or otherwise imposing information on them.

The VME is also the first museum to practice visitors' learning through experiencing. This means that at the VME, visitors are active learners, not passive listeners. They have a chance to access diverse information in many ways so as to draw their own conclusions and lessons and gain new knowledge. One of the most important ways in which this occurs is by giving visitors the chance to speak and interact directly talk with master artisans, craftsmen and ordinary people from the cultural producers' home localities during on-site demonstrations at the museum. The museum also offers student groups the opportunity to take classes from the relevant community experts in such skills as ceramic making and the crafting of Mid-Autumn Festival traditional toys, while listening to the artisans' accounts of the challenges they face in their daily life and the strategies they have devised to deal with them. Among the many examples of such innovative activities at the VME are the discussion sessions arranged in 1999 allowing visitors to meet and interact with members of the La Ha population, a very small ethnic minority currently facing the loss of their mother tongue. Such dialogues and discussions at the museum contribute to improving the awareness of both visitors and cultural owners.

The VME's principle target group is children. In 2001, the museum developed its first set of materials for children's use during their visits to the main display galleries, with accompanying objects placed in specially designed discovery boxes. These objects offer children the opportunity to touch, feel and handle key items, an experience which has proven to be of very great educational value.

From this pilot scheme, the VME has developed its highly popular children's discovery room. In this space, children can learn and practice traditional crafts such as indigo dyeing, weaving and the techniques of woodblock art based on the traditional skills of the Dong Ho Folk Painting artists, together with a host of other traditional craft and cultural activities. This is one of the VME's most active and successful facilities for the young. Through these innovative hands-on activities, the museum encourages children to be involved in the process of active learning and has effectively fostered repeat visits.

Another of the VME's landmark activities was its special exhibition on the traditional herbalist skills of Dai Yen Village, held at the VME in 2003. This ground-breaking exhibition introduced visitors to the value and sophistication of Vietnam's wide array of traditional herbal medicine skills and products, focusing on the many different uses of the country's natural products and fostering respect for the skills and knowledge of the herbalists to be found selling their wares in the city's markets as cures for common adult and childhood illnesses such as heat rash and other skin complaints, influenza, fever and gastric complaints.

Throughout the exhibition spaces, children as well as adult visitors were encouraged to touch and smell the herbs, to learn how to identify the different medicinal plant varieties, and how to access information about their properties and uses. This approach left a lasting impression on those who visited the exhibition.

A notable feature of this and other VME exhibitions has been its use of its exceptionally well-maintained outdoor spaces, making the museum as much an open-air experience as an indoor one, thus also helping to break down the stereotype of museums as forbiddingly formal spaces housed behind closed doors.

It was an experience that inspired both the young and also adult visitors who came away with a greatly enhanced sense of practical and applicable knowledge. One of our inspirations for this exhibition was the impressive Silent Night Museum in London, UK which I visited in 2008. We were very impressed when entering the museum's exhibition room. Everything seemed to make visitors feel that the original inhabitants had only just left the place. We could smell the wood-fire in the kitchen, the delicious aroma from a cup of coffee half empty on the table; we saw a set of night clothes apparently only just taken off and carelessly tossed on a bedroom armchair; we heard the voices of neighbours next door. What was conveyed to visitors was not just the sense of being privileged observers and onlookers, but a sense of direct if momentary entry to a lost world. This was a truly educational experience in the installation-style exhibition of a museum, and the equally powerful experiences offered by the VME's past and current exhibitions and regular activity events shows that we have within Viet Nam a valuable model to tap in the development of our national heritage spaces and values for lifelong learning. Right from the outset, the VME trialled and then continued to organize regular demonstrations and performances by the cultural owners – ordinary people who hold heritage or practice a traditional craft such as ceramic making, brocade weaving, wicker-work weaving and making Mid-Autumn Festival toys and bamboo boats or herbalists from Hom Market, Cua Nam and Dai Yen medicinal herb village and performances by water puppeteers.

These activities have attracted large audiences of both children and adults. This is a museum which is visited on an enthusiastic voluntary basis by multi-generation family groups, making VME visits a fulfilling and rewarding family need and habit for

parents, grandparents and the very young. This is because in each museum visit, visitors expect to learn and experience something new, engaging new knowledge and new relations and because they can experience, see and talk to people and learn new things. At the same time VME visits provide a good chance for the whole family of different generations to be together and share with each other. It is because of such activities that the number of visitors to the VME has increased so rapidly, from 132,000 visitors per year in 2004 to 450,000 a year in 2009.

The VME also organizes regular presentations and discussions involving experts; these occasions are linked to exhibitions or demonstrations and performances. For example, during the exhibitions: George Condominas and the Mnong Gar (held in 2007), “Highway 9- a Trans-Asia Road” (held in 2008), “Living in the Sacraments – Catholic Culture in Contemporary Vietnam” (in 2009), many scholars, writers and state officials have been invited to make public presentations on relevant topics. Such presentations and discussions were highly informative and did much to improve public awareness on a number of important issues of general concern. The audiences for these events have tended to be students responding to invitations sent to their classes or schools, rather than the general public, in spite of wide publicity at the VME and on its website.

The VME was officially opened to the public in 1997. Its achievements have provided the first effective model for promoting voluntary lifelong learning in Vietnam. Quite recently, in 2010, another major cultural institution has transformed itself into a site of exceptionally high-quality public learning facilities. This is the newly remodelled and extensively refurbished Vietnamese Women’s Museum (VWM), housed in an exceptionally beautiful modern structure and now richly endowed with outstandingly well-conceived multi-level information displays, lucid and illuminating object labels, and striking children’s object- information boxes provided in the exhibition rooms. Its information facilities also include impressive video clips on screens provided throughout the galleries, plus a discovery room for children with a wealth of data, information and well-planned activity programmes for young visitors. The quality of the VWM’s new display galleries with their rich and compelling contents provides ideal conditions for learning through displayed heritage, relevant to both male and female visitors of all ages. It is earnestly to be hoped that the example of such museums which have made effective education a key priority will become models for a much wider array of public institutions in Vietnam.

The form of short term training courses on different areas such as ceramic making, wickerwork weaving, brocade weaving and colouring and dyeing of textiles using natural materials, and making traditional toys at museum is developing. Over the last 10 years, the Cultural Program of UNESCO’s Ha Noi office has also encouraged the implementation of a number of heritage education projects with different partners in Vietnam. For example, in 2003, UNESCO’s Ha Noi office, in coordination with

the Viet Nam Museum of Ethnology, implemented a project to run ceramics-making classes at the VME. Some 50 final-year primary and first-year secondary-school students took part in the classes, which held their sessions on Saturdays and Sunday. The programme included guided field-site visits and surveys to Phu Lang Ceramic Village, where the young participants were able to interview ceramics makers in the village, learning their techniques of ceramic making and decoration on ceramic ware from the village artisans and the ceramic village's celebrated painter, Mr. Vu Huu Nhung, the only person in the village to have graduated from the College of Fine Arts and now a professional ceramic producer. In 2004, the VME and UNESCO's Ha Noi office initiated the second phase of the project. Sixteen participants were selected carefully from the previous projects to take part in this "Advanced Course" with the cooperation of artisans from Phu Lang Ceramic Village.

At the same time "Basic Classes" were run for 30 disadvantaged children selected from the Ha Noi SOS School to learn the basic techniques of Phu Lang ceramic making. The project helped children practice the traditional craft techniques and form some basic skills and develop a 'manual' containing information on historical, cultural and ethical values of handicraft products by themselves.

Through experiencing ceramic making and decoration on pottery products, coloring them and making targeted field visits at the ceramic village, children developed an enthusiastic appreciation of the pottery and the crafts people whose skills they had learned about. Another outcome of this project has been that through the process of teaching and discussion with children, VME staff and the ceramic producers themselves developed significant new product awareness, generating new ideas for improvements in patterns, designs and quality which have helped in the expansion of sales and the identification of new markets for their wares. Similarly, under the Project Sustainable development of tourism in Quang Nam province (2009 – 2011), a class was run to train participants to develop new designs and patterns for their handicraft products. The class was attended by young people, artisans and professional designers.

Other projects also target linking young people with heritage by arranging for them to learn about and undertake heritage-related activities such as the Hue Royal Court Music Preservation Project (2005-2008) which had a component of training in Court Music; Project Developing guiding of exhibitions for children and families (Project of Georges Condominas); Project Education in Museum; and Project Protection of Gong Cultural Space in Dak Nong Province (2007-2010) with a component on producing a DVD instructing young people and adults in how to play traditional highland people's gongs. This DVD is now in post-production process and will be distributed to boarding schools of ethnic minority children and community cultural houses.

Furthermore, Hanoi's Centre for Research and Promotion of Cultural Heritage (CCH) (founded in 2007) has recently received funding from UNESCO's Ha Noi

Office to implement a project entitled “Linking with schools to develop heritage education in museums, heritage sites and cultural-historical destinations in Ha Noi on the occasion of the Thang Long-Ha Noi Millennium”. The Project’s aim is to trial the production of instructional materials for teachers and museum and heritage site educators to develop heritage education schemes for clusters of schools in Hanoi. The project’s aim is to create a new method for schools and the educational sector to make effectively educational use of museums, relics and cultural-historical destinations around Hanoi. At the same time, it will help museums, heritage sites and cultural/historical destinations to develop new approaches toward public information and access, in particular to generate effective outreach directed towards schools, school-children and university students. The Project will pay special attention to the use of local heritage resources in the immediate vicinity of schools as a means of teaching and cultural awareness enhancement for pupils beyond the classroom setting. The manuals to be drafted for teachers will connect the use of museums and heritage education materials with specific school subjects, thereby serving as model materials to be applied for different types of museums and relics in Ha Noi and nationwide. The project includes three major activities:

1/ Establishing a designing team for heritage education to be linked with schools and organizing workshops to impart basic knowledge on methods for developing and organizing heritage educational activities for school children in museums, heritage sites and cultural-historical destinations. This activity will establish and organize two design teams learning and discovery programs in museums, relics and cultural – historical destinations (each team with 6 members including teachers, museologists, and educational and cultural managers who have experiences and are devoted to heritage education and voluntarily join the project); equip team members with most basic knowledge, create awareness changes, and build a new view on methods of heritage education for follow-up activities. Heritage education is not just the education of tradition and history but education of many areas, both natural and social sciences; and it is able to be integrated in other school subjects. Heritage education encourages connections between different generations, students and parents with volunteers and local heritage managers. What is important is that in this program, students learn and grasp an approach to heritage and museums. This is an effective tool for their lifelong learning.

2/ Designing learning and discovery programs in museums, relics and cultural–historical destinations and piloting in clusters of schools and selected heritage to create a new learning approach: This activity is combined between theory and practice to develop a sample set of materials guiding museum educators and teachers to carry out heritage education programs for students. Under each program, a separate type (or several types) of instruction materials will be developed. It is planned to have two sets of manuals: one for primary schools and the other for lower secondary schools.

3/ Drafting and publishing a set of materials on the process and methods of implementing heritage education programs for school children for museum educators and teachers: This element of the scheme will consolidate practical experiences and lessons learned from the previous two activities (i) publication in the form of report a set of materials on the process and methods of implementing heritage education programs for school children for museum educators and teachers, (ii) send recommendations to policy makers, cultural and educational managers to renew ways of linkages between schools and museums and relics. The project will end in November 2011.

At present, Project Activity 1 has been completed with two proposed design plans for training programs: one for 6th grade in the Vietnamese Women's Museum and the other for 1st grade pupils in Lang Pagoda in Dong Da district, Hanoi.

Another effort in using heritage for lifelong learning in recent years is the launch of websites on heritage such as the website of the Viet Nam Museum of Ethnology, the website of the Vietnamese Women's Museum and the website of the Cultural Heritage Association. Although not yet meeting the public need for fully developed reference sources for research and learning, these websites serve as an initial encouraging step. We would like to explain further on the case of the Centre for Heritage of Scientists and Scholars. The centre was established in 2008. It is a non-governmental organization and a private organization established with the enthusiasm and devotion of a group of scientists in medicinal sector. The centre combines the functions of research, conservation and preservation of tangible and intangible cultural heritage through biographies, accounts, memories, documentations and objects of individuals and scientists and scholars in Vietnam. Its overall goal is to build a museum and a heritage documentation centre of Vietnamese scientists and scholars. Since its inception, the Centre has identified as its first priorities the development of a website to: (i) create an online data base for research and learning activities of those who are interested in the history of the nation and scientific sectors through the heritage of scientists and scholars; (ii) provide different levels of information for domestic and foreign audience to learn about the development of scientific disciplines through the heritage of scientists and scholars; and (iii) create a forum for discussion on scientists and scholars. So far, this website has been officially launched at: <http://cpd.vn>. The main purpose of the website is to:

- Provide a data base on scientists and scholars containing their biographical details; listings of their published scientific projects; documents on their life and work. In particular, it provides the public with memories and reminiscences of scientists and scholars of different generations through recorded interviews and video tapes.
- Update information on scientists and scholars through other websites.
- Organize virtual exhibitions on scientists and scholars.

The website is currently being finalized and developed and is intended to serve as a valuable model for lifelong learning. At the same time, it is also hoped that the site become a model for museums and heritage sites which are unable to organize exhibitions for the public.

Those are some initial experiences of some museums, relics and civil society organizations in using heritage to promote learning. It is certain that there must be richer and more experiences in reality, but within this paper we have confined ourselves to discussion based on our direct experiences only. It is hoped that from this, some points for discussion and conclusions can be drawn as follows:

4 Conclusion

Although we can point to a number of encouraging developments and initiatives, most heritage-related educational and museum activities have concerned themselves with serving school-children, students and other young people. Few museums have performed well in this area. Most lack specialized staff for the development of educational programmes. A higher degree of awareness is urgently required: heritage education is not merely education about tradition and history, but should be seen as education in a host of many different areas including both the natural and social sciences. Heritage education should also foster connections between the generations involving students and parents, plus volunteers and heritage owners and managers. On the part of schools, the use of museums has not been effective and fruitful but engaged in as a mere formality without making the museum a place to integrate, consolidate and expand knowledge of different school subjects.

In fact heritage education can serve to integrate a whole range of school subjects. Schools should fundamentally change their approach to museum and heritage. Only by so doing, can they enter a new era of effective and dynamic institutional life, making all our valuable heritage institutions a source and vantage point for lifelong learning. This is a gap that needs to be filled.

Activities to encourage older people of different social backgrounds and educational levels to make heritage a basis for lifelong learning are even poorer than those undertaken by schools.

What can we do to make adults voluntarily visit museums, heritage sites and other important cultural resource spaces? What can we do so that more families take their children to visit museums, relics and other heritage sites? In this regard, there remains confusion and lack of due attention from within our society. While the potential is great, it is more important to increase learning and improve knowledge of adults through access to cultural and natural heritage sites.

A critical issue now is to rapidly develop and establish an approach of lifelong learning

for adults through heritage forms and museums. At present no organization has conducted research or sought to develop or design tools and materials to shape the effective use of heritage values and museums for lifelong learning. This is a requirement that both the cultural and educational sectors should coordinate in developing not only programs and approaches but also human resources for this work.

In our opinion, it is a matter of the utmost urgency to develop lifelong learning models for adults in different environments (rural, urban, coastal, mountainous and ethnic minority areas) with different suitable forms such as museums, natural heritage sites and other living heritage spaces operating in different sectors. From this model, lessons can be learned for its replication widely in the country.

What is of primary importance now is to work out measures for high quality exhibitions with rich information in museums and relics, making these places not only very attractive to visitors, but also schools for practical learning so that anyone visiting them can learn useful things for their life and their work.

Finally is the issue of searching for effective measures to raise social awareness of each person, both young people and adults of opportunities for learning through heritage and museums. From heritage and museums, people can enrich and diversify their knowledge; learn about nature and society and history and culture and learn about what is happening today. This learning can take place everywhere, at any time regardless of levels of knowledge, ages, sexes and ethnic groups. The chance to improve knowledge through heritage is great, therefore, the following message can be recommended for the society: "Let's seize the opportunity to improve knowledge from heritage and museums".

To conclude, we wish to propose the following measures as an initial set of strategic guidelines:

- Resolve the questions of concept and awareness: what is lifelong learning? What are the methods of learning and lifelong learning from museum and heritage? The Ministry of Education and Training and UNESCO should have communication tools and a strategy on this issue.
- All cultural and heritage management institutions must have educational programs, and should consider the development of these programs their first and foremost task as a means of implementing a strategy on lifelong learning.
- Establish a cooperation network of educational and cultural agencies and organizations to implement the strategy on lifelong learning.
- The museum sector must be developed and consolidated in terms of types of museums, quality of museums and human resources development for the implementation of a lifelong learning strategy.

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Science and technology information for lifelong learning in Viet Nam

Dr. Ta Ba Hung

1 Introduction

The National Agency for Science and Technology Information (NASATI) is an organization that belongs to the Ministry of Science and Technology (MOST) of Viet Nam. Its general function is to implement the state management and provide services in the field of science, technology information, library and statistics in the whole country.

The NASATI's major tasks in respect to lifelong learning are as follows:

- Provide S&T information services for rural and mountainous communities for the hungry eradication, poverty alleviation and sustainable socio-economic development;
- Develop a nationwide knowledge enriching and sharing center for lifelong learning for the whole country;
- Develop the Viet Nam Research and Education Network (VinaREN) to facilitate and encourage national and international collaborations on research and education.

2 S&T information services for rural and mountainous communities for the hungry eradication, poverty alleviation and sustainable socio-economic development

More than 75 percent of the country's population live in rural and mountainous areas. The Government of Viet Nam has paid important attention to hunger eradication, poverty alleviation and socio-economic development through a number of national programs, for instance, Project 327 for 5 million hectares of reforestation, or Project 135 for the support of the most poverty communes. These efforts have meaningfully contributed to the success of Viet Nam in implementing the UN Millennium target. Despite this success, the sustainability of the socio-economic development in rural areas is still an important target to achieve in the coming decades. It should be a knowledge-based development in rural and mountainous areas.

NASATI has realized the above mentioned issue and undertaken great efforts to facilitate socio-economic development of rural and mountainous areas by providing science and technology information through improving access to learning materials and information with the aim of increasing people's knowledge and literacy.

In order to meet information needs in rural areas, a practical S&T information model has been developed as a Knowledge Access and Sharing Center in Commune (KASCC). This KASCC is installed in the premises of Commune administration headquarter. It is equipped with:

- A set of multimedia personal computers with main peripherals (laser printer, external hard disk);
- Digital library on science and technology for off-line information access and sharing;
- Internet access (ADSL or dial-up through telephone line) for online information access and sharing.



***Digital Library for Science and Technology in Commune Administration
Headquarter***

The content of the digital library covers agriculture, irrigation, forestry, primary health care, education, construction, communication, transportation, traditional technologies (handicraft, indigenous knowledge), appropriate technologies, biotechnologies, sports, culture, environment protection and legal documents.

The Digital Library on Science and Technology has been updated with:

- 170,000 full text documents (books, proceedings, journal articles, standards and technical regulations and firm catalogues).
- 1,000 technical movies and video clips
- A data base on 3,000 scientific and technological experts-consultants and R&D institutions.



The content of the Digital Library on Science and Technology is stored in an external portable 1 TB hard disk

Training of local trainers on the utilization of the Digital Library has been provided by NASATI staff and trainings of information end-users have been undertaken by local trainers. A number of targeted user groups, such as the commune's Federation of Women, Youth Association, Farmers Association and the Veterans Association, have been established as information users. The commune's leaders are involved to encourage information access and use for the extension of agriculture, forestry and fishery.

As an appropriate knowledge access and sharing model in commune, KASCC has been rapidly applied and expanded to more than 350 communes in 43 provinces.



TRIỂN KHAI MÔ HÌNH TẠI CÁC ĐỊA PHƯƠNG

KASCC's implementing in provinces

TỪ 3 XÃ Ở NINH BÌNH, NĂM 2002
TỚI NAY MÔ HÌNH ĐÃ ĐƯỢC
CHUYỂN GIAO VÀ NHÂN RỘNG
TẠI 350 XÃ/PHƯỜNG THUỘC
43 TỈNH/THÀNH TRONG CẢ NƯỚC



From 3 communes in 2002, now a day, KASCC has been expanded to 350 communes in 43 provinces in the country

KASCC has meaningfully contributed in increasing agriculture productivity and trade as well as improving social and cultural life of rural communities.

3 NASATI - A nationwide knowledge enriching and sharing center for lifelong learning for the whole country

NASATI's National Library for Science and Technology (NLST) was established in 1960. It is the largest S&T library in Viet Nam that serves researchers, educators, students, business people and the general public all over the country.

NASATI is working on knowledge enriching and sharing by generating domestic online databases (Vietnamese S&T Database, Vietnamese R&D Reports, Virtual Techmart) as well as enhancing access to both national and international scholarly information resources for learning and research activities. NASATI's portal, VISTA (Viet Nam Information for Science and Technology Advance) <http://www.vista.vn> is a leading portal on science and technology in Viet Nam.



NASATI is playing an important role in establishing and strengthening the Viet Nam Library Consortium (VLC) to promote collective and collaborative national information resources and professional development in order to satisfy the increasing knowledge and information needs of users, especially of academic and research communities. At present, VLC has more than 30 permanent members across the country, including the major public, academic and specialist libraries. VLC coordinates online data base subscriptions, receiving and distributing book donations, training information specialists and librarians on e-resource usage monitoring and evaluating and information literacy.

4 Viet Nam Research and Education Network (VinaREN) – Superinfrastructure for national and international collaborations on research and education

NASATI is in charge of establishing and developing VinaREN, the national research and education network in Viet Nam. VinaREN connects Viet Nam to a 45 million researcher and educator community world wide in order to improve the effectiveness and promote international collaborations in research and education.



VinaREN facilitates e-learning, e-medicine, e-science, e-agriculture and e-library at the national and international level.

5 Conclusion

National Agency for Science and Technology Information has paid attention to science and technology knowledge diffusion. Its Knowledge Access and Sharing Center in Commune has been developed and rapidly implemented in the country as an appropriate model for the access and sharing of knowledge at the commune level that has been making meaningful contributions in the areas of poverty alleviation and sustainable socio-economic development in rural and mountainous areas. By generating major domestic databases and providing a greater access to online science and technology information resources, as well as developing VinaREN as a super-infrastructure for facilitating collaborations on research and education, NASATI has become more and more the nationwide knowledge enriching and sharing centre that plays an important role in supporting lifelong learning in Viet Nam.

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Vietnamese public library system: efficient and useful institutions for supporting lifelong learning

Nguyen Thi Thanh Mai

Issues covered: The concept of life-long learning is simply understood as an accumulation of experiences and knowledge from surrounding environments. People can accumulate life values and experiences from schools, textbooks, field missions, observations, and from those they encounter in their life. There are many information channels for people to enrich their experiences and knowledge, including libraries and out-of-school educational institutions. In this paper, the author will briefly summarize the actual status of the Vietnamese public library system; analyze strengths, weaknesses, opportunities, threats, missions and priority areas of the Vietnamese public library system in the 2011–2015 period, including a strong emphasis on factors of library which would affect the possibility to generate job opportunities, and an environment for life-long learning among community populations.

I Actual status of the Vietnamese public library system

In Viet Nam, public libraries are established by administrative jurisdictions and territories. To date, the public library system in Viet Nam has formed, including the National Library of Viet Nam; 63 provincial-level libraries, 626 district-level libraries and some 4,000 commune-level libraries. Organization and operation of libraries have been increasingly standardized in terms of an organizational model; modernized in terms of infrastructure, equipment and mode of operations which is oriented towards an enhanced application of Information Communication Technology (ICT) into library operations; and diversified in terms of library products and services, thus gradually increasing the quality of library services. In addition, a professional workforce has been established who is capable of grasping new knowledge both in terms of professional operations and modern technology.

1 Strengths:

First and foremost, public libraries are indeed becoming centers for information, culture and education at local level with the following aspects:

- On average, there are about 180,000 copies of books, 300 titles of newspapers/magazines at the provincial level; 15,000 copies of books, 20 titles of newspapers/magazines at the district level;

- The composition of materials in public libraries is rich and diverse. Apart from publishing traditional printed editions, the provincial-level libraries have paid attention to supplementing electric materials and databases. The digitalization of materials has received an initial interest among libraries; materials catered for visually-impaired people are increasingly rich and diverse in libraries;
- Products, services and information provision of libraries are rather diverse which can address the current reading needs among users/visitors. On-site and mobile services have been delivered; several provincial- and district- level libraries have provided online schooling services; the connection of the internet and formation of websites in order to promote the library services have received large attention from libraries;
- The application of ICT has been the top priority in the development of policies of libraries. To date, around 80% of provincial-level libraries and 30% of district-level libraries have been able to apply ICT at different levels;
- Public libraries are working towards building the user-friendly environments, including sound infrastructure, favorable conditions, accessibility to local residential areas; simple procedures for using library services; increased opening hours; 70% of library staff with graduate qualifications, provision of enthusiastic support to local residents in effectively using library services to satisfy their needs;
- Over recent years, the international cooperation in the field of library development has been increasingly expanded, which translates into effectively attracting and using various investment projects funded by international NGOs such as Swedish International Development Cooperation Agency (SIDA) with the project “Enhancing Capacity for Public Library Staff in Viet Nam”; the Dutch Force Fund with the project “Enhancing access to information for visually-impaired people in public libraries”; the Bill and Melinda Gates Foundation with the project “Enhancing capacity for use of computers and access to public internet in Viet Nam public libraries.” The achievements of these projects have not only promoted investments into infrastructure, information resources but also raised capacity of public library staff, especially with regard to delivering services to the host communities.

2 Weaknesses:

- There is the unbalanced development of libraries: the district-level libraries which hold the biggest number and are an important link in the State-owned public library system; the commune-level libraries which are most accessible to the local populations are still faced with numerous difficulties and yet to be appropriately

invested in all facets including infrastructure, budgetary resources and staff;

- The process of ICT application is happening quite slowly, especially in the district-level libraries;
- There remains issues associated with library staff, i.e. limited quantity, unsatisfactory quality, lack of knowledge and competence for organizing and managing modern libraries; poor IT skills in relation to library operations; limited activeness of the staff; the irrelevance of training specializations among staff.

3. Opportunities:

- There is attention paid by the central government, i.e. developing the legislative norms in the field of magnetic libraries; the State ensuring 100% of operating costs arising out of library operations; the Government directly investing annually around VND 25 billion in a national target program for culture for the purpose of supplementing materials and upgrading infrastructure for libraries in the more disadvantaged areas;
- A learning society that is built on the basis of creating life-long opportunities for local people is both an objective and a driver for socio-economic development set forth by the Party and State, seeing it as one of the important solutions for successfully implementing industrialization and modernization of the country;
- The international cooperation in the field of library development is increasingly growing.

4. Threats:

- Insufficient awareness of roles, positions of libraries as well as library professions;
- The risk of Vietnamese public libraries lagging behind, i.e. the staff (quantity, qualifications, awareness, professional responsibility), modes of operations;
- The inadequacy and slow changes in policy documents and legal norms in the field of library operations and library staff.

II. Vision, mission and priority areas of Vietnamese public library system in the period 2011 - 2015:

1. Vision:

The Vietnamese public library system will become useful centers for information, culture and education for the continuous learning of people from all walks of life with rich sources of information, modern technology, diverse and accessible services and professional staff, all of which can meet the ever-changing needs of the community.

2. Mission:

The Vietnamese public library system is mandated to provide and promote the access to information and knowledge among community people through the provision of diverse library services and information and of access to sources of information both in and out of the library in support of learning, recreational and developmental activities among all people.

3. Priority areas:

- 3.1. Finalizing the legislative norms in support of the library development and operations (Library Law, the Strategy for Cultural Development).
- 3.2. Providing in-service training to library staff who will in turn become more qualified to perform managerial and operational functions in modern libraries.
- 3.3. Continuing to develop and apply operational standards.
- 3.4. Strengthening the application of IT into the management of library operations and improving service quality for users/visitors.
- 3.5. Identifying the effective modes of operations for public libraries.
- 3.6. Strengthening necessary infrastructure and equipment to improve quality of services for users/visitors.
- 3.7. Linking users with services and products offered by libraries.
- 3.8. Effectively utilizing existing sources of funding while securing other sources of funding for the developmental activities of libraries.

Given the existing model of organization and operation and the vision and mission of Vietnamese public library system, coupled with the policy set forth by the State with regard to library development, it can be seen that the Vietnamese public libraries will be efficient and useful institutions, which “create favorable conditions for people of all ages, all levels of education to learn continuously throughout their life and in all learning forms at any time and anywhere,” hence making an active contribution to the building of a learning society, which is one of the strategies for building and developing the country in the period of industrialization and modernization.



ANNEX 3

PARALLEL SEMINARS

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

Seminar B: Workplace Learning

Seminar C: Professionalisation of Adult Teachers and Trainers

Seminar D: National Strategies for Lifelong Learning

Seminar E: Core Competences



SEMINAR



**Development of ICT Skills, e-learning and the Culture of
e-learning in Lifelong Learning**



Open-web for Education for Lifelong Learning by Ichiro Miyazawa, APPEAL Program Specialist, UNESCO Bangkok

Literacy, ICT and Open Education

Ichiro Miyazawa

Abstract

There are about 60 million illiterates in Pakistan. Like other countries with very low rates of literacy, the reasons for the prevailing situation in Pakistan are complex. One main reason is the difficulty of retaining literacy skills of the new literates. Graduating the basic literacy courses, the new literates easily slip into a non-literate environment and it is extremely difficult to keep them motivated to make a conscious effort by themselves to keep up with their newly acquired literacy skills

The pilot project is concerned particularly with the literacy retention problem among the youth and the problem of keeping them motivated to further consolidate their literacy skills. It found a solution in mobile phones, which have become the most desired daily means of communication among the young people.

Learners (semi literate) were given mobile handsets to receive SMS messages in Urdu day and night. Learners enjoyed reading messages and copying these messages on their working books. They also created and sent messages for 4 months. As a result, their literacy skills were remarkably improved and they became more confident in themselves.

There is large potential in promoting literacy, non formal education, and lifelong learning through ICT. People, especially youths are in nature motivated to be connected, communicate with and obtain information from others. ICT devices do facilitate them to be literate and get empowered. Advanced technologies like communication infrastructure and communication devices make them possible and easier. More contents become free and shared among people. It is important to actively use ICT to promote literacy and lifelong learning.

1 Literacy situation in Pakistan and project rationale

In the absence of a strong political commitment to literacy and given the lack of organizational structure and budget allocation, Pakistan is one of the least literate countries in Asia. Its literacy rate is 57 %. Non-literate population of Pakistan constitutes 6.2 % of that of the world. Pakistan is the fourth largest contributor to the world non-literate population. It is estimated that by 2015 the country's non-literate population will have become more than 60 million.

According to a national survey in 2008, the literacy rate for males is 69%, compared with only 45% for females. This gap between male and female is one of the widest even among South Asian countries. The figure for urban males is 78% while the figure for females in rural areas is only 29%.

Promoting literacy in Pakistan faces a number of challenges. One of the main reasons for low literacy is that many new literates relapse into illiteracy several months after the basic literacy course. This is because of the difficulty to retain their interest in reading. In general, available reading materials are not well adapted to their daily lives in terms of contents and interests. Even when they are available and adapted, they are too difficult and not interesting for them to enjoy reading.

Various post-literacy, functional literacy and vocational training programmes have been provided, but with limited success to help the new literates keep up with their newly acquired literacy skills. Reading is simply the only way to retain acquired literacy skills. How to help the new literates, especially among the youth population, maintain a regular daily practice of reading remains a daunting challenge in most literacy programmes and initiatives.

An innovative project was implemented in Pakistan in 2009. The project aimed to address the literacy retention issues among the youth population. As a strategy to keep their interest in literacy, the project resorts to the idea that mobile phones are becoming an indispensable means of communication among youth everywhere in the world including Pakistan.

The key idea of the project is to use mobiles as a tool for delivering post-literacy materials to youth literates. Messages containing pedagogically correct, but fun and interesting, topics will be sent to post-literates. The messages will be formatted in such a way that the learners or receivers are invited to read and respond. Their participation in and skills improvement through the programme will also be monitored by using mobile phones.

The rationales of this mobile-based post-literacy programme are as follows.

First, the ubiquitous use of mobiles among youth and young adults in cities in Pakistan and other countries reveals the extent of their dependence on mobile phones as a means of accessing information, learning and communication. The

pleasure young people derive from reading and sending messages and information via a mobile phone makes it a natural learning tool for them.

Second, a mobile-based post-literacy programme is compatible with all existing basic literacy programmes being implemented by government organizations and NGOs. Most of the basic literacy courses last about two to three months. In the last month of the basic course or when learners are already semi-literates, the learners would be provided with mobile phones and instructed how to use them to follow up on their post-literacy courses.

Third, a simple web-based system makes it relatively easy to send messages to learners and monitor the learners' participation in the mobile programme and their progress in retaining and consolidating their literacy skills. The new literates will respond to tests and the results of these tests can be summarized and recorded. When monitoring system is not established, learners are to report to literacy centers at regular bases to have weekly or monthly examinations.

Finally, the mobile phones that are purchased in the project can be used by the concerned literacy courses even after the project is over. They can be handed over to the next batch of new literates from the courses, while the graduates of the mobile literacy programme are likely to buy one mobile set of their own, after the programme, for their own use, which will further help maintain and consolidate their literacy skills that have already been well retained through the structured mobile programme.

2 Learning process for 250 female learners in 3 districts in Punjab Province

The learning programme was carried out in 5 months. In the 1st month, learners attended refresh basic literacy courses at the community learning centre at their village. The target population is female young adult and adolescent. Most of learners are primary school drop-outs or have attended basic literacy courses in the past.

In the 2nd month, all learners are given a mobile handset and learn how to use it. SMS messages start to be sent to all learners in morning, noon, and evening. Whenever learners receive messages, they read them out repeatedly and write them down on their working books. Learners also communicate among learners as many as they wish. They also communicate with a teacher at the community learning centre. Learners are to come to meet the teacher at least once a week to have a weekly exam and ask questions to the teacher.

From the 2nd month to 5th month, learners receive messages, read them and write them repeatedly as well as write messages to other learners and teachers. They have weekly exams and monthly exam to assess their capacity in literacy. Both examinations are carried out at the

3 Results of the project

The cost of the mobile handset was US \$33. Learners received about 600 messages during this learning course. Sending 600 messages to a learner is less than US\$ 5. In order for the learner to send a message in Urdu, US\$ 1.25 was given to the learner monthly.

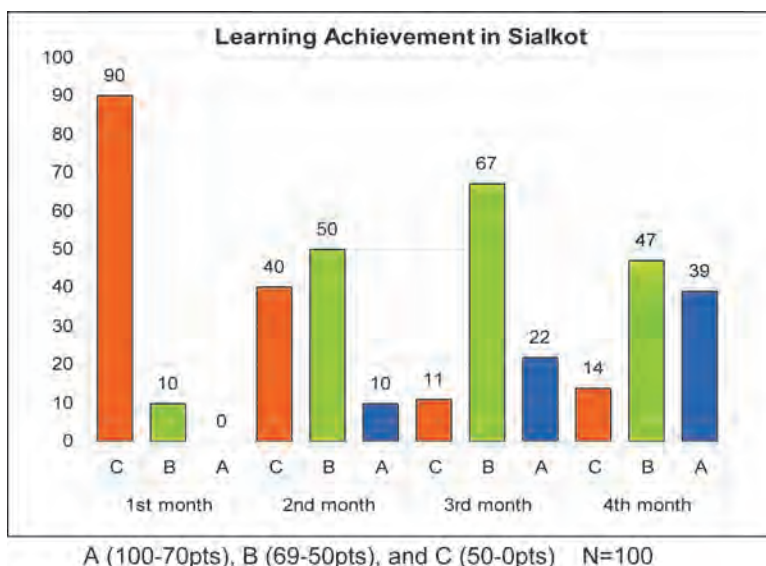
Learners were very enthusiastic in learning with mobile phones. They enjoyed learning literacy wherever they were with the mobile phones and notebooks.

More importantly, 250 learners remarkably improved their literacy skills (please see the chart below). Usage of mobile phones for literacy programme was found effective and affordable in the pilot stage.

The three charts show learning improvement of 250 learners in 3 districts. There are 100 learners in Sialkot district (semi-urban), 125 learners in Hafizabad (rural), and 25 learners in Lahore district (semi-urban).

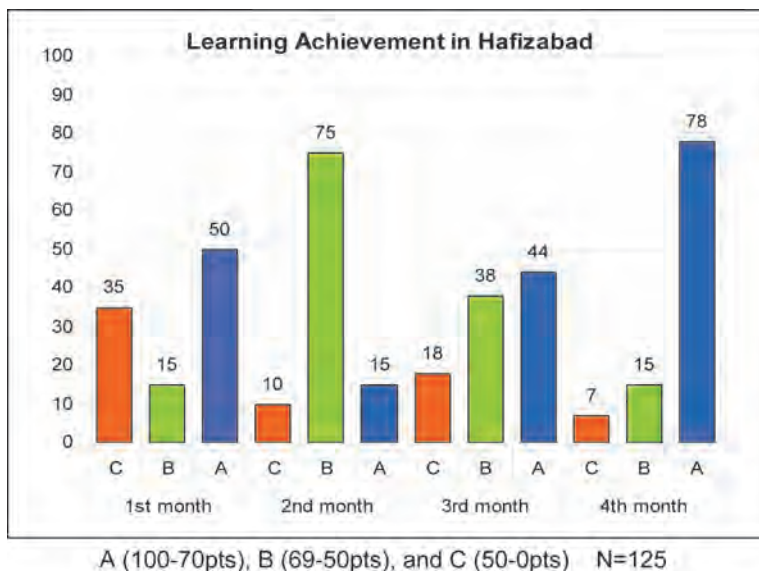
Monthly examinations were given to learners at the learning centers located in their community. Score ranges are A (100-70), B (69-50), and C (50-0).

In Sialkot, there were no learners scored A at the beginning, there were 39 % of learners scored A at the end. Through 4 months, we can observe the transition that learners who scored C, became B and reached A, or remained B. At the end, only 14% of learners scored C level.

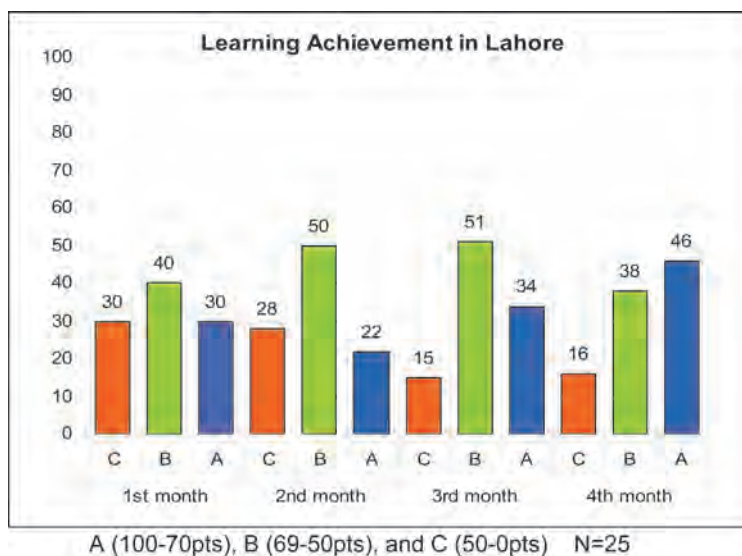


In Hafizabad, improvement is clearer at the end of the learning period. From the 2nd month to the 4th months, there is considerable transition from B level to A level.

Learners who scored C level in the 1st month were 35% while it became 7% in the 4th month. Overall, it is remarkable that 78% of learners (125) reached to A level in the end. It is to be checked that 50% of A level became 15% from the 1st month to the 2nd month.



In Lahore, compared to other two districts, improvement is less remarkable. However, the portion of learners who scored C level gradually decreased from 30% to 16% in 4 months. The opposite trend is also observed in the increase of learners who scored A level.



The cost of the mobile handset was US \$33 with SIM card US \$3. Learners received about 600 messages during the literacy course. Its cost was about US\$ 7.2. In addition, US\$ 1.2 was monthly given to learners to send messages in Urdu. In addition, hiring a teacher at the literacy centre to support 25 learners for 5 months is US\$ 180.

The total cost/ head is approximately US \$57. If mobile phones are reused at least by three learners, the total cost per head is US \$ 33. These costs could be further reduced when the project is carried out at a larger scale.

4 Difficulties and lesson learnt

Gaining understanding of communities and family: Due to its uniqueness of the programme, 55.6 % of learners and family members were initially negative about the programme and disagreed that adolescents have mobile phones and doubted the effectiveness of the approach. However, in the end, 87% of them were satisfied about the effectiveness of this approach.

It should have been more difficult to initiate this project if there were no trusts of community members on Bunyad (a local NGO partner).

Security situation in the country: Security situations in Pakistan have been deteriorating. A number of bomb attacks from the extremist group took place in the vicinity of UN offices and partners. UN was unfortunately targeted in Oct 09. The UN offices had to be closed several times in 2008 and 2009. Extremists have been against girl's education and destroyed hundreds of girl's schools in NWFP.

Limitation of SMS: SMS can carry only 160 scripts. When a message was long, we had to separate the message into 2 or 3 SMSs.

Difficult Urdu typing: Typing Urdu with the keys on the mobile phone is not easy and time taking. Therefore, learners were occasionally using English alphabet to send messages. Using English alphabet was forbidden during the literacy course in order to familiarize more how to write Urdu

Habit of communication with written media: Among learners the habit of communication on written media has been made. They enjoyed learning and exchanged messages among them. One learner informed us that she sends at least 50 messages to other learners every day.

Confidence of learners: During my visits to learning centers, learners showed enthusiasm and strong confidence in their literacy skills. It was observed that confidence was created through becoming literate as well as being connected to other learners and information sources.

Security of adolescent girls: Learners felt secured when they have mobile phones

with them. Whenever an emergency situation happens, they can communicate with family or relatives through mobile phones. This aspect was not anticipated when the project was designed. Though not reported by the learners, there could be risks of thefts, assaults and threats against their possession of mobile phones

Sharing learning and lessons with family members: Learners shared information and lessons with family members, such as younger daughters and mothers. In some cases, mothers even started to come to the learning centers with their daughter to learn literacy.

5 Sustainability and expansion

Learners wished to continue the learning programme after 4 month pilot project is completed. After discussion of the local partner (Bunyard), it was decided that a learner is to contribute US\$ 6 to continue learning with mobile phones. This contribution is saved for Bunyard to keep developing and sending messages. By continuing communicating with others, their literacy skills become more sustainable and improved. By sharing the cost of the programme, the ownership of learners on the programme is more enhanced, which ensure the sustainability of the programme.

For sustainable expansion at a larger scale in the future, there should be no financial support from a donor. Ultimately, the best option would be that a learner purchases a mobile handset with a loan/subsidy of mobile service companies or manufacture to start participating in a literacy/post literacy programme. In terms of future commercial benefits, corporate social responsibility, and branding, it would be advantageous for private companies to promote literacy through mobile phones. UNESCO/NGO could provide technical support in developing contents of messages, examinations, monitoring when required.

6 E - literate environment and Lifelong learning

E-literate environment is rapidly spreading out over the world. A number of books over the world were already scanned by Google in collaboration with 18 universities, such as Harvard University, University of Oxford, and Stanford University. In August 2010, it was announced that Google intends to scan all known existing 129,864,880 books by the end of accounting to over 4 billion digital pages and two trillion words in total. All books are available on the Google Books in full free view or with some page limitations. As long as someone has an access to internet, those books are accessible.

Similarly, private companies like Amazon and Apple started to sell books which can be read on their networked devices like kindle, iPhone, iPod and iPad. For Kindle, there are more than 810,000 books available. Likewise, there are hundreds of thousands of books are available in various languages in iBooks for Apple devises. In

particular, it is important to notice there are more than 30,000 of free books in iBooks. Similarly, private companies and publishers are coming into this market rapidly. There are a lot of contents on sale and for free. Importantly, many renowned classic books are also digitized by volunteers and set on the internet for free on tablet and smart phone devices.

It has been long since people started to read newspapers on the web. Newspapers and magazines are more digitized and sent to PC, tablets and smart phones. In most cases, costs to subscribe newspapers and magazines are more reasonable and cheaper. Because of interactivity, readers can make comments, inputs and ideas on the articles.

According to the statistics of ITU, there are 5.2 billion mobile phone subscribers over the world out of 6.7 billion populations. The mobile phone has spread over the world in the last 10 years. Communication has been getting broader, quicker, and more affordable due to advanced technologies and competitions. Smart phones with broad band connections, like iPhone, blackberry, android based phones, are getting more common and will be replacing usual mobile phones quickly in the next 5 years. In 2010, the Minister of Human Resource, the Government of India announced a tablet type computer with internet functions at US \$20. It was similar to the device like iPad in its shape and functions. There had been a lot of challenges to effectively use personal computers for learning and e-environment in rural areas in developing countries. However, the problems of high costs, complexity in operation, software maintenance, and inadequate power supply are needed to be concerned. Therefore, mobile phones and tablet devices are great alternatives since they are cheaper, easily charged for a short time, easier to use and maintain.

In conclusion, as mentioned above, reading contents, communication infrastructures, and hardware devices have been rapidly developed and become more affordable and accessible. Once the printing press technology was invented in 14th century, this innovation brought up so many changes in literate environments. However, it is true that there are yet many illiterate environment areas and places in many countries. There are large potentials of E-literate environment to eradicate illiterate environment over the world.

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E-learning Strategies in Lifelong Learning from Learning 2.0 to Learning 3.0

Sungho Kwon

Abstract

The paper discusses e-learning strategies from learning 2.0 to learning 3.0 in terms of lifelong learning. Several factors have given way to the rise of new ways of e-learning. (1) Society requires more and more for its people to be equipped with good interpersonal skills including communication skills. (2) With the rapid development of networks, people can produce, share and consume their knowledge without difficulties. (3) Various technologies are developed facilitating the learning process. (4) Pedagogies of instruction, characteristics of learners and the environment have also changed.

The paper also proposes desirable ways to change from learning 2.0 to 3.0 in terms of 4 aspects; humanware, systemware, hardware and software. Social media and its influence are also discussed focusing on its significance and contributions to learning 3.0.

1. Introduction

Digital technologies have not only deeply penetrated people's private and professional life, but have already significantly changed learning patterns. The emergence of Web 2.0 featured by its connectivity and broad range of accessibility is contributing to this change in remarkable ways by providing new opportunities for e-learning. With the emergence of these new participative functions of the web, new ways of cooperation and social networking are supported, facilitating knowledge exchange and collaborative content production (Ala-Mutka, 2008).

Along with the rapid growth of Web 2.0, there has been increased discussion of what Web 3.0 might be or should be. This also led to the term Learning 3.0 and a new view of the e-learning process mostly as lifelong, learner-led and more collaborative with the support of social technologies, ubiquitous devices and collaborative tools.

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, the keywords of e-learning from learning 1.0 to learning 3.0 environments will be presented. Lastly, how learning 3.0 can change the objectives, curriculum and evaluation of e-learning in lifelong learning and strategies for e-learning will be discussed.

For the study, the possibilities for the change in e-learning due to the revolution of social media will be discussed. For example, smart phones, one of the most revolutionary and powerful forms of social media, can change the concept of e-learning which is too solid to be changed. It is a time to discuss the real effectiveness of e-learning in lifelong learning.

2. Reasons to change

Major Causes of change from learning 2.0 to learning 3.0 can be categorized into four factors.

2.1. Society: In modern society, knowledge is considered as important social capital. Knowing-how, procedural knowledge, has been more emphasized compared to the past. Not only that, people are required to have practical knowledge such as critical and creative thinking ability to solve problems or make wise decisions. In addition, as social ethics encouraging harmonious interactions among people become more emphasized, society demands an increased development of interpersonal skills like communication, collaboration, awareness of cultural differences and conflict-resolution. Plus, with the emergence of the global economy, borders have become meaningless,

resulting in increased collaboration, as well as competition between countries. In other words, society has changed into a more technological and knowledge based society in which borders are meaningless.

- 2.2. Knowledge:** The life cycle of knowledge shrinks by half due to easy access to creating and distributing knowledge. In addition, knowledge doubles in its size every 18 months through the internet or mass media. With such easy and rapid access to knowledge, people can share and distribute their knowledge without difficulties. This social trend brought about revolutionary changes in the traditional roles of consumers and producers. As a consequence, Prosumer, which indicates that the traditional role of consumer and producer is getting combined, has sprung up.
- 2.3. Technology:** Advanced computer technology allows people various opportunities with the support of cutting edge devices or facilitating network services. Features of technology which facilitate and enable e-learning are listed below.

Table1.Features of technology facilitating e-learning.

Wired/Wireless	Networked Speed
Multimedia	Transparent
Various platforms (phone, pad, netbook, pc, etc.)	User-friendly
	Ubiquitous
	Smart

- 2.4 Education:** Lifelong learning is considered as one of the most essential parts of education policy in modern society. Lifelong learning has following features:
- (1) Planning and assessing your own learning process and products.
 - (2) Being active in searching for and organizing the information
 - (3) Learning in both formal as well as informal settings
 - (4) Learning from your peers, mentors, experts
 - (5) Being involved actively in socio-cultural exchanges.
 - (6) Being able to harmonize learning with working.

The characteristics of learners are also changed. Those who were born in the 70s are called Nintendo Kids or Digital Natives (Prensky,1998). They grew up playing video and computer games or watching MTVs and action movies etc. They can communicate immediately with their neighbors, friends and colleagues all over the

world whenever they needed. Second, they are familiar with random access and parallel processing rather than linear processing and thinking. Third, they much prefer and well recognize graphics-oriented materials rather than text-oriented ones. Lastly, they can easily get used to new devices or systems embedded with state of the art technology

The learning Environment has also changed into

- (1) Blending formal and informal learning,
- (2) Making lifelong learning common,
- (3) Teaching through the cyber-infrastructure,
- (4) Communicating among learners,
- (5) Learning in the borderless classrooms

3. Ways to change - four aspects for successful e-learning

The success of new ways of e-learning in facilitating and improving learning processes and outcomes depends on four factors which might well be contingent to the specificities of each case.

- 3.1. **Software side:** Software is one of the most important factors determining the success of e-learning in a way that it affords flexibility for students to learn at their own time and pace, uniformity of content for all learners, and enhances understanding through repetitive learning. To enhance these benefits of e-learning, we should consider the following things. (1) Learning contents (quality) - Content development is still the most important component in the eLearning environment. Therefore, in developing educational contents, we have to consider their effectiveness and efficiency. (2) Teaching & learning support–e-learning needs to be implemented in a supportive environment with guidance and support to yield positive results for both teacher and learners. (3) Teaching & learning activities– E-learning should become a way to facilitate interaction among peers and teachers by supporting various tools and functions. (4) Class management - E-learning environments should address learners’ diversity in terms of metacognitive skills, learning styles, prior knowledge, and cultures.
- 3.2. **Humanware side:** Humanware refers to competences and requirements needed for successful e-learning. It can be described with the four following aspects. (1) Aspects of learners – Future e-learning should be more personalized and tailored to learners’ needs. In meeting this goal, a systematic approach is needed to analyze and understand learners’ needs. CREATE is an acronym standing for the six factors required to be successful learners participating in life-long education [see table.3]. “C” means cognitive capability.

It includes problem solving ability and critical thinking ability. “R” means relational capability. It includes the ability to create harmonious and reliable relationships. “E” means emotional capability. It includes the ability to control your emotions wisely with an appreciative eye on technology and an aesthetic sense. “A” means adaptability. It includes the ability to find information from a fast search and critically evaluate and use them for your own purpose. “T” means technology literacy. It includes an upright understanding about the characteristics and ranges of use of ubiquitous technology. “E” means effective learning ability. It includes the self-directed learning ability which can be self-planning, self-monitoring, reflection and self-evaluation. (2) Aspects of instructors- For successful e- learning, it is a crucial part for teachers to use appropriate pedagogical strategies and practices to optimize e-learning tools and relevant resources since cutting-edge educational technology itself can’t ensure the effectiveness of learning. (3) Aspects of educational administrators –Well-trained educational administrators are needed to manage, plan and execute a successful e-learning system. (4) Aspects of community leaders – Community leaders or policy makers are needed to ensure financial or political support for developing and establishing an e-learning infrastructure..

C	Cognitive capability	Problem solving ability and critical thinking ability
R	Relational capability	Ability to create harmonious and reliable relationships
E	Emotional capability	Ability to control your emotions wisely with an appreciative eye on technology and an aesthetic sense
S	Adaptability	Ability to find information from a fast search and critically evaluate and use them for your own purpose
T	Technology Literacy	Upright understanding about the characteristics and ranges of use of ubiquitous technology
E	Effective learning ability	Self-directed learning ability which can be self-planning, self-monitoring, reflection and self-evaluation

- 3.3. Hardware side:** For integrating e-learning into life-long learning, there are several things to consider in terms of hardware. (1) Mobility, stability and durability are the most important factors to consider for designing and developing educational devices. (2) A network system also needs to be maintained and supported with high accessibility minimizing internet traffic at the same time. (3) For facilitating e-learning, maintenance service should be well-established in case of technical difficulties.



3.4. Systemware side: As e-learning increases in popularity, more people are taking online courses and thus need to understand security issues. Security issues in e-learning have been a serious threat to developing e-learning programs. To solve this problem, it becomes essential to conduct a security risk analysis effectively. Based on the security risk analysis, appropriate preventive measures can be taken. Programs enhancing communication ethics should be further encouraged. In addition, the external effects of e-learning have to be further scrutinized to understand its drawbacks and strengths.

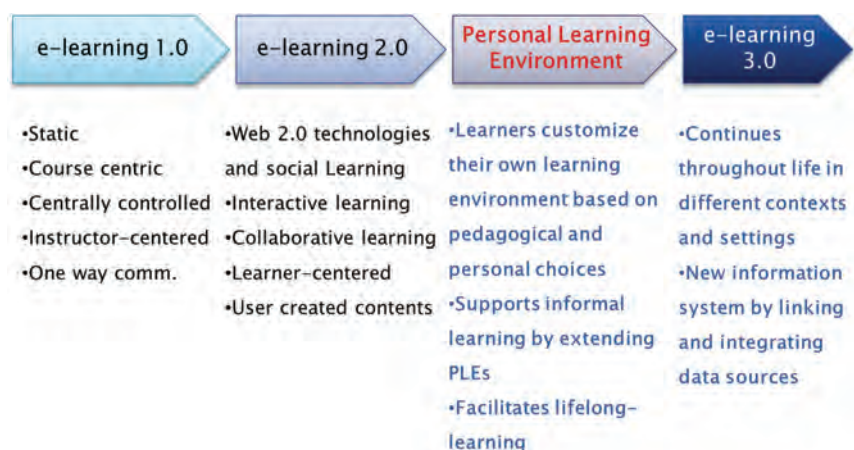
The ecosystem form of e-learning coordination has become critical on the e-learning area. This point of view entails systematic approach to enhance teaching & learning efficiency, enlarge opportunities and raise the quality of education. More importantly, new technology and resources need to be developed considering its sustainability with life-long learning point of view.

4. E-learning 2.0 and 3.0

Figure 3.e-learning 1.0 to e-learning 3.0

Learning 2.0 is a phenomenon, fostered by take up of Web 2.0 in educational contexts. It emphasize on social learning and use of social software such as blogs, wikis, podcasts and virtual worlds just like Second Life. This phenomenon has also been referred to as Long Tail Learning (Seely Brown & Adler 2008)

Although Web 2.0 originated outside educational institutions, it has enormous potential in formal Education for enhancing learning processes, outcomes and supporting the modernization of education. Learning 2.0 approaches promote the technological, pedagogical and organizational innovation in formal education



Learning 3.0 will be more learner-oriented in the way that it will provide more personalized learning environment and life-long education with a support of Web 3.0 technology, whose details are described below.

Table 5. Web.2.0 vs Web 3.0

	Web 2.0	Web 3.0
Era	2000~2010	2010~2020
Interaction	Read and write	Read, write and execute
Keyword	Participation, openness, and sharing	Context recognition
Users of information	Human	Human and machine
Authority of Information	Expansion and concentration	Selection of information
How to use contents	Users are in charge of producing, spreading, and consuming	Intelligent web provides the contents users want (personal customization)
Search	Open to resources on many websites	User customized search
Technology	Broadband, server management	Semantic web, context recognition, cloud computing

5. Social Media

Social Media refers to social online tools and platforms people use to share their opinions, ideas, experiences, and perspectives expressed in various types such as text, image, audio, and video. With the emergence of social media, it is becoming apparent that we are at a fundamental shift in the way that the scope of teaching and learning can be broadened to the point where physical constraints including distance or time no longer matter. Social media has major influence on (1) Participation of Consumers: Consumers start to participate in providing ideas about marketing and producing digital contents. (2) Sharing Information and Networking: Due to the development of web-based technology, information sharing and networking become possible. (3) Promoting Community Culture: mass selling is changed into personalized marketing, which supports creating community culture.

Table 4. Types of Social Media

Service Type	Web 2.0	Web 3.0
Blog	2000~2010	2010~2020
Micro Blog	Read and write	Read, write and execute
Social Networking	Participation, openness, and sharing	Context recognition
Event Networking	Human	Human and machine

6. Discussion

The aim of the discussion is to explore the challenges and opportunities facing e-learning if they are to play an increasingly active role in lifelong learning. It is important to consider using the e-learning tools that will ensure effective learning and other ways to improve the current e-learning system. The followings are several discussion topics concerning the changes of e-learning.

- > How should we communicate with learners?
- > Should we incorporate emotional communication into teaching subjects?
- > How should we improve teaching and learning?
- > How should we solve major problems of e-learning?
- > A New Strategy: teaching and learning
- > How should we solve major problems of e-learning?
 - Deficiency in learning content: The information may not inspire the users successfully
 - Lack of personalization: Different learning platforms are needed to meet a variety of learning demands
 - Narrowness: E-learning systems are applied by small and specific groups
- > What we need to consider

7 Conclusion

We have seen so far that the upcoming learning 3.0 era would have a lot of educational opportunities as well as challenges. The future of e-learning in terms of life-long education will be characterized as the following. (1) Authentic communication will be greatly enhanced with technical and educational support. (2) Admittedly, technical aspects of learning matter, but the competence of teachers and pedagogical practices are much more important. (3) Learning 3.0 will be supplemented and evolved with the rapid growth of social media, putting much more value on the emotional aspects of learning.

To obtain the desirable results, e-learning implementation and its evaluation must be accomplished in a systematic approach in order to successfully assist in establishing a lifelong education society while also requiring comprehensive quality management at the same time. Even though infrastructures and systems are recognized as the critical factors, expert training programs are required to qualify the human resources. It should be realized that meeting the needs of education means more than changes in educational methodology.

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The role of open and distance learning in building a learning society in Viet Nam

Tran Duc Vuong

1 Introduction

In the industrialization and modernization of the country, and international integration, Viet Nam's education system has great mission, to meet diversified learning needs of the people for lifelong learning. Therefore, the system is required to be flexible and operate diversified modes of teaching-learning.

Open and distance learning (ODL) today has become an inseparable part of the education system in many countries around the world. The theoretical basis and practical development over the past half century has demonstrated the role and strength of ODL in the learning society. The philosophy of open education is "to open learning opportunities for all", stressing flexibility and versatility of the system, reducing the barriers caused by age, geographic location, time-limitation, economic status, and personal circumstances. Today, the term Open and Distance Learning: ODL is used widely in the world.

In our country, ODL has been operating for over 17 years and has made significant contributions in enhancing people's knowledge, training human resources, and to meet the learning needs of the people. The leading Party and the Government have orientation and direction for the development of ODL. The fact is that ODL has become the organic component of the national education system. This article analyzes and reviews the role of ODL in the education system in theory and practice, to improve ODL in the conditions to ensure quality and sustainable development, contribute to building a learning society.

2 Lifelong Learning and Learning Society

The concept of lifelong learning is very broad connotations. According to Wikipedia, "Lifelong learning is all learning activity undertaken throughout life, whether formal or informal". The concept is closely linked to continuous education and to continuing education and continuing professional development. Many countries in the world are building strategic plans for developing the lifelong learning system. In Japan, the Ministry of Education has stated: "In order to create an enriching and dynamic society in the 21st century, it is vital to form a lifelong learning society in which people can freely choose learning opportunities at any time during their lives and in which proper recognition is accorded to those learning achievements" (MEXT 200).

To create conditions for the people to learn throughout their lives, there should be necessary elements for the development of national strategies such as policies, education culture and environment, access to knowledge, media, learning resources, and quality assurance, etc.

Learning society with the basic criteria is “to create opportunities and favorable conditions for people of all ages, constantly learning, lifelong learning anywhere, anytime, all levels; to mobilize the combined strength of the whole society to participate in building and developing education ... “ (Project on Building a Learning Society period 2005-2010 approved by the Prime Minister under Resolution 112/2005/QĐ-TTg dated 18/5/2005).

3 Open and Distance Learning in the National Education System

The Education Law (2005) defined “National education system, including formal education and continuing education” (Article 4 Section 1). “The modes of the programs of continuing education for degrees of the national education system include: (a) in-service education, (b) distance learning, (c) self-study” (Article 45, Section 2). The position of distance learning has been defined in the Act.

Basing on the mode of transferring information between instructors and students, scholars around the world identify two types: face-to-face and distance. The current regulations define, “Distance education is an educational process, in which teachers and learners are separated in terms of space and time.” (Article 1, Regulations issued under Decision No. 40/2003QĐ-BGD&ĐT). Moore (1990) stated: “Distance education is the process in which teachers and students are separated physically, so that the technology and means of transmitting information to make the bridge in teaching-learning”.

4 Orientation and Guidelines by the Party and Government on ODL

Assessing the role and importance of ODL in upgrading the people’s knowledge, training human resources to meet the needs of socio-economic development of the country during the renovation period, the Party and Government have policies and guidelines on the development of distance education. The Resolution of the Second Conference of the Central Committee of the Communist Party of Viet Nam Congress VIII has pointed out: “Expanding the continuing forms of learning, especially in the mode of distance learning.” Documents of the Party Congress IX indicated: “Building human resources planning and training by combining face-to-face education, distance learning, and learning through computers” (p. 110). Decision No. 112/2005

dated 18/5/2005 by the Prime Minister on approving the Project “Building a learning society in the period 2005-2010 states:

“Promote the application of distance education methods to conduct continuing educational programs; increase the learning opportunities in distance education for the regions with economic special difficulties and hardship, increase the use of mass media and modern communication technology.” Decision No. 164/2005/QĐ-TTg dated 04/7/2005 by the Prime Minister on approving the project “Development of Distance Education in the 2005-2010 period” set out the targets and major tasks: “Development of methods for distance education at universities and colleges, by 2010 at least 20% of total students learning through distance education ...” In the above documents, the Party and Government are very interested in the development of ODL to meet the learning needs of the people and national development.

5 Current Status of ODL in Higher Education

Since 1993, the implementation of policies to diversify the types of training, the Government has established two open universities: Ha Noi Open University and Ho Chi Minh City Open University, with the main task of distance education. In 1994, distance training centers were established at some universities. Up to now the whole country has 16 more universities operating ODL including: Ha Noi University, Ho Chi Minh City National University, Ha Noi University of Education, Hue University, University of Post and Telecommunications Technology, National Economics University, University of Danang, Dalat University, University of Binh Duong, Tra Vinh University, University of Education 2 Xuan Hoa, Hong Bang University, Duy Tan University, Dong Thap Pedagogical University, College of Business - Technology Hanoi, Can Tho University.

ODL to meet the needs of learners, mainly focusing on the areas: Pedagogy (44%), Economics (32%), Law (13%), Computer Science and Electronics (9%). The majority of distance learners are employees from offices and enterprises (80%). For the past 17 years, the ODL providers have trained nearly 200,000 bachelors, engineers; and currently more than 200,000 learners are attending ODL courses. The majority of graduates have jobs and are good at their assigned work. Many people are promoted or appointed to undertake higher positions.

The distance education technologies are being used: print materials, audio - visual media, and modern information communication technology (e-learning), although the level of collaborated media and advanced technology is different among the ODL providers. Ha Noi Open University (HOU) has been rated as the leading institution for learning materials and technologies for ODL. Most print materials delivered to students are accompanied by electronic learning materials such as CDs, CD-ROM. In recent years HOU in collaboration with Voice of Viet Nam Radio has broadcasted

over 12,000 learning programs (15 minutes each). The e-learning system with 3D applications is attracting more people to attend.

6 ODL in Developing Human Resources

Viet Nam is a developing country; the demand for trained human resources is enormous. According to the General Statistic Department, there are about 45 million working people; only around 10 million have been trained. Specifically, 65% of workers belong to the agriculture, forestry and fisheries, but only 3.85% have been trained. That makes for low productivity and output, reducing the competitiveness of the economy.

In recent years, many new universities and colleges have been established, the number increased rapidly, but still not meet the learning needs of the people.

Year	Number of HE institutions	Students	Teachers
1999	153	893.754	30.2309
2009	376	1.729.499	61.190

Source: Prof. Lam Quan Thiep, AAOU-2010 Conference, Hanoi

In 2007-2008 school year there were 830,000 students of continuing education, 75% of which were part-time in-service students. Part-time in-service education is actually conducted by face-to-face teaching. Most instructional materials for this type are based on learning materials for formal training. The problem is that, these programs need classroom facilities and equipment, respectively, while the financial resources are limited. Furthermore, the training of teachers to meet total demand needs time for training and self training. The rapid increase in quantity will affect the quality.

The ODL experts suggest that, solving well the quantity-quality issue in ODL will help us to overcome the barriers of requirement the percentage of students per teacher as well as the limits of classrooms and the learning ability of different students. We will move from the “closed” educational process in nature to the more “open” learning. Therefore, ODL system with well designed and standardized learning materials, and the application of information communication technology will be the solution to the problem of quantity and quality in education.

7 Open and Distance Learning VS Face-to-face Education

Methodology of ODL based on the principle of using the well prepared and standardized learning materials has gained economic benefits from enormous scale. The principle of this educational method is to mobilize the ability of self-study, self-training of learners. Learners are not bound by time, working conditions or family circumstances. Moreover, ODL can meet the needs of workers to update knowledge, improve their professional skills, achieve a higher degree, which was previously for some reason they could not reach. It is conclude that only ODL can create learning opportunities for everyone.

In the process of industrialization and modernization of the country, there should be high quality human resources through training. If we only rely on traditional training methods limited by campus and classrooms with the walls, it is really difficult to meet that need.

The Ministry of Education and Training has stated a goal for 2020 the ratio of 450 students per ten thousand people. The Decision No. 164/2005/QĐ-TTg dated 04/7/2005 by the Prime Minister on approving the Project “Development of distance education in the 2005-2010 period” set out targets for 2010, at least 20% of total students learning by distance education mode, corresponding to 300,000 students. By 2020 there will be about 30% distance learning students, with 500,000 students respectively. Furthermore, millions of people wishing to study ODL short-term programs.

Therefore, ODL can continue, supplement, and replace traditional education in many cases, depending on the needs of learners.

8 ODL for Equality in Learning Opportunities

The people have diversified learning needs with different purposes. The responsibility of the education system is to meet the learning needs of the people. UNESCO (1996) stated: “Education is a basic human right, should be made through the entire life of every individual.” The Education Development Strategy 2001-2010 issued by Decision No. 201/2001/QĐ-TTg dated 28/12/2001 by the Prime Minister also said: “Developing non-formal education as a form to mobilize the community potential to build a learning society, create learning opportunities for people of all levels, all ages, anywhere, for lifelong learning, appropriate to the circumstances and conditions of each individual, contributing the people’s knowledge upgrading and quality of human resources.” The Education Law also clearly shows that the “continuing education helps people learn while working, constant learning, lifelong learning ... “(Article 44).

ODL in Viet Nam is creating conditions for people to exercise their four pillars of education launched by UNESCO: learning to know, to work, to live in the community,

and learn to be significant. If the face-to-face traditional education focuses in serving the people of school age, ODL also attracts those who have retired and disabled people. Evidently, at Ha Noi Open University, after having retired Mr. Cao Giang Son started to study information technology and graduated at the age of 70. The blind student Le Tu Lap, after graduating Business administration, established an enterprise for the blind in Thanh Tri, Hanoi; and many other blind people have been attending the ODL programs. There is an old age man (77 years old), who wants to have a more meaningful life and to set an example for his children, is now studying Law provided by Ha Noi Open University in Bac Giang Continuing learning Center.

Today, due to the advancement of information communication technology, information transfer and the teaching - learning environment between teachers and students can be made more comfortable. Information communication technology allows re-use and free use of the materials in teaching, learning and research (open educational resources). The MoET is developing open learning materials for the library on the Internet, to mobilize the contributions of universities and colleges. People can access free, active learning by individual needs. Approach of ODL with the application of modern information technology has changed teaching and learning methods, improving the efficiency of tertiary education which has long been limited by the walls.

9 Conditions and Necessary Factors for Quality Assurance in ODL

The open education philosophy and the principles of distance education to meet the needs of socio-economic development help reduce the load to the face-to-face education. ODL system in our country has been formed and developed, enrolling over 200 thousand students. In order to achieve ODL quality and sustainable development, there should be the elements and conditions to ensure, from preparing to assessing learning outcomes, including two important processes:

- a) **Learning materials and media:** the ODL providers in our country today mainly rely on printed learning materials. According to the methodology of ODL and the experience of other countries in the region, learning materials must be well designed and meticulously compiled for ODL, including methods of teaching-learning and content expertise. In addition to print materials, electronic learning content on CD, VCD, CD-ROM are supplemented. Fast growing Internet should be used to transfer the content and teacher-learner interaction.
- b) **Assessment:** Results of student learning should be assessed objectively and truthfully. An academic result must be evaluated in the form of essays, mid term testing of all subjects. Examination form can be an essay or test, or a combination. Quality “outputs” of ODL students should be equivalent to those of face-to-face education graduates.

Conclusion

Open and distance learning aims at creating equality for all people on educational opportunities, reducing barriers caused by geographical distance, economic factors, age, time, and personal circumstances. ODL has become an indispensable part of the national education system. In fact, the technology of ODL is being widely used not only in distance learning providers but also in traditional institutions, and learning resources through the Internet, CDs, etc.

The ODL degree-granted programs are being conducted at 18 universities in the educational system. In addition, many programs are also transferred through the system of mass media such as radio, television and the Internet with a rich range of topics, meeting the needs of all classes of people, for lifelong learning.

To ensure ODL quality and sustainable development, contribute to building a learning society, there should be the active participation of the policymakers, managers, teachers, social organizations, and the entire community in the country.

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Multimodality - On video mediated counselling for educational purposes

Mie Buhl

Abstract

In this paper, I address an ongoing discussion in Danish E-learning research about how to take advantage of the fact that digital media facilitate other communication forms than text, so-called 'multimodal' communication, which should not be confused with the term 'multimedia'. While multimedia represent the use of various media for communication, multimodality refers to the different symbol systems we employ in communication practices. As new educational practices emerge from the application of ICT, all teachers address multimodality when they plan, practice and reflect on their teaching and learning situations. The choices they make involve E-learning resources like videos, social platforms and mobile devices, not just as digital artefacts we interact with, but the entire practice of using digital media.

In a life-long learning perspective, multimodality is potentially very useful for developing pedagogies where a synergy of different symbol systems facilitates new and flexible learning situations that can meet different needs of different learners. The present paper includes an example from a Danish university program.

1 Introduction

ICT- studies enjoys a rapid influx of new words and concepts. The emergence of digital technology and all the software it entails is on the one hand a driving force for discussion of new initiatives for implementing information- and communication technology in Danish education. On the other hand, the technology also leads to, and facilitates discussions of, an educational practice that follow from the recognition of the complexity of teaching and learning situations.

The cultural aspects of the social practices where new media come into play are highly important. The interplay between new media and social practices has brought about an interest in multimodality. (Kress and van Leeuwen 2001). Multimodality denotes the application of different semiotic systems such as texts, images, speech, sound, numbers and narrative structures in the tradition of Kress and van Leeuwen (2001; 2003). The assumption is that the interplay between modalities creates a synergy of meaning, which is what we denote multimodality.

The synergy inherent in multimodality is not a new discovery, but is used in new ways when technology is involved and mediated spaces emerge as part of social practices (Buhl 2008, 2009). The multimodal approach becomes evident when video as a learning resource become part of the teaching- and learning situations. Video multi-medial, but it is also multimodal, because the interactions of various sign systems generate meaning in more ways than pure text, be it written or speech. The digital technologies enhance this multimodal experience; particularly video because of the medium's its multi-medial nature.

2 Video and multimodality

Digital technology led to a need to describe the convergence of images, text and sound, and one means of description is the notion of multimodality (Kress & Van Leeuwen 2001). Multimodality refers to interplay between various modalities that create a synergy in knowledge-building. When a lecturer (more or less consciously) chooses to use specific modes such as visuals, texts, sound or speech in her/his educational practice, (s)he creates a potential for knowledge-building and for reproducing the contextual conventions learning the experience originates from. Kress & Leeuwen argue that meaning of signs is negotiated in social practices. This supports the notion that images may be interpreted as legible signs, i.e. their meaning can be translated into written or oral language (Kress and van Leeuwen 1996; Kress 2003). However, the embodied sense-based qualities involved in video cannot be fully comprehended from a discursive perspective. Videos draw on their particular iconographic notation systems of meaning perceived through form, lines, contrasts, colours, structures textures, rhythm and composite qualities, as well as on verbal speech, on sounds, on motion, on narratives and dramaturgy with

embedded interdependent codes and culturally conditioned potential for construction of knowledge and meaning.

From a multimodal perspective, videos are part of the synergetic knowledge construction as well as a specialised competence. The emergence of video-mediated learning resources has brought the question of multimodal teaching and learning processes into play. Embodied utterances like gestures and movements become mediated components in processes where a particular situation should be reflected, and they are interdependent of particular affordances, i.e. the perceptual potentials of a particular environment (Gibson 1979).

As for most digital learning applications and digital technologies, videos also call for a reorganisation of the teaching and learning situations. Regardless of the actual form and content of a course, the designer always faces the didactic challenge of facilitating a learning process. The Norwegian researcher E.L. Dale describes the teacher's didactic activities on three levels: the organisation, the practice and the reflection of a learning situation (Dale 1989). In his opinion, instruction has a theoretical as well as a practical dimension. He argues that the teacher has to reflect on the learning content, on the ways of adequate instructions based on pedagogical and on didactic theories.

University teachers are not used to think of digital learning resource as a factor in a teaching and learning process, because the means for learning are still by and large textbooks and the lectures take place in lecture halls. This is currently changing in Denmark, and the theoretical approaches of people such as Dale become more and more relevant in light of the ubiquitous nature of ICT.

Students' own video productions are the results of the increasing use of ICT in Danish university programmes, and they add new opportunities for the facilitation of learning processes.

3 The video-mediated counsellor

The case I will discuss is from a Danish Master of Counselling-program, in which one course involves video production and analysis of one's own practice as a means to develop counselling competences.

The Master students already work as professional counsellors in different educational institutions all over the country. They are typically trained teachers, nurses or academics who have segued into counselling, and they come to the university to add an academic degree in counselling to their professional achievements. This means that they have a lot of practical experience to draw from, and at the same time they have developed unconscious habits and ways of counselling, e.g. in the way they address their clients, their body language, the whole setting of the counselling

situation. The study programme provides an analytical element to the counselling practice and, thereby a development of the students' professional skills.

In the course with the video production, actual counselling is performed and recorded by the students. The first step is to invite one of their clients from their professional practice to participate in a counselling session, which is recorded on camera from start to finish. The next step is to make the resulting video into an object for analysis. Later, the video is analysed on the basis of various academic theories about multimodal approaches. Questions about the artificiality of performing in front of a camera and the significance of culturally defined media competences are addressed.

Kress and Leeuwen (2001) also addressed this issue from the perspective of multimodality and the students are encouraged to draw on their approach, both when they plan and when they analyse their own video production. The approach comprises four dimensions of the multimodal communication as a tool for analysis:

- Discourse which posits that the perception of reality is socially constructed. The video exposes this and provide the Master students with an opportunity to examine their own professional practice from different perspectives. They may, for example, see how clients become nervous when they enter the counsellor's office.
- Design which addresses the development of a concept in order to establish a certain discourse. In this phase, the students may examine the conceptualisation of the counselling situation, which may call for a redesign. If, for example, a Master student wants to establish a relaxed atmosphere in the office he or she may decide that the counselling situation should take place in a setting that resembles a living room.
- Production which denotes the actual articulation of the design. The students analyse and improve the mise-en-scene of the counselling they may, for instance, put in a sofa instead of the office desk or alter their own physical appearance by changing clothes.
- Distribution which denotes the choices of media for storage and dissemination of the negotiated meaning-making emerged from the situation. The choice of video has already been made in the particular case.

Kress and Leeuwen did not categorise the phases of the multimodal discourse for educational purposes or to enhance E-learning activities in particular. They investigate (the construction of) meaning-making in human communication situations as such. Their social-semiotic approach, however, is valuable for discussions about the learning potential of multimodal uses of video. The challenge is to identify the multimodal learning potential.

4 The dual space of experience and a theory-generating practice

The use of video production for educational purposes in counselling creates a dual space of real time and mediated experience with the counselling situation. Furthermore, this dual space of experience gives the Master student an opportunity to turn his or her counselling practice into a situation for analysis drawing on embodied experience with e.g. the atmosphere and the dynamics in the room as well as a distant observation position created by the camera lens.

In the physical space, the counsellor's observations are framed by institutional structures and discourse (Kress & Leeuwen 2001), and by actions in real time and space. In the video mediated space, the observations are constructed by the video camera's artificial eye and the presence of the camera makes a setting for the performance and thereby influences the situation and affects the actors. Fig. 1 illustrates this dual space of experience.

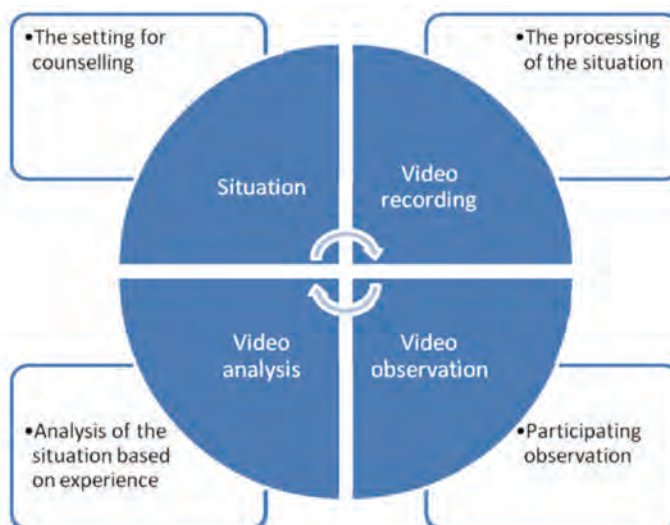


Fig.1 The dual space of experience

The four segments represent the dynamics of knowledge generation in the physical and video mediated space of a counselling practice. The white boxes represent the physical space for knowledge generation. The blue circle represents the dynamics of the video-mediated knowledge generation. When the counselling situation is made an object for investigation, the dual space of experience forms the basis of presence and distance. Thereby, the Master student's is given the opportunity to profession to approach routines of his/her profession from new angle.

When the dual space of experience is analysed as a semiotic discourse, the Master students learn about professional counselling by doing it and by reflecting on it from a distance brought about by the video production.

The crucial point, however, is that the Master student also has an embodied experience of being in the counselling situation that he/she later turns into an empirical object for analysis and interpretation. This adds a sense-based dimension to the social semiotic discourse. Furthermore, the situation brings about the embodied experience of atmosphere and reactions like surprise, anger or laughter which emerge from the situation itself (Buhl 2009). The video observation and -analysis creates dialectic relations between discourse and embodied experience, and the Master student is given a key to improve a professional practice, i.e. counselling.

The Master students' analytical and theoretical competences are evaluated at the end of the course based on this particular recorded situation. Furthermore, students are given a method to conduct multi-modal research.

Video observations are a well-known qualitative method, but even though video is multi-modal, video analysis is often analysed as verbal conversation without taking the other modalities into account. The present case exemplifies the learning potential of a multimodal approach with regards to analysis, understanding and change of a professional counselling practice:

Firstly, the four dimensions developed by Kress and Leeuwen allow us to identify significant aspects of a situation and act on them.

Secondly, the dual space of experience came about from the sequential practice of the counselling and turning the recorded session into an object for analysis. The dual space takes the so-called tacit knowledge (Polyani 1969) into account; this comprises a methodology that bridges embodied presence and analytical distance to empirical data, or a theory-generating practice. The learners gain knowledge in the intersection of doing, experiencing and reflecting on the basis of theoretical knowledge (Buhl 2003, Buhl & Flensburg 2011). The approach of theory-generating practice puts the learner's practical skills and competences into the centre of attention and forms the basis for developing knowledge building. The theory-generating practice draw on a multimodal approach where symbol systems as well as sense based experience comes into play. The theory- generating practice conducted and reflected from a multi-modal approach could be the key to design educational programmes to professionals who need to participate in a lifelong learning process.

5 Video and E-learning

The case exemplifies how digital technology does more than just overcome distance. New ways to create learning situations emerge from integration of video into a course. Experiences from a multimodal approach to video production can potentially be transferred to other aspects of E-learning in order to improve (the use of) video conferences, Skype meetings, video pod casts and other video-mediated resources.

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eSkwela: Breaking Old Habits

Maria Melizza D. Tan and Yuko Lisette R. Domingo

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.

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.

1 Introduction

Man is a creature of habit.

People say that a teacher from the 1900's would adjust easily in today's classroom because despite the huge difference in content, the teaching and learning processes remain the same – the teacher stays in front and, with the typical chalk and blackboard, delivers her lectures to a bunch of passive note-taking or book-toting students arranged in neat rows and columns.

It has been argued that this is not the appropriate educational environment to deliver the knowledge and competencies we need in this “knowledge-based, global society”. The education sector has been challenged repeatedly to ensure that learners possess 21st Century Skills and Digital Age readiness – that they value self-direction, adaptability, critical thinking, collaboration, and lifelong learning – to fill the existing gap between the Knowledge-Skills-Attitudes (KSAs) of learners versus what is needed by today's society. Further, the WSIS Declaration of Principles: Building the Information Society: a Global Challenge in the new Millennium recognized that an important challenge for the global community is to harness the potentials of information and communications technology (ICT) to promote the development goals of the Millennium Declaration, citing that education, knowledge, information, and communication are at the core of human progress, endeavor, and well-being.

In response to these challenges, various efforts have been put forward to encourage educators to break away from the norm, to break the habit of conducting one-size-fits-all teacher-centric classroom sessions. ICT in education advocates the incorporation of the appropriate use of information and communication technologies in the teaching-learning process, citing numerous potential benefits such as broader access to learning resources and tools, efficiency, interactivity, communication and collaboration, and innovation.

Such has been the motivation behind the eSkwela Project.

eSkwela is a flagship project of the Commission on Information and Communications Technology, done in close collaboration with the Department of Education's Bureau of Alternative Learning System (DepEd-BALS) and local communities. eSkwela Centers are community-based e-learning centers that provide ICT-enhanced delivery of the Accreditation and Equivalency (A&E) Program to those who are NOT in the formal education system – i.e. the out-of-school youth and adults (OSYAs) in the country – who wish to finish their basic education requirements or to gain relevant life skills for personal growth, higher education, or employment. Learners may opt to take the A&E Test, which if they pass, serves as an equivalent to the elementary or secondary level diploma – a lifeline for most Filipinos.

2 Fight Against Illiteracy

The 2009 Functional Literacy, Education and Mass Media Survey (FLEMMS) showed that the Philippines has an estimated nine (9) million people who lack functional literacy and four (4) million who lack basic literacy¹ - this means that 14.1 percent of the entire population has not finished their basic education. The country has set the goal of bringing down this number to zero by 2015, in support of United Nations' Education For All (EFA).

A 2003 study by the Asian Development Bank estimated that only four out of ten youths who enter elementary school get to finish high school, as seen in the Cohort Survival Trend graph shown on Figure 1 – the graph shows that for every 100 students that enter the formal education system at Grade 1, only 66 graduate from Grade 6 while only 43 graduate from 4th year high school. Every year, there are more and more young people who should be attending schools but are not, due to various reasons.

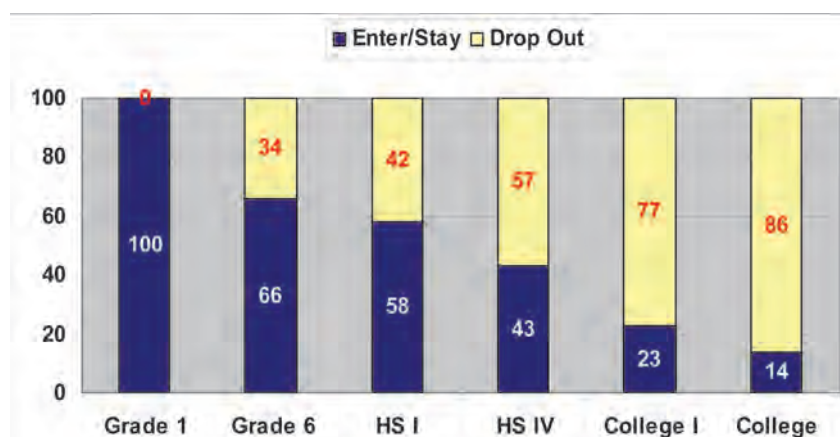


Figure 1 Cohort Survival Trend

The Accreditation and Equivalency (A&E) Program focuses on the 57 of every 100 students who drop out of the system. It is meant to give a chance for these learners to get out of the vicious cycle of poverty and stunted opportunities that force them to drop out from school so they could earn money but cannot get good paying jobs because they do not have diplomas as proof of their competencies.

¹ Balane, L. (2009) 'Illiterate Filipinos now 15 million', ABS-CBN Newsbreak, 23 Sept. 2009. Online, available at <<http://news.abs-cbn.com/nation/09/23/09/illiterate-filipinos-now-15-million-and-counting>> (accessed 31 March 2010).

The Program differs from the traditional formal education curriculum by making use of a flexible, self-paced learning approach that emphasizes the learner's needs and the application of life skills. The A&E "curriculum" is cut up into five (5) learning strands, each one composed of a number of life skills modules that are directly useful in real life, such as skills on listening, writing, interviews, basic accounting, filling up forms, computing for one's electric bill, resolving conflicts, etc. There was even a learner who went into the A&E Program because he needed to learn how to compute for change so that he could ply the public utility vehicle that a relative gave him.

3 eSkwela

In 2006, amazed by the model that the A&E Program presented, CICT proposed the eSkwela Project that would tap ICTs in improving the delivery of this worthwhile program and simultaneously broaden its reach among Filipinos.

At the heart of eSkwela is its instructional model that combines the good things about the A&E Program and the possibilities that ICT offers to enrich a blended learning experience. It was meant to challenge the educational system to break hold of its traditional paradigm and to explore ways by which ICT can enhance the teaching-learning process. The A&E Program, advocating an alternative learning approach, provided that chance primarily because of its flexible nature, individualized learning, and focus on life skills.

The project currently has 132 of the 283 targeted e-learning modules certified by BALS. Four (4) e-courses for the Technical Education and Skills Development Authority (TESDA) that cover Horticulture, HVAC-Refrigeration, Automotive Servicing, and Bartending, are also being developed for the eSkwela learners. From a pilot run of four (4) sites in 2006-2007, there are now 62 sites – by far the largest initiative of its kind in the country. Most of the centers are community-led shared facilities, meaning the communities were the ones that sourced the infrastructure, the connectivity, the personnel, and sustainability costs – CICT just came in for the social mobilization, training, systems and content, and monitoring activities. There are centers on top of public markets, inside container vans, in existing community e-centers (or publicly owned internet cafes), and even one that is transported from village to village on board a motorbike. All these were made possible through the gracious assistance of local partners who have demonstrated the true meaning of synergy.

¹⁰ Siemens, G. (2004) 'Connectivism: A Learning Theory for the Digital Age'. Online, available at <www.elearnspace.org/Articles/connectivism.htm> (accessed 15 May 2007).

The effects of their efforts are felt where it matters most: in the marginalized poor, with housewives, with the disabled – sectors that have traditionally gotten the short shrift in the one-size-fits-all arena of formal education.

Recognizing that the success of the project ultimately lies with the implementing partners, the project has already trained around 1,700 implementers including national trainers, learning facilitators, center managers, network administrators, content developers, reviewers, and module guide developers. They now serve as the project's local champions – its official advocates.

Having served an estimated 3,500 learners since 2007, the eSkwela Centers around the country are living testimonials to the potentials of ICTs in education. In fact, it has been given a Certificate of Commendation in the UNESCO ICT in Education Innovative Awards 2007-2008. It will be conferred with an Honorable Mention by the 2010 UNESCO King Hamad bin Isa Al Khalifa Prize for the Use of Information and Communication Technologies in Education.



4 A Major Challenge: Capability-Building among Learning Facilitators

Breaking old habits is hard to do.

Effective ICT in Education calls for a pedagogical framework that is fit for the digital age such as the new learning theory by George Siemens called Connectivism², which is described as Constructivism in a connected environment. It recognizes that learning and knowledge is developed in a non-sequential, iterative process of connecting with a diverse mix of opinions and making decisions by articulating, reflecting on, and evaluating the connections and options one sees in his environment. Focusing on the development and application of life skills, the A&E Program is aligned to this framework through the iterative 4A's cycle:

² Siemens, G. (2004) 'Connectivism: A Learning Theory for the Digital Age'. Online, available at <www.elearnspace.org/Articles/connectivism.htm> (accessed 15 May 2007).

4 A's	definition
Activity	experience and acquire new knowledge and skills
Analysis	new knowledge and skills are linked to what they already know and can do; reflectively think about how new knowledge and skills can be used
Abstraction	forming own meaning / understanding; verbalizing it
Application	a way of trying out, or applying what the learners have learned to an actual situation

The original eSkwela instructional model presented during its pilot run in 2006-2007 enhanced the print module delivery mode of the A&E Program by incorporating the use of ICTs in the various points of the learner's engagement. Ideally, ICT was used as early as the Learner Entry phase – using databases, automated tests, and forms for the learner application; conduct and grading of the Functional Literacy Test (FLT); and production and recording of the Individual Learning Agreement (ILA). The model primarily used the Learning Management System (ATutor at that time) to facilitate the learning process and interactions among the center coordinator, the online learning facilitator, the learner, and the expert/mentor (optional). The LMS was designed to be the main point of contact for all the users to access the module guides, e-learning modules, communication and collaboration tools, automated tests, and learner profiles, portfolios, and academic records. An online A&E test – automated self-generating randomized multi-item exam system – was likewise planned as a future development.

It was characterized by a blended type of learner-centered instruction consisting of three elements: computer-aided learning via interactive e-learning modules, teacher-facilitated instruction & learning as aligned with the pace and need of the learner, and collaborative group activities and projects. The learning environment to be maintained was meant to promote literacies for the Digital Age (i.e. 21st Century Skills), lifelong learning, and appropriate and relevant use of ICT that enhance learning.

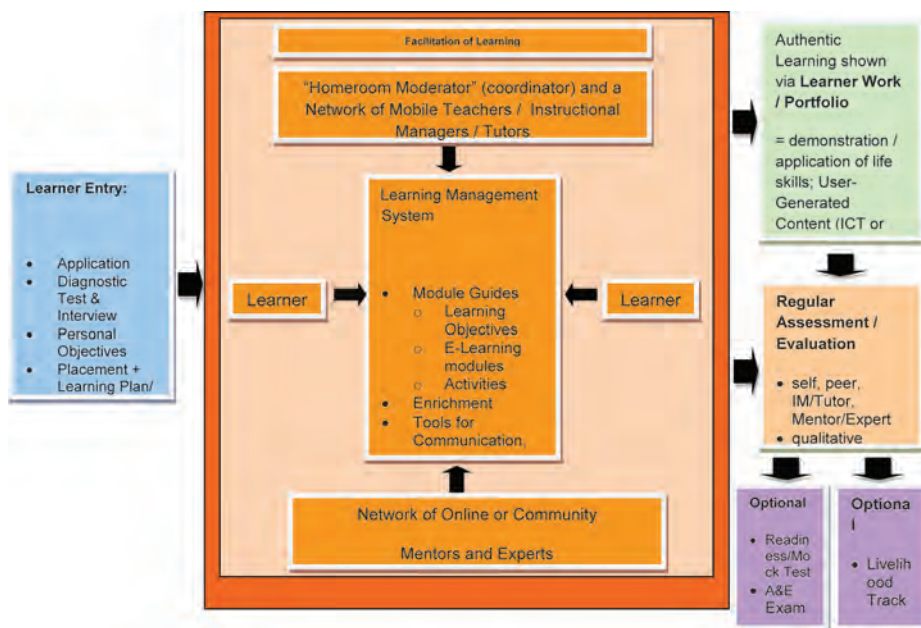


Figure 3 eSkwela Instructional Model v. 1

Through this model, learning facilitators would find that ICT affords them and learners alike more freedom and flexibility to adopt such an approach while aligning to the individualized learning plans of learners – something that field ALS implementers have found difficult to implement with the conventional print-based modules and session set-up.

4.1 Problem Scenario

Keeping this in mind, the eSkwela Project Team designed and conducted the Teacher Training Course on the eSkwela Instructional Model that emphasized these ideals. However, through follow-up monitoring activities, it was observed that in the early years of implementation, the trained learning facilitators found it difficult to apply the eSkwela instructional model. It was found that the eSkwela Instructional Model was not being efficiently and effectively implemented within the four pilot sites – that is, there was a strong tendency to go back to the conventional teaching/learning methods used, the ICT tools were not optimized, application of problem/project-based learning approach was not prioritized.

As such, the team analyzed the situation, specifically looking into the following concerns:

- How can the team improve the use of the eSkwela ICT-enhanced Instructional Model – i.e. seamless blend of the e-learning modules, teacher facilitation, and LMS, in the context of a project/problem-based approach?
- What are the specific activities that need to be done to further enhance teacher competencies in the use of the eSkwela Instructional Model?
- What performance indicators should be used to measure these competencies?
- What performance indicators (outputs and outcomes) should be used to monitor and evaluate the use of the eSkwela Instructional Model?

4.2 Problem Analysis

Focusing on these questions, the team set out to analyze the root of the problem and figure out possible solutions to make the model work.

When this mini-study was conducted, the project was still in its pilot stage – the centers had been operating for barely eight (8) months. As such, since the learning facilitators were so used to the conventional/ traditional ways of teaching (i.e. teacher-centered, same-paced sequential learning, traditional assessment methods), they were still adjusting to the new instructional model which called for a paradigm shift in the way they did things. It required a shift from the traditional learning model to a lifelong learning model in order to accommodate a Connectivist approach to learning.

One major mistake made was to assume that a short 5-day training course would equip the “new recruits” with the knowledge, skills, and attitude to implement the instructional model on their own and without additional guidance. Thus, a major realization that had to be factored in was that such a shift does not happen overnight. It definitely requires time, conscious effort, commitment, and persistence on the part of the learning facilitators to break old habits and in the process, welcome exploration and experimentation for the eSkwela Instructional Model to flourish. There was a clear need to consider the maturity model, as shown in Figure 4, that looks at one’s ICT competencies and corresponding comfort

³ Adapted from Padongchart, S. (June 2006) A Curriculum Framework for Integrating ICT and Pedagogy in Teacher Education. National Training Programme for Teacher Educators on ICT-Pedagogy Integration Training Manual. UNESCO-Bangkok.

levels as contributing factors to the extent of ICT application in his work. As with new “recruits”, regular monitoring, handholding, follow-through assistance, and scaffolding in the form of guidelines and models are necessary to help them in breaking old habits to form new ones, so to speak.

Specializing in the use of ICT	Stage 4: Transforming	Creating innovative learning environments
Understanding how to use ICT	Stage 3: Infusing	Facilitating learning
Learning how to use ICT	Stage 2: Applying	Enhancing traditional teaching
Becoming aware of ICT	Stage 1: Emerging	Supporting work performance
Stages of ICT Usage	Stages of ICT Development	Pedagogical Usages of ICT

Figure 4 Maturity Model on the ICT use in the classroom iii

Through the fishbone analysis shown on Figure 5, the team was able to pinpoint several factors that contributed to the problem, namely:

1. a lukewarm level of acceptance of the instructional model because despite being novel, the model was overwhelming and presented a burdensome shift from the way things were being done
 - o an extreme case of “resistance” was having the learning facilitator require all the learners to navigate and view each screen of an e-learning module synchronously, as if they were going through each page of a print module, without acknowledging the learners’ respective needs and pace
2. low teacher competency levels on the ICT-based instructional model
 - o upon review, it was determined that the design of the original training workshop was a mix-and-match of discussions and hands-on activities on ICT in education, office productivity tools, and ATutor – committing the common mistakes of focusing too heavily on the software applications rather than on pedagogical strategies as well as neglecting the ICT competency-and-use maturity model explained below
3. minimal implementation of resource-cum-project-based approach
 - o the team realized the need to re-orient the learning facilitators to resource-based and project-based learning to capitalize on the A&E Program’s

focus on life skills as well as the potentials of using ICT to link learners to community activities and projects

4. lack of existing models to pattern after
 - o although the potential benefits of ICT in education have been widely discussed, the model was still fairly new to the learning facilitators who need concrete experiences to observe and outputs to scaffold on, thus adhering to the 4A's approach of ALS

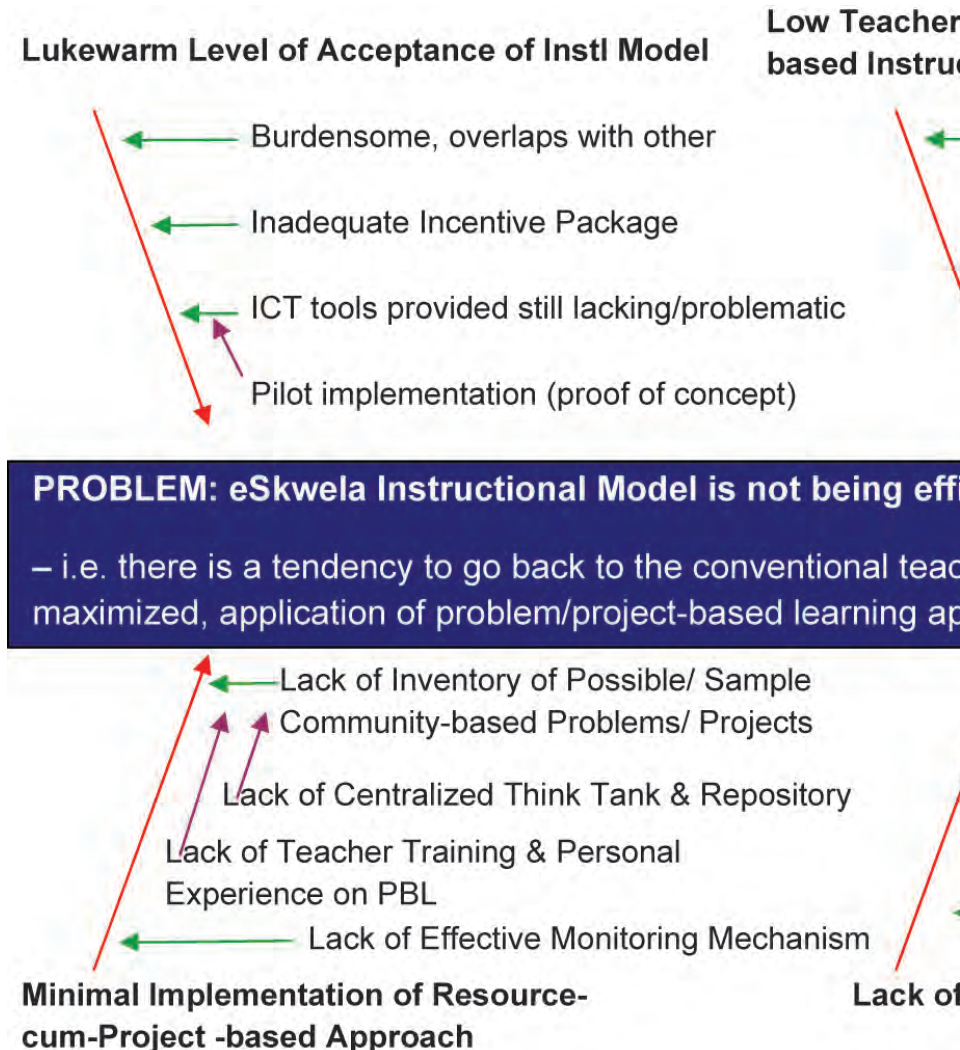


Figure 5 Fishbone Analysis on the implementation problem of eSkwela

Competency Levels on ICT-Instructional Model

- ← Inadequate Teacher Training
- ← National ICT Competency Standard for Teachers awaiting adoption
- ← Lack of Teacher Training Phases/Stages
- ← Lack of Systematic Follow-through Performance Monitoring Mechanism

Efficiently and effectively implemented

Existing teaching/learning methods used, the ICT tools are not integrated. This approach is not prioritized

- ← Lack of Documentation on Site Operations, Weak Monitoring
- ← Mismatch of Existing Session Guides
- ← Pilot Implementation

Existing Models

Below was the SWOT Analysis done on the pilot run of the project, from which possible solutions were derived:

Table 1 eSkwela SWOT circa September 2007

Strengths	Weaknesses
<ul style="list-style-type: none"> • Government Support on the e-Learning Project (funding) • 4 operational sites • Stable Accreditaion and Equivalency Program of DepEd-BALS • Dedicated project team 	<ul style="list-style-type: none"> • Project was still in its infancy – many birth pains experienced, no hard rules, lack of best practices documented • Site implementers were still “learning the ropes”, resistant to change, inadequate experience/ weak background on ICT integration in education • Lack of internal e-learning expertise • A&E e-learning modules for the project were still few • Existing learning management system (ATutor LMS) lacked features
Opportunities	Threats
<ul style="list-style-type: none"> • Wide array of potential community partners and volunteers <ul style="list-style-type: none"> o Presence of manpower and teaching expertise from various sectors (e.g. SUCs, NGOs, etc.) who can provide guidance in the field of education o Geographic location of potential partners in the target localities of implementation; with existing ICT facilities and/or training programs • Availability of online materials to support existing ALS materials • Potential national and LGU champions 	<ul style="list-style-type: none"> • Possible changes in ALS curricular directive, loss of champion • Loss of funding source, withdrawal of sponsors • Changes in technology • Political vs. Program loyalties and affiliations

4.3 Recommended Solutions

Based on the fishbone diagram and the SWOT Analysis, an array of possible solutions was posed, including but not limited to the following:

1. Establish a group of learning facilitators to focus on the review and enhancement of the eSkwela Instructional Model by sharing implementation experiences and exploring possible scaffolding resources and mechanisms
2. Design, develop, and conduct a Continuing Teacher Training & Enhancement Program (CTTEP) using a blended learning approach (face-to-face and online), including but not limited to:
 - o Stage 1: ICT Literacy (Introduction to ICT in Education and eSkwela, Productivity Tools)
 - o Stage 2: Workshop on ICT-enhanced Resource-cum-Project-based Learning, Performance/Portfolio-based Assessment
 - o Stage 3: Optimizing the Use of the Internet and the Learning Management System towards a Self-paced, Blended Learning Approach
 - o Stage 4: A Look into Distance Education for ALS
 - o Stage 5: Training Workshop on Conducting Effective eSkwela Sessions
3. Provide additional incentives to pilot implementation teachers to get out of their comfort zones (e.g. laptops, awards, additional trainings and short courses including knowledge exchange conferences, field visits, etc.)
4. Develop and conduct a systematic Performance Monitoring Mechanism for the Continuing Teacher Training & Enhancement Program
 - o Tap experts to monitor, guide, observe, and mentor site teachers in the implementation of the eSkwela Instructional Model
5. Establish a centralized think tank to work on the following:
 - o Convert the existing A&E Program Session Guides from conventional delivery to an ICT-enhanced delivery mode
 - o Gather, review, and provide resources to serve as training materials (focusing on implementation modeling)
 - o Lead in the development of the next set of e-learning materials and the seamless integration with the LMS for the learners

4.4 Actions Taken

It was determined that there was a clear need to further improve the instructional model being utilized. This was done by providing a richer array of appropriate ICT tools/resources as well as more guidance, modeling, and handholding through an enhanced teacher training and monitoring program.

Guided by an ICT in Education expert consultant, the eSkwela Instructional model was reviewed and enhanced. The diagram below was the product of a series of discussions from 2008 to 2009 on the core features of eSkwela. The model continues to promote a blended ICT-enhanced instructional model that uses a contextualized resource-cum-project-based learning approach. Further, this revised model clearly puts the learner in the center of the learning process.

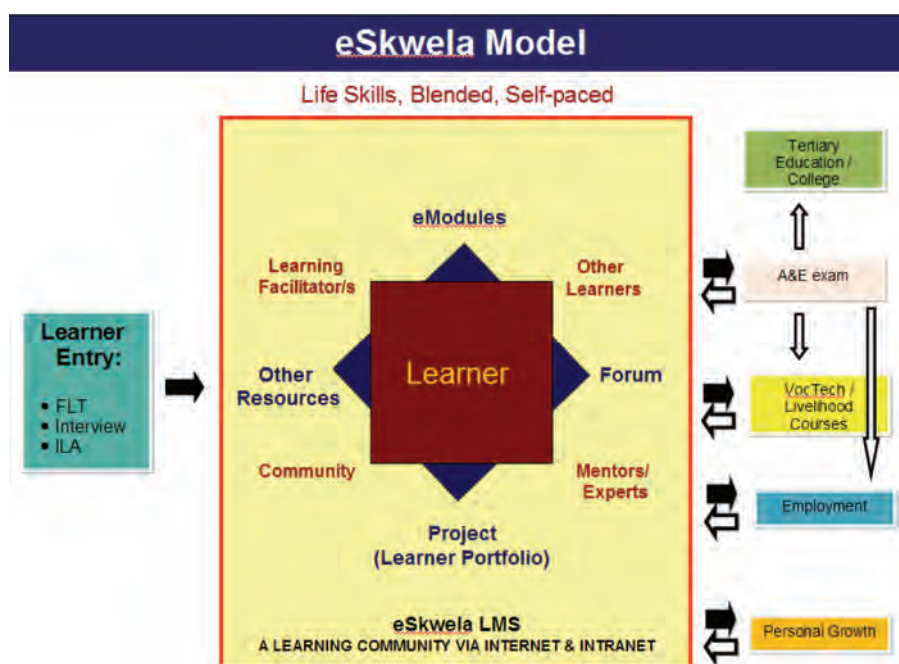


Figure 6 eSkwela Instructional Model v. 2

The learner, armed with an Individual Learning Agreement (ILA), uses the Moodle-based Learning Management System (LMS) to access e-learning module packages. An e-Learning module package is composed of an e-Learning module (eModule) and its corresponding module guide. Both are necessary support for learners to achieve their learning goals while ensuring that the learning process continues to be flexible and self-paced.

The eModules serve as the main material used by the learners. It contains the necessary concepts and information about the modules, as well as activities i.e. exercises and games that help learners understand and comprehend the concepts and information being taken up. In order to assist the learners go through the eModules, module guides that are rooted on sound pedagogies and support ICT-supported project-based learning were developed and peer reviewed.

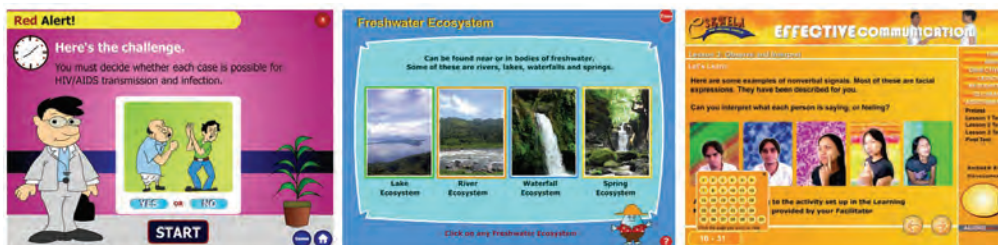


Figure 7 Screenshots of sample eSkwela e-learning modules

Module guides provide the learner instructions that guide him in interacting with his learning facilitator; accessing/using the customized, localized, and simplified interactive and multimedia e-learning modules; communicating and collaborating with other learners; tapping online mentors/experts, the community-at-large, and other resources; and working on his module project. The LMS allows the learner to use appropriate tools like internet sites, forums, blogs, wikis, mobile phones, digital cameras, various software applications, and other materials to share his thoughts and produce relevant outputs or projects for his learner portfolio.

Developed by a “think tank” of A&E field implementers trained on eSkwela, these module guides provide structure to the learning process while also allowing for flexibility and self-paced learning. Learning facilitators will have a choice of using these model module guides for their learners or opt to customize these or create their own, adhering to the guidelines and standards set by the model module guides.

The module guides and the eModules have been uploaded in the eSkwela Moodle-based LMS that serves as the virtual classroom in an eSkwela center. The Moodle LMS was deemed to be more organized and simpler to use compared to ATutor.

Module Overview

In this module, you will learn about the major religions in the Philippines. The module aims to help you understand and show respect for other people's religious beliefs.

This module is divided into two lessons:
 Lesson 1 – Major Religions in the Philippines
 Lesson 2 – Respect Other People's Religious Beliefs

After studying this module, you will be able to:
 - identify some of the major religions in the Philippines; and
 - show respect for these different religions.

How Do You Use This Module Guide?

Use this module guide to help you go through the parts of the module, and to help you understand what you have to do as you study each lesson. The features, icons and buttons on display on the screen will help you navigate through the e-module.

Although you usually have the option to click any of the links, it is suggested that you have some system that will allow you to see all the module contents and do all the module activities.

Navigate through the module: Read the texts well and do the activities for you to eventually have mastery of the lessons.

In order to have an idea of what you already know, take the pre-test in the e-module before going through the lesson. This will allow you to measure what you already know, and what else you need to learn. After checking your answers, you can go back to the lesson.

General Instructions

News forum
 LSAM e-Learning module

Link to the (interactive & multimedia) e-learning module

1 Lesson 1 – Major Religions in the Philippines

In this lesson, you will learn about the different religious beliefs and teachings of the major religious groups in the Philippines. You will also discover that though they are different in some aspects, some religions are similar in many ways.

1. Study Lesson 1 and answer the activities provided, including the Post-Test for this section.
2. Click on the links provided below to find further information regarding the major religions in the world.
3. Participate in Discussion Forum 1 by clicking the link below.

Roman Catholicism
 Muslims: Their Religious Beliefs and Practices
 Who are Seventh-Day Adventists - video
 Iglesia Ni Cristo
 Liberal Protestantism and Liberal Catholicism
 Discussion Forum for Lesson 1

LINKS TO WEBSITES
FORUM / WIKI

2 Lesson 2 – Respect Other People's Religious Beliefs

In this lesson, you will learn how to look at differences in religious beliefs with understanding and with respect for other people's religious beliefs.

1. Study Lesson 2 and then answer the post-test.
2. Join Discussion Forum 2

Discussion Forum for Lesson 2

FORUM

3 Project

Rationale

In this module you have learned how we must respect and understand another person's religious beliefs and practices. In this project, you will have an opportunity to present how various people of different religions demonstrate their faith personally, and in doing so, spread understanding and appreciation for their religion.

Project Output

For your project conduct a short interview of three people who represent different religions. Present your findings in the form of a multimedia (video) presentation of 4-5 minute duration.

OUTPUT: multimedia video, recorded interview, radio play, OR brochure

Procedure/Steps

1. This is a group project involving at least three members.
2. Identify and invite members or heads of particular religious groups such as a pastor, Imam, priest, or even other religious community folks for an interview. Inform them of the objectives of your interview, and get their consent to be interviewed.
3. List your questions for the interview. Essentially, questions should focus on the following:
 - beliefs of their religion
 - practices (e.g., tithing, attending mass, prayer rituals, etc.)
 - heads of the church (for e.g., role, duties, etc.)
4. Each member of the group must participate actively in doing the project.
5. Review the attached scoring guide below.

Project Resources

Click the additional resources below for further information:

Religions in the Philippines
 Religions in the Philippines
 Scoring Guide
 Project Submission

Scoring guide: checklist/rubrics; online submission (learner portfolio)

Figure 8 Sample eSkwela Module Guide

The overall eSkwela training design for learning facilitators was likewise overhauled. A customized Training Needs Analysis (TNA) instrument had been designed and is being administered to potential learning facilitators. The TNA looks at four competency domains – technological, social and ethical, pedagogical, and professional – as indicated in the National ICT Competency Standards for Teachers developed by CICT.

It was a conscious decision to form and train a core of national trainers among the module guide developers to handle the eSkwela trainings. They also formed part of the team that reviewed and enhanced the overall eSkwela training design. Training participants prefer this strategy since the trainings are more rooted on actual/ concrete field experiences and practices.

Further, the trainings had been cut up into several phases, namely:

- Phase 1: ICT Literacy and Responsible Use of ICT – done through the local partner community; e-learning modules are being developed to serve as reference materials for would-be learning facilitators who are new ICT users
- Phase 2: eSkwela Instructional Model – this workshop trains the participants on the appropriate use of pedagogical strategies and practices to optimize the ICT tools and resources offered by eSkwela (eModule packages, LMS) and the World Wide Web; participants should be regular ICT users (i.e. uses the Internet and productivity tools regularly) and trained A&E Program implementers
- Phase 3: Enhancement Training – this workshop aims to reinforce key concepts, principles, and skills for the effective implementation of the eSkwela Instructional Model. The training focuses on how the ICT-supported project-based learning approach can be implemented in an alternative learning system. Following the principles of PBL, the participants will be applying the concepts and principles they will learn in each session in mini projects that require the use of particular software applications.
- Phase 4: Distance Education for ALS (postponed for the next phase of eSkwela implementation)

Monitoring and evaluation (M&E) tools and mechanisms were likewise enhanced to document and assess the eSkwela implementations in the field. Site visits allow the team to observe and interact with learning facilitators and learners to discuss experiences, successes, challenges, lessons learned, and recommendations.

One such M&E activity done was for the pilot implementation of the eModule packages in July to September 2009 – right after conducting the improved version of Phase 2 of the eSkwela training series. It was intended to assess the effectiveness and usability of the module guides among eSkwela learners and facilitators. The results provided the team with valid observations and recommendations that

are being incorporated in the current module guide development and training workshops. These observations were as follows:

- only 9 out of the 30 trained centers used the module guides and only two centers were able to make an ICT-supported project
- according to the learning facilitators interviewed, the learners got overwhelmed with the contents of the guide due to their lengthy and multiple instructions, forum questions, and links to other resources
- the learners welcomed the forum activities with gusto but there was a tendency to veer away from the thread topic
- projects were not done because the facilitators and the learners lacked the necessary software application skills and gadgets to produce their own content

Results of the pilot implementation led to the restructuring of the module guides. The module guide development team agreed that a general instruction be given for the whole module instead of having one set of instruction per lesson. Another adjustment was to limit the number of forum questions to one per module and resources to at least two.

The pilot test results also propelled the project team to design a new training program that would focus on project-based learning. Like the eSkwela training, the core group of trainers was involved in finalizing the design and strategies in facilitating each session. The new training program (Phase 3) is called “Enhancement Training for Learning Facilitators (LFs)” as it builds on the existing knowledge and skills of implementers learned during the eSkwela Instructional Model Training for LFs (Phase 2) and from actual field implementation of the instructional model. In this training, LFs are introduced to software applications and common tools that can be used in creating ICT-supported projects. The LFs are also taught how to design and assess learner projects – focusing mainly on the life skills and learning benefits of ICT-supported Project-Based Learning (PBL) rather than on expertise on the software application. It is further emphasized during this training that the learners do not have to invest on “high-tech gadgets” but can actually use common ICT gadgets (mobile phones, digital cameras, PC headphones with microphones) and open source applications for their projects.

4.5 General Findings

The change process that the eSkwela instructional model has gone through involved a lot of people. The experiences of and insights from expert consultants and ALS field implementers gave the model a more solid pedagogical foundation. Expectations became clearer and more grounded.

Despite the changes, some of the problems encountered when the mini-study was conducted are still the same challenges being encountered at present. Individualized instruction is yet to be fully implemented in all centers. Even if ILA is one of the prerequisites in the A&E program, not all learning facilitators prepare one with their learners. As such, learners go through the same modules at the same time as directed by the learning facilitator.

On the bright side, however, the LMS and module guides are continuously being used in the centers. Interview with learners revealed that navigating through the LMS was easy because they were given an orientation on how to use it. The learners also find the module guides easy to understand, although some prefer it to be written in Filipino.

Centers who have implemented PBL saw that their learners are excited to do the project because the learners are able to express their creativity and gain additional learning. The learning facilitators in these centers allotted time during the learning session so their learners can work on their individual projects. In some instances, the projects are done in groups so that learners can share resources. Learning facilitators have also observed that learners who are more adept at using computers help those who are just starting to use it. One center showcase the outputs of learners as a way of recognizing their work and encouraging them to be creative.

Learning facilitators who have gone through the Enhancement Training realized that in doing a project, their learners can apply what has been learned from the eModule. The planning phase in PBL was seen as a means to develop life skills such as leadership skills, giving constructive comments, and cooperation. Lack of resources shouldn't be a hindrance because learners can use available resources like mobile phones. By using what is available, the knowledge learned can be applied as soon as possible.

Currently, there is a clear need for the learning facilitators to further understand and appreciate a learning process that is blended, self-paced, and project-based. They also need to learn and practice effective facilitation by encouraging self-prompted exploration and lifelong learning among learners – that is, break away from teacher-centric practices to those that are learner-centric. In addition, they need to strike a good balance between content and execution through ICT when assessing learner projects – ICT has to be seen just as a tool in delivering the content that the learner wishes to put across.

Admittedly, these will take time and reflective personal experience to grow into.

The project continues to emphasize the importance of capability building among eSkwela implementers. More importantly, it stresses that capability building does not end with their participation in training workshops. Self-learning cannot be assumed to be practised by everyone – it has to become a habit of exploration and

experimentation. In line with this, the project has put in mechanisms for regular monitoring and documentation to provide handholding, scaffolding, and models. Support groups that encourage sharing of practices, resources, and models are also seen as helpful in further improving the competencies and increasing the confidence levels among learning facilitators to utilize the instructional model that merges the potentials of ICT with the strengths of the Accreditation and Equivalency Program.

eSkwela has always prided itself in encouraging multi-stakeholder engagement by taking on an inclusive, consultative, collaborative approach toward continuous project enhancement and growth. As such, monitoring and evaluation activities had been promoted positively as venues for discussion, sharing, and recommendations. This atmosphere of openness, flexibility, and positive thinking has allowed the project to start forming communities of learning and practice to encourage further exploration, experimentation, sharing of ideas, and mentoring.

The decision to recognize maturity models not only for ICT competency-and-use but also for pedagogical practices and community-building made the eSkwela capability building program more reasonable and achievable for everyone involved. Changes do take time and require commitment and persistence – slowly but surely breaking old habits and forming new ones.

5 Conclusion

It has taken four years and a lot of discussions and experimentations for the eSkwela Instructional Model to stabilize to its current form. It continues to meet challenges especially in field implementation, but it also achieves little successes that add credence to its soundness and viability. Although admittedly, it is a work in progress, the eSkwela instructional model has evolved into a concrete application of ICT integration in basic education that others can learn from.

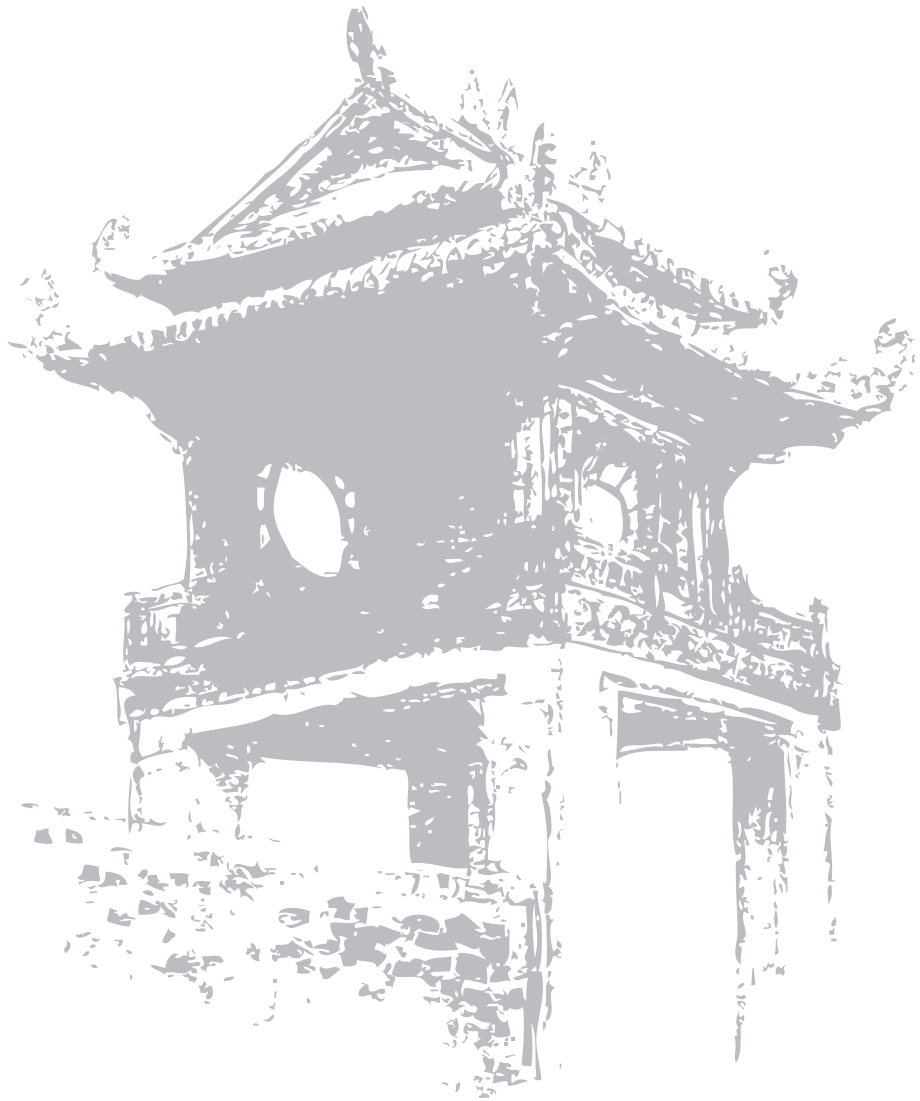
Among the contributory factors to this steady evolution are the flexible approach of the A&E Program, proper documentation, and regular monitoring and handholding. But the biggest factor in its steady progression is the pool of dedicated project team members, expert consultants, trainers, and field implementers who have chosen to break old habits in order to form new ones that celebrate exploration, experimentation, analysis, sharing, and openness, ultimately for the benefit of the A&E learners.

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B

SEMINAR



Workplace Learning

Workplace Learning: Change of Scene

Dmitrijs Kulšs

Abstract

The paper presents 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. The comparison with other age cohorts is also considered in two sectors – education and IT. The immediate context is coloured by exploration of general reasons of selection of educational settings against the 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 doctoral student thesis.

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

1 Introduction

Yesterday I became one year older. Being employed and a student may I call myself a workplace learner? Although Latvian legislation does not have a clear definition of workplace learning it is commonly understood as knowledge and skills acquired through and for work life. Someone can say that I fit in these simple criteria and may be considered as part of growing workplace learning family.

But have my learning preferences changed since yesterday? Do different age groups have different priorities in learning settings they are more likely to obtain competences in, and are there significant differences between age cohorts 18-24, 25-35 and 35-79 in their reasons for participating in workplace learning? These questions are addressed in the paper, which is accordingly structured.

This paper is a part of the author's thesis on motivation of young adults to gain knowledge, skills and competences in the rapidly changing environment. Its goal is to provide evidence whether age and employment identity by sector influences individual's choice on learning setting in Latvia. The following tasks were set to achieve the goal: 1) to provide explanation and reciprocal comparison of understanding of formal, non-formal and informal learning in Latvia, 2) to define the difference (if any) between individuals' choice of different learning settings by age cohorts and sectors, 3) to explore and compare individuals' motivation to participate in workplace learning by age cohorts and sectors, and 4) to provide analytical questions for intervention and further research to enable individuals' active participation in workplace learning.

The following methods of the research were used: an analysis of theoretical literature and the adopted documents to explore different learning types as well as descriptive research (data survey) (Cohen & Manion & Morrison, 2000:169). Empirical analysis using the sample of 372 respondents from the Latvian workplace survey (hereinafter – ASEM national survey) as part of Asia-Europe Meeting Lifelong Learning Hub Research Network 2 Workplace Study has been used (Workplace Learning in Europe and Asia: National Survey Report of Latvia, 2010:8). The respondents were divided by categories as shown in Table 1. By analysing data evidence of possible (if any) differences between age groups and sectors by type of learning – formal, non-formal or informal – and motivation for learning is explored (see Table 1).

Table 1.

Available data for analysis from the ASEM national survey

		Age Group			Total
		18-24	25-35	36-79	
Number of respondents	Higher education (HE)	22	83	175	280
	Information technology (IT)	22	40	30	92
Total		44	123	205	372

The respondents are divided into three main age categories – 18-24, 25-35 and 36-79 to distinguish young adults from elderly generations. The data also provides distinction between two different sectors. The number of respondents is not proportional and represents full data set (see Table 1).

In conclusion further analytical questions are provided for possible intervention in order to promote workplace learning as part of adult learning and lifelong learning.

2 Type of learning, sectors, age cohorts

2.1 Formal, non-formal and informal learning

There exist many definitions of learning. Here the author advocates for the Latvian national definition of education that is “a process of systematic acquisition of knowledge and skills and development of attitudes, and result thereof [...]” (Izglītības likums, 1998:1(1)4), which reflects the learning outcome approach (Cedefop, 2008:18) contrasting traditional (behaviourist and cognitive) (Driscoll, M., 2000) and active learning (constructivist) (Brooks & Brooks, 1993) approaches. However, to be able to come to clear conclusions, it is important to state unambiguously the difference between three types of learning:

- (1) formal;
- (2) non-formal;
- (3) informal.

(1) *Formal learning*

P.Coombs (1973) defines formal learning as “hierarchically structured, chronologically graded educational system running from primary school through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training” (Coombs, 1973:11). In other words formal learning may be described as learning that takes place within a teacher-student relationship, such as in a school system and that usually leads to formal learning certificate or diploma. In the Latvian context formal learning also occurs in educational institution and is intentional. It includes certified teaching personnel, usually teachers and lecturers, and ends with formal certificate that the issuing body guarantees. In Latvia formal learning occurs at the following levels: basic education, general and vocational secondary education and higher education (Education Law, 1998).

(2) *Non-formal learning*

Non-formal learning may be described as “learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contains an important learning element. Non-formal learning is intentional from the learner’s point of view. It typically does not lead to certification.” (Cedefop, 2004). In Latvia the definition of non-formal learning is widely used and it includes any organised learning for personal interest and demand (Education Law, 1998).

(3) *Informal learning*

The American adult educator M.Knowles is considered to be the inventor of the term “informal learning”. He refers informal learning to learning in, for example, community centres, labour unions and churches (Knowles 1950:23). Understanding of informal learning provokes many discussions also nowadays. Definitions in different countries vary. Since the Latvian legislation does not offer definition of informal learning, the author uses general European definition that describes informal learning as “results from daily activities related to work, family life or leisure. It is not structured and usually does not lead to certification. In most cases, it is unintentional on the part of the learner” (Cedefop, 2004).

To earmark peculiarity of formal, non-formal and informal learning based on the descriptions of the aforementioned learning types, the table of comparison has been developed (see Table 2).

Table 2.

Comparison of formal, non-formal and informal learning settings in Latvia

	Formal learning	Non-formal learning	Informal learning
Institutional arrangement	educational institution	usually educational institution or workplace	anywhere
Organisation and intention	organised and intentional	organised and intentional	self-organised or unintentional
Framework	curriculum-based	programme-based	non-framed
Instruction	pedagogue	pedagogue or practitioner	anybody
Graduating document	formal education certificate or diploma	usually certificate of attendance	no certificate

Table 2 presents simplified comparison of formal, non-formal and informal settings based on the definitions provided related mostly to the Latvian context. The main differences between learning settings are described in terms of institutional arrangements, organisation and intention, framework, instruction and documents that are or aren't foreseen in the end of the course. This provides basis for the analysis of the preferences of different age cohorts for certain learning type that is further described.

2.2 Is there a difference between age groups and sectors by choosing formal, non-formal or informal workplace learning?

Due to the fact that the data items of ASEM national survey do not have clear distinction into categories 'formal', 'non-formal' and 'informal' those have been 'best fit' grouped in the relevant categories in Table 3 according to the criteria mentioned in Table 2. The author has identified formal, non-formal and informal learning as equivalent for seven survey items.

Table 3.

Item grouped into the categories of learning type

Item	Best fit category
Introduction course for new employees	non-formal
Preparation course for a promotion or a new post in the organisation	non-formal
Regular training courses provided by the employer at the workplace	informal
E-learning modules that employees can follow at their desk or at home	formal
Short workshops/seminars lasting for one day or less in the department/section	non-formal
General courses to improve my basic skills	non-formal
Courses leading to a formal qualification (e.g. apprenticeship, master craftsperson, higher education degree) provided by colleges, polytechnics, universities or private training companies	formal

Based on the data analysis made with PASW Statistics software Table 4 presents the proportion of all respondents that indicated participation in learning type, age cohort and sector. The data of ASEM national survey on two sectors is presented – IT and higher education. Additionally differences by defined age groups are considered.

Table 4.

Participation rate in learning by type, sector and age cohort

Category	Participation rate				
	18-24	25-35	36-79	HE	IT
Formal learning	0.005	0.011	0.013	0.019	0.011
Non-formal learning	0.013	0.032	0.030	0.048	0.027
Informal learning	0.000	0.003	0.003	0.003	0.003

In Table 4 participation rate is calculated using the following formula:

$$\frac{A}{N}$$

where

A = the number of positive responses in the category;

N = the number of total respondents.

During the analysis process it has become evident that verified conclusions whether there is a significant difference between age cohorts and sectors that prefer formal, non-formal or informal learning cannot be done at this point since the number of responses to the item questions is low (41 of 372). This issue is to be further investigated. In practice this means that most of the respondents have not given any answer to the question and valid response rate is insufficient to make conclusions.

However, first indications show the following trend: older generations value more non-formal learning than formal. In addition, informal learning has still very low profile in Latvia. This can be explained inter alia by the lack of clear definition of informal learning at the national level as well as low prestige of this type of learning. This also shows inconformity with the European policy priority and lifelong learning postulate that values any learning, no matter where, when and how it has been obtained.

It should be also noted that low respond rate itself raises the question of motives. The author believes that the reason for not answering what kind of work-related courses employee choose shall be connected to the availability of such types of workplace learning as such.

2.3 Individuals' motivation to participate in workplace learning in Latvia

In this chapter the author offers an insight of what motivation of the Latvians brings them to the learning process. All respondents have been grouped by age cohorts and sectors. Valid responses have been divided by the total number of respondents in each corresponding cell. The results have been further analysed by comparing different groups and ranking inside of each group (see Table 5).

Table 5.

Participation rate in learning by individuals' motivation

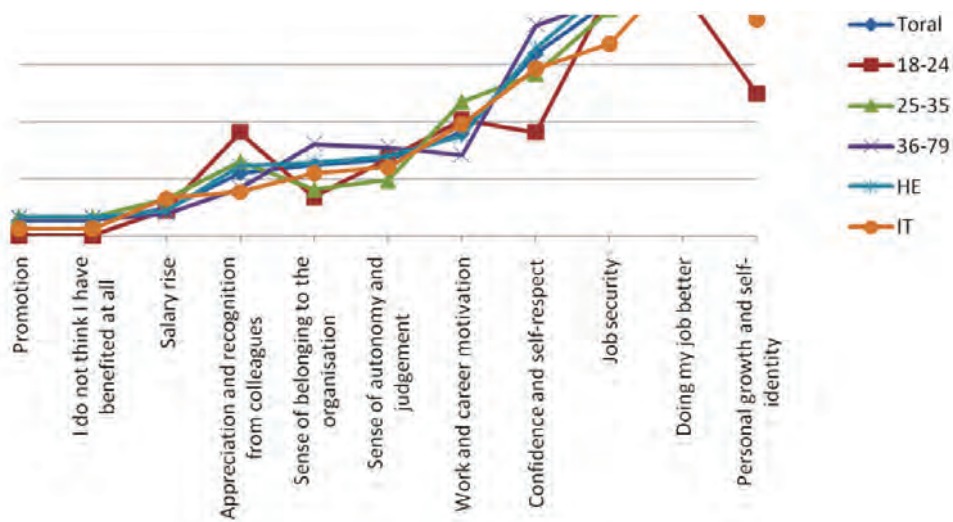
	Total	18-24	25-35	36-79	HE	IT
Total number of respondents	372	44	123	205	280	92
Total number of positive responses	862	85	285	492	671	191
	Proportion of positive answers of total number of respondents					
Personal growth and self-identity	0.49	0.25	0.48	0.56	0.53	0.38
Doing my job better	0.44	0.43	0.48	0.41	0.43	0.48
Job security	0.41	0.43	0.40	0.42	0.44	0.34
Confidence and self-respect	0.32	0.18	0.28	0.37	0.33	0.29
Work and career motivation	0.18	0.20	0.24	0.14	0.18	0.20
Sense of autonomy and judgement	0.13	0.14	0.10	0.16	0.14	0.12
Sense of belonging to the organisation	0.12	0.07	0.08	0.16	0.13	0.11
Appreciation and recognition from colleagues	0.11	0.18	0.13	0.08	0.12	0.08
Salary rise	0.05	0.05	0.07	0.04	0.04	0.07
I do not think I have benefited at all	0.03	0.00	0.03	0.03	0.03	0.01
Promotion	0.03	0.00	0.03	0.03	0.03	0.01

In Table 5 the same method of calculation has been used as in Table 4 with 372 valid responses to each question. The bigger number is in the cell, the more respondents have chosen the factor, and the higher priority it has been given. 49% (0.49 in the table) of the total number of respondents pointed out personal growth and self-identity as the most important reason for the workplace learning. It should be further

noted that age groups 25-35 (48%) and 36-79 (56%) give it the highest priority as well. However, only 25% of younger generation of 18-24 values personal growth and self-identity and gives priority to learning as motivation to keep a job (43%) and do it better (43%). I note an explicitly increasing trend of valuing self-identity and personal growth as a result of learning that directly reflects increasing age of individual. Older one becomes – more learning one does for self-identity. Motivation actually doubles if the age group of 36-79 is compared to the youngest group of 18-24. The 25-35 age cohort respondents consider learning as motivation to do one's job better as important as learning for personal growth and self-identity (48%). To compare IT and HE sectors, respondents of IT sector value learning higher than a possibility to do the job better (48%). However personal development as motivation for learning is very important for them as well (38%). Respondents of HE sector rank learning for personal growth and self-identity on the first place (53%) followed by job security and tension to do a job better (43%) (see Table 5). The results of Table 5 are graphically illustrated in Figure 1.

Figure 1

Homogenous distribution of motivational factors of learning by age cohort and sector



Except for the above mentioned in general the distribution of motivational factors by sectors and age groups are homogenous with the exception of age group 18-24 that stands out fractionally (see Figure 1).

Table 6.

Priorities of learning motivations

Total responses	Rank					
	Total	18-24	25-35	36-79	HE	IT
Personal growth and self-identity	1	3	1	1	1	2
Doing my job better	2	1	2	3	3	1
Job security	3	2	3	2	2	3
Confidence and self-respect	4	5	4	4	4	4
Work and career motivation	5	4	5	7	5	5
Sense of autonomy and judgement	6	7	7	5	6	6
Sense of belonging to the organisation	7	8	8	6	7	7
Appreciation and recognition from colleagues	8	6	6	8	8	8
Salary rise	9	9	9	9	9	9
I do not think I have benefited at all	10	10	10	10	10	10
Promotion	11	11	11	11	11	11

Derived from participation rate in learning by individuals' motivation in Table 6 ranking is given to eleven priorities, where "1" has the highest rank and "11" – the lowest. As previously mentioned, personal growth and self-identity, to do one's job better and job security in all groups take the first three places. On the contrary, Latvians jointly do not believe that learning may raise their salary (ranked 9th). This conclusion corresponds to the conclusion of the Confintea VI report on adult learning in Europe, North America and Israel stating that "for many adults, there is a lack of correspondence between participation and any increase in wages, and a return on the investment of time and money in ALE [auth: adult learning and education] is not immediately visible" in Latvia as in other countries (Keogh, 2009:26). To add, they expect to be promoted even less (ranked 11th). Another conclusion of the results of the data analysis is that apparently ranks 4 to 11 have an identical distribution throughout both IT and HE sectors, although the sectors are quite different in their nature. At the same time age appears to be the dominant factor of change of learning

motivation – change of scene in workplace learning. This means that individuals value equally (in descending order) confidence and self-respect, work and career motivation, sense of autonomy and judgement and sense of belonging to the organisation.

2.4 Outstanding 18-24

This group is outstanding not only in the framework of this paper. It is marked in the European policy as the one requiring special attention. One of five targets for the European Union in 2020 agreed for smart, sustainable, and inclusive growth is education and early school leavers – persons aged 18-24 – decrease to 10% (European Parliament resolution on EU 2020; 2010:24).

To be able to involve this age group in learning more actively it is crucial to identify components of motivation that are rather unique for the 18-24 age cohort. Such components compared to the other cohorts and sectors and the average ranking are:

- (1) personal growth and self-identity is not the highest motivator for learning, confidence and self respect is not that important;
- (2) work and career motivation is valued slightly higher;
- (3) appreciation and recognition from colleagues is of much bigger importance than in other cohorts and sectors.

3 Conclusion

The evidence discovered shows that the age and affiliation to certain employment sector has an influence on individual's choice of learning setting. The author admits that in order to promote individuals' active participation in workplace learning, explored motivational factors through different age groups are to be taken into account by learning providers. Primary factors for the age group 18-24 are doing job better and job security (43%), for the 25-35 age group – personal growth and self-identity (48%), for the 36-79 age group – even more explicitly personal growth and self-identity (56%). Secondary factors for the 18-24 age group are personal growth and self-identity (25%), for 25-35 age group – doing job better (48%) and job security (40%), and for age group 36-79 – job security (42%) and doing job better (41%). Least important factors for all the groups are the same – salary rise or promotion. It has become evident during the study that for intervention for active workplace learning there is a necessity for the further investigation on the following questions: Why motivation differs between age groups in Latvia? How it is connected and can be used for improving the quality of learning provision?

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Workplace learning in Lithuanian organisations: some evidences from sectors of services, health services and oil-processing sector

Daiva Bukantaitė and Vaiva Zuzeviciute

Abstract

The paper discusses specifics of workplace learning within service-providing, health security and oil-processing sector organizations. Findings of this research confirmed that any forms of workplace learning have a positive impact on people's quality of life both during the trainings and in everyday work routine. It was noticed that trainings organised by the organizations had a primary impact upon employees' personal development – sharpening of their skills, enhancing self-esteem, personal growth, self-identification and an ability to make decisions, solve problems.

1 Introduction

Changes in economics and work market have caused political and scientific discussions about lifelong learning and needs of a learning society. Market economy and growing international cooperation and competition have influenced lifelong learning. R. Vilimienė (2000) emphasises that a person who wants to live his/her life to the full potential is forced to define his/her new relationship with society, which is going through a continuous change, as well as to develop an ability to accept requirements that are being set for him/her. That is why a need to know, act, live and be arises. Informal and spontaneous learning that is oriented towards satisfaction of individual learning needs, which usually arise in a workplace, is an unavoidable element of modern society that, according to J. Bjornavold (2000), is still taking place in the shadow of formal learning and is invisible in its nature. On the other hand, spontaneous learning is being systematically taken advantage of. It also has potential to perform an important role in formal educational system.

A number of scholars from Lithuania and globally emphasise the importance of the ongoing development of human resources sphere as well as crucial role of workplace learning. Some of these scholars include Argyris (2004), Ulrich and Brockbank (2007), Robbins (2003), Bakanauskienė (2008), Bukantaitė (2007), Butkus (2006, 2007), Dubauskas (2006), Sakalas (2003), Sakalas and Šilingienė (2000) and many other authors of scientific articles. 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. It can be implied that insufficient attention that is being paid to employees' need to workplace learning in scholarly literature as well as employees' own lack of understanding that workplace learning pays off together make this research quite problematic. Currently, during the times of rapid change and transformations, 'learning becomes an engine that empowers an individual's career success as well ensures organization's survival, development and adjustment to changing environment' (Bukantaitė, Remeikienė, 2007: 27-8).

Object of research: workplace learning in Lithuanian organisations.

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

In order to accomplish the aim of this research following tasks have been raised:

1. to characterise the concept of learning, the essence of workplace learning and needs for adult learning in conditions of ongoing changes;
2. to describe the specifics of service-providing and health security sectors as well as determine requirements that employees are expected to meet while learning;

3. to evaluate the need for employee workplace learning, employees' expectations, the process of learning and its impact on professional and personal activities (by using an empirical research method).

Methods of research: analysis of scientific literature sources, questionnaire.

2 Theoretical background of workplace learning

2.1 Concept of organizational learning and analysis of the demand for workplace learning

Before starting to analyze needs for learning and learning process in the workplace it is primarily important to define what the concept of learning really means. Laužackas et al. (2005) emphasise that learning is an action that can be changed during different times and in different settings. They believe that learning can take place in a family and during one's leisure time. It also can be a part of community life and daily routines. Longworth (2007) describes learning as a natural and ongoing process that shall become a pleasant and motivating activity. It has to last for one's entire lifetime and be performed in different surroundings. It also has to allow people to improve their personal skills and competencies that would ensure their owners' self-confidence in the future. According to Sahlberg (2005: 5), learning is the process of accepting information and skills. As Encyclopaedia Britannica puts it, learning is a relatively permanent change in behaviour that is being empowered by practice. Kolb (1984) defines learning as an activity during which a learner is being actively engaged in absorbing stored knowledge and experience. Knowles et al. (2007) draw even more elements into definition of learning. Some authors pay a special attention to learning strategies, methods and deliberate monitoring and management of one's own learning. Saljo and Morton (1984) present the following concepts of learning: memorisation, remembering, application, understanding, being able to change perspective, being able to change oneself in the process of learning. While summing up the concepts of learning that have been presented it is obvious that many of them emphasise the following features of this activity: interchange, ongoing continuity of the process, collection of information and knowledge as well as purposeful application of knowledge gained.

Because adult learning differs from children learning, it is worth defining this concept. Adult learning is being defined as a process that allows an adult to gain knowledge and competence. Furthermore, adult education features the following ideas: 1) learners often want to control the process of learning; 2) learning is being improved because of this tendency. During the analysis of general control in theory of adult learning a specific situation is being paid a major attention to. The ideal that is being advertised by adult education scholars is that individuals take control over learning

in their own hands. Though reality in which adults limit their own ability to control their decision-making contradicts to this ideal (Knowles, Holton III, Swanson, 2007: 151). Adult learning takes place continuously and everywhere. That is why workplace learning is not an exception. Learning in a workplace is being perceived accordingly.

According to Bakanauskienė (2008), personnel training is a purposeful learning of an organization's employees when attention is being paid to the objectives of both the organization and specific individuals. An employee is an active member of this process. This activity includes not only an improvement of employees' competencies, but also a personal development. The author points out that this concept of employee learning is much broader than just personnel training, because it inspires motivation for lifetime learning. As Stanikūnienė and Jucevičienė (2003) put it, an individual style of work prevails in organizational activities – employees perform the tasks they have been assigned individually. This prevents them from learning from their colleagues. Baranauskienė et al. (2006) argue that the main postulates of constructivism explain learning as a social process, when an individual knowledge is being created in the process of cooperation, discussion and mutual help. Therefore, learning takes place in the process of socialization, when a learner discovers certain things together with other learners.

It is important to mention that learning which takes place within an organization could also be described as an ongoing personal development. This is a continuous exploration of one's experience, transforming of experience into knowledge that is very important in order for an organization to meet its core goals. Organizational learning takes place through activities, personal practice, its analysis and change. In this way opportunities for gaining new experience are being brought to life. It is getting too difficult to draw the line between learning and activity – it is sometimes not clear where one starts and another ends (Brockman, 2004).

Learning can be formal as well as informal (also called 'spontaneous'), occupational and non-occupational. All types of learning that have been mentioned together compose an ongoing development process of every individual. It is also known as lifelong learning. Without it society could not function in conditions of continuous change. It is worth mentioning that nowadays concepts of formal, informal and spontaneous learning are inherent from the concept of lifelong learning. According to Knapper and Cropley (2000), concept of lifelong learning in European context primarily concentrates on the bond between lifelong learning and workplace. That is why learning is being understood as a way of reaction to changes in the work market. Beresnevičienė (2000, p. 32-8) also emphasises a need for lifelong learning. She does not single out a particular form of learning. The author argues that one's life itself is a continuous learning process, though every person searches for specific opportunities for on-going learning.

Globalization, information technologies and progress of technology have all

contributed to the change in work as well as influenced skills that are essential in order to work. Knowledge is no longer static. In order to keep their competitive superiority organizations all around the world apply principles of knowledge management. They gather, spread, use and share information in order to use all opportunities, solve problems and fulfil core tasks (Alonderienė, 2009). Because of the constantly changing economical conditions as well as employee liquidity organizations experience a constant shortage of qualified employees. Changes in the work market are usually hard to predict, and in the process of intensive modernization employers' requirements set for the personnel that works for their companies are also changing. That is why the work market provokes adults to learn and develop their skills not only while studying at formal education institutions, but also in informal surroundings. Workplace is one of them.

Žemaitaitytė (2007) emphasises that adults feel motivation to learn, especially when learning can satisfy needs and interests they face. Also, it is important that learning in a workplace is appropriate and reflects a real demand for the qualification as well as influences the process of work in a positive way. Learning always has to be systematically planned. Organization itself has to pay a special attention to workplace training of its personnel, because, according to Pundzienė and Dienys (2003: 42), 'the need for employers to enforce workplace learning primarily rests upon the realization of its benefits for economical standing of the company'.

Therefore learning in a workplace has a direct influence on building a competitive superiority, development and survival in the market (Balvočiūtė, Skunčikienė, 2007). On the other hand, those employees who seek to develop their personal skills in their workplaces experience mixed feelings, because not only do they feel the need to develop their competencies, but they also understand that many organizations do not demonstrate a desire to have employees with a wide range of useful skills.

According to Dawes (2001), three major factors promote employee learning within an organization: changes within an organization; ensuring work quality and implementation of new technologies.

Smith and Hayton (1999) present six environmental factors that influence employees' need for workplace learning. They are: size of an organization; learning traditions within industry; organizational structure; industrial bonds; managers' attitudes and personal principles and official educational policy on the state level.

Despite of the fact that these authors mainly discuss factors that influence an industrial sector, an assumption can be made that majority of these factors are also true for other sectors. If to take into consideration the specifics of the service-providing sector, it can be stated that the need to actively develop one's skills in the workplace is being influenced by even more factors. These factors are such as informational systems that are used by the organization, systems of accounting and control, exchange of information within the organization, salary flexibility,

strictly defined employee roles as well as boundaries of department influence and opportunities for expansion of authorization.

According to M. Teresevičienė et al. (2006: 216) 'needs for learning can be unconscious, unrealised'. The symptom of this state of being can be defined as non-satisfaction with the present situation, low self-esteem, fears about one's competencies or lack of them, failure to see any positive future perspectives.' Knowles (2007) argues that the need for adult learning is predestined by several needs or their units. In her turn, M. Teresevičienė and other authors argue that adult learning is influenced by a need (a reason to act) and a motive (social, professional or individual). Many theories explaining the origins of the need for learning and motivation have been created. All of them could basically be grouped as agenda theories with internal and external motivation to learn theory, attribution theory, Maslow needs hierarchy theory, theory that separates experienced and social motives and many other theories among them. Nonetheless, internal and external factors that influence learning are of great importance. They are determined by a previous learning experience (whether successful or not), supply and competition, geographical and marital circumstances, etc. (Abramauskienė, Kirliauskienė 2008). Furthermore, 'A Memorandum of Lifelong Learning) states that individual motivation to learn as well as the variety of learning opportunities are named as core conditions that lifelong learning process successful.

One more author Bulajeva (2001) admits that adult learning depends on occupational background of a person as well as on means of studying, its forms and strategies. Understanding the value of lifelong learning and its meaning is also crucial.

It is fair to say that learning takes place in situations when specifics of the sector an employee works in and the problem this employee raises meet each other. So, such a situation presupposes motivational processes. Cognitive motivational factors require an environment that makes individuals understand the importance of learning. In other words, a workplace situation a person is involved in becomes a motivational environment that this person brings his/her experience in while solving the problem.

While discussing the needs for workplace learning on a theoretical level, it is worth saying that employees' needs for workplace learning is being influenced both by internal and external factors. The most important element of this process is a person's own understanding of what they seek to accomplish as a result of learning. Because real life situations create a need for new knowledge and employers seek to hire well qualified employees in order to make a company more efficient, an organization and an employee him/herself has to know exactly what competencies do they lack and what are the ways to learn these competencies.

2.2 Service-providing sector and specifics of workplace learning within it

Service-providing sector is one of the most perspective and fastest growing spheres of Lithuanian national market (and the very similar tendencies are identified globally). This sector is developing much faster than industrial sector does. Therefore employees who work for organizations that provide services have to learn and develop their competencies on a regular basis in order to survive in the battle of competition.

The concept of 'service' is complicated. One group of concepts emphasise the nonmaterial nature of service, other concepts pay major attention to the interrelation between the product and service. Still other definitions describe a service primarily as a bond between service-providers and clients.

According to Gronroos (1990), services are actions that are aimed at reduction of difficulties users might experience by the means of personnel or material goods a company owns. Apalaitienė (2000) provides similar definition. As Kotler and Keller (2007) put it, a service can be defined as any action or work that one side offers to another one, though this work does not provide any tangible ownership. Bagdonienė and Hopenienė (2004) state, evolution of the concept of service is closely related to development of service industry. It is also worth mentioning that service is usually perceived in a subjective manner. While defining a service, a client usually uses concepts like feelings, experience, impression, safety, reliability. These are very abstract ways to formulate the essence of a service. This tendency rests upon the intangible nature of every service.

According to Thomas and Allen (2006), service-providing market is different from the product-providing market for two reasons: A service that hasn't been provided does not exist. That is why its quality cannot be assessed. It is only possible to compare the benefit that was expected to that received. Services are intangible. That is why clients might find themselves in an uncomfortable situation. Numerous attempts to define service prove that this task is quite complicated.

Work in formal economical system can be classified according to the aims of a company, its establishment and institution. If products are the final result of the activity a company performs, then it is being assumed that this company operates in environment of service-provision (Mažeikaitė, 2001). Because of its rapid growth this sector is subject to fierce competition. According to Morley and Garavan (1995: 3-7), environment a company operates in experiences an ongoing change. It depends on the change in pricing, user dissatisfaction management, employee migration, shifts in strategic opportunities. As Žydžiūnaitė et al. (2008) put it, employees working in the service-providing sector learn constantly.

2.3 Specifics of workplace learning of employees within the health care services sector

Health care sector is a special one, because a patient's life and wellbeing is directly related to the knowledge a medical professional possesses. Functions of medical professionals have been gradually changing in the current health care system. They are given huge and responsible tasks, so they have to have a well-rounded education that would match modern standards of informational society. Doctors and nurses had been studying for many years before they started to work in this sector. Learning is closely related to ongoing medical practice. Health security sector is a rapidly changing field, so while still at the university or college a future medical professional has to comprehend the importance of learning. After they receive diplomas and start to work in the health care sector medical workers go through the process of constant learning, though it is quite different because of its specifics and the fact that it is being monitored on the state level. Medical professionals have to upgrade their knowledge on regular basis. In order to keep a qualification they already possess medical professionals are obliged to upgrade their skills and knowledge. This is a juridical regulation. In order for a person to enter this sphere they has to receive a license. After they receive it, it has to be upgraded regularly.

People working in the health care system experience regular contact with other people – colleagues, patients/clients. People employed by health care institutions often face unpleasant situations and experience stress. Everyday doctors, nurses and other medical personnel face death, serious cases of illness, and interact with patient's family members who are often profoundly sad. Employees learn to communicate not only with the patients, but also with colleagues, because a person is never alone in his/her workplace – they can always ask for his/her colleagues support or advice. According to Robbins (1997), organizations whose employees complement each other and share knowledge between themselves can perform more functions and overstep the boundaries of their employees' abilities. Sometimes a person has to overcome some of personal issues, because learning to cooperate is not always easy. Knowledge of theoretical information alone does not necessarily ensure its owner's ability to apply it in real life situations.

Summarizing the issue, it is suffice to state that learning of employees working in the health care sector is divided into two parts. They have to learn, because it is being regulated by the law and the growing expectations a changing society.

3 Logics and methods for research of workplace learning

In order to reveal the specifics of workplace learning in organizations that operate in the service-providing sector the following general research logics had been applied (see Fig. 1):

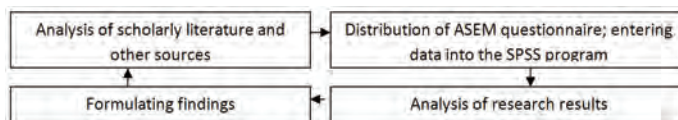


Fig. 1. The logics of the research

The ASEM research questionnaire that has been initiated by the group of researchers from Europe and Asia is composed of 35 questions. The questionnaire itself is composed of 6 units of questions: information about respondent's workplace; respondent's attitude towards workplace learning; means that are being used by the organization respondent represents in order to ensure workplace learning; information about respondent's educational background; respondent's attitude towards the effect of workplace learning; demographical data.

Questionnaires were completed by:

- 103 employees of the service-providing sector,
- 100 employees of the health security sector,
- 253 employees representing an oil-processing company.

Ethics of research. All respondents were informed about the aim of the research. They also were explained what the findings of the research would be used for. Anonymity and confidentiality were guaranteed. Respondents were given a choice not to participate in research. Statistical analysis of the data was performed using the SPSS (Statistic Package for Social Sciences) program package. Diagrams were drawn using Windows Microsoft Excel program.

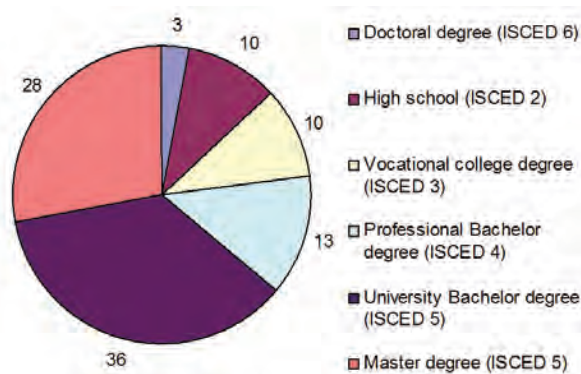


Fig. 2. Division of respondents according to their educational background

Short characteristics of respondents

For the sake of this research questionnaires were completed by a number of employees representing the service-providing sector. Their ages varied from 21 to 35 years. 71 per cent of respondents were female while 29 per cent of them were male. 51 per cent

of respondents represented private business structures, and the rest of them came from the budget institutions, education of respondents in Fig. 2.

Parents of respondents were less educated than their children (63 per cent of mothers and 60 per cent of fathers had an educational background of a certain sort). One fifth of all parents had the same education as that of their children. An assumption can be made that a younger generation of people see value and importance of getting an education and learning as a whole. It can be assumed that respondents with higher education could help discovering the reasons behind employees motivation for workplace learning more than those with scarcer educational background.

59 per cent of respondents lived in marriage or stabile partnership. Single respondents composed only a third of the whole group. According to the demographical features that were collected by the researcher, a typical research respondent from the service-providing sector was a young person with a university degree (most likely a woman) who lived in marriage or stabile partnership and was more educated than his/her parents.

100 respondents (23 per cent of them male and 75 per cent – female) completed the questionnaires in the health security sector. They belonged to two major age groups – those aged 35-42 years and those aged 48-53 years. Young professionals (aged 22-31 years) and senior employees (aged 58-64 years) were not well-represented in this research. More than a half of all respondents (66 per cent) had life partners. 19 per cent of respondents were single while 15 per cent of respondents were divorced or widowed.

In order for a person to work in the health security sector they has to have a matching education. Getting an appropriate education can take time, so professionals from this sector enter the work market later than their colleagues from other sectors. That is why people of mature ages prevail in the research. This fact can also be proven by the ratio of correspondence between one's education/qualification and the work they perform, because 90 per cent of respondents indicated their education and qualification were relevant to their jobs (see Fig. 3). While summarizing the features of respondents from the health security sector the following could be stated as a conclusion: employees with relevant education and qualification, mostly middle-aged women who lived in marriage or stabile partnerships represented the health security care in this research.

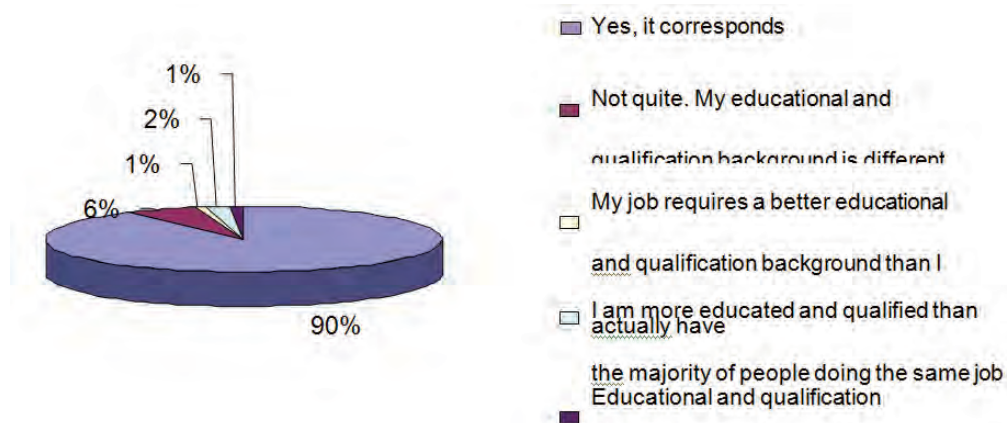


Fig. 3. Division of respondents (in percentage) in terms of the correspondence between their educational background and the work they perform

Employees of various ages representing the oil-processing sector participated in the research (108 females (43 per cent of respondents) and 145 males (57 per cent). See Table 1 for reference.

Table 1 Division of respondents from the oil-processing sector according to their age and gender

		Age				
		18-30	31-40	41-50	51-60	over 60
Gender	female	10	32	32	34	0
	male	21	67	39	18	0
Total number of respondents of this age (number)		31	99	71	52	0
Total number of respondents of this age (percentage)		12	39	28	21	0

Majority of respondents indicated they had been working at the company for more than fifteen years (130 respondents or roughly 51 per cent of respondents). 60 respondents (about 24 per cent) had been working at the company for 11-15 years. 43 respondents (17 per cent) had spent one to five years there while 17 employees had been working at the company for six to ten years. Only three respondents had spent less than a year there. Education of most of the employees corresponded positions they held at the company. This was true for 170 respondents (68 per cent of

all respondents). 61 respondent (24 per cent of the whole group) indicated that their educational background was in a different sector.

All data that were gathered allowed the researcher to compare, for instance, the ways in which employees from different levels of personnel categories or different genders held different attitudes towards certain phenomena as well as to analyze in what ways changed these attitudes depending on the period of time spent at the company.

4 Research of workplace learning: presentation of results

When asked if their job corresponds with education and qualification they had, 46 per cent of respondents from the service-providing sector marked a positive answer. The same answer was marked by 68 per cent of respondents from the oil-processing sector. 90 per cent of employees from the health security sector agreed that education and qualification they had matched the job they held. These results demonstrated that for some respondents workplace learning was a must-have, because they lacked knowledge about the work they performed.

After assessing respondents' attitude towards their position in their workplaces, it can be concluded that almost a third of all respondents are neutral in evaluating satisfaction with their jobs – they neither agreed nor disagreed with statements that were provided in the question 9/B6 (see Table 2).

Table 2 Evaluation of current situation in the workplace (percentage)

Statement	Agree			Do not agree	
	1	2	3	4	5
I work only to get a salary					
• Service-providing sector	24	20	33	15	8
• Health security sector	36	20	19	19	6
• Oil-processing sector	32	25	41	2	0
My job allows me to feel good					
• Service-providing sector	33	30	25	10	2
• Health security sector	50	24	17	7	2
• Oil-processing sector	34	26	30	7	3

My satisfaction is more of financial than of personal nature	10	27	34	24	5
• Service-providing sector	23	25	21	21	10
• Health security sector	18	30	15	27	10
• Oil-processing sector					
My satisfaction is more of personal than of financial nature	8	33	25	26	8
• Service-providing sector	11	24	25	33	7
• Health security sector	12	20	28	20	20
• Oil-processing sector					
I am proud of my job					
• Service-providing sector	34	22	32	10	2
• Health security sector	45	32	17	5	1
• Oil-processing sector	37	28	20	8	7

Despite the fact that many respondents stayed neutral it is obvious that the majority of those participating in the research were pleased with their jobs. It seems that they felt good about the work they performed. They also were proud of it and experienced more personal than financial satisfaction because of it.

Question 10/C3 presents 8 statements that help to form an opinion about respondents' attitude towards the necessity of workplace learning. Based on these findings an assumption can be made that respondents attitude towards workplace learning was positive.

72 per cent of respondents agreed absolutely or agreed that workplace learning was necessary, though they mentioned that this kind of learning was not always chosen voluntarily. Employees seem to actively participate in the process of decision-making and problem-solving. Such opportunities in the workplace could be counted as a motive that stimulates employees to learn and develop as a professional. This statement was approved by 78 per cent of respondents. It is also worth mentioning that respondents agreed with the notion that their employers had a right to require their employees' participation in trainings that were directly related to the work they did (75 per cent of respondents). Majority of respondents did not agree or stayed neutral about the statement that employers were supposed to wait until their subordinates made up their minds whether they needed additional training or not. On the other hand, employees have to have an opportunity to choose what, when and where they want to learn voluntarily. Otherwise, an opposition to workplace learning

can arise. This statement was entirely supported by 61 per cent of all respondents. Answers given to the statements that featured in the analyzed question implied that respondents understood the importance of workplace learning. They also agreed with their employers' request to upgrade their qualification, though they highlighted that employees should be free to decide what and when they had to learn.

Representatives from the health security and oil-processing sectors demonstrated a similar – positive – attitude towards workplace learning.

A statement 'learning is always necessary, but this is not always something you choose voluntarily' was entirely supported or supported by 89 per cent of respondents from the health security sector. The same 89 per cent of respondents also agreed that 'learning inevitably helps to increase employees' productivity and efficiency'.

According to employees from the health security sector, employers have a right to request their subordinates' continuous professional development. This statement was supported by 74 per cent of people participating in the research. On the other hand, 69 per cent of respondents did not agree with the notion that employers had a right to punish those employees who were unwilling to develop their skills.

Learning from everyday situations, social and professional environments or leisure time activities is being defined as a spontaneous learning. Question 11/D1 was supposed to uncover what workplace situations stimulated spontaneous learning.

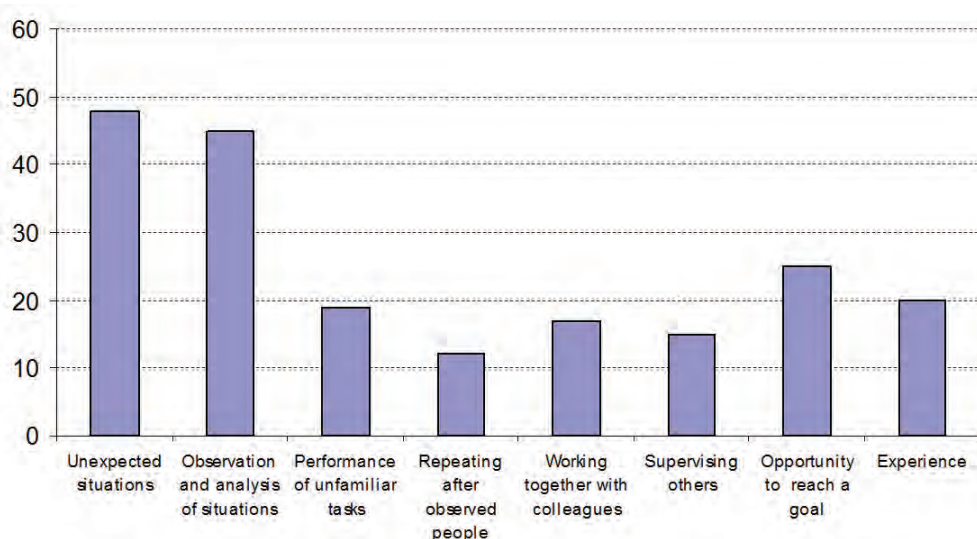


Fig 4 Situations that stimulate spontaneous learning in the workplace (service-providing sector)

According to the findings presented in the Fig. 4, unexpected situations had the most positive influence upon spontaneous learning in the service-providing sector. These situations forced employees from this sector to undertake a variety of actions. This statement was marked as matching the reality by 50 per cent of respondents. The findings correspond with Aristotle's idea that 'everything we have to learn doing we learn in the process of doing it'.

Also, according to respondents, learning was enforced by situations that were observed and analyzed in the workplace (45 per cent of respondents). 36 per cent of respondents believed that learning was positively influenced by the fact they did a job they liked and they enjoyed searching for information that would improve their performance. 35 per cent of respondents thought that learning took place when they met and shared experience with employees who had different work experience than their own. These results allow conclude that workplace learning is best motivated by unexpected situations employees experience as well as by observation of the environment one works in. Process of workplace learning is also stimulated by interest in the job one performs and experience exchange with colleagues. That is why it is possible to state that spontaneous learning respondents experienced was rather accidental than carefully planned. This finding corresponds with the definition of spontaneous learning found in scholarly literature.

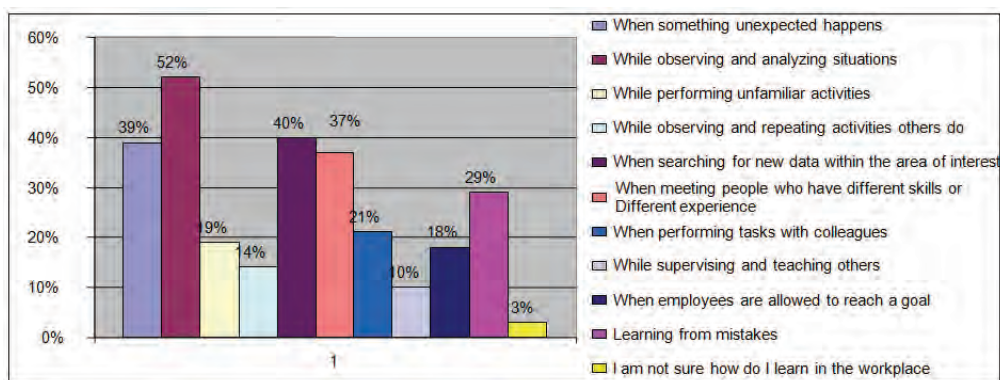


Fig. 5. Activities that best stimulate learning in the workplace (percentage)

As for the representatives of the health security sector, they felt that ability to apply gained knowledge in a natural way – during everyday work routine – is of special importance for them. Fig. 5 presents activities that best stimulate assimilation of new knowledge in the workplace. According to respondents, three of these activities that are also indicated in the Table play the most important role in workplace learning.

Results of this research demonstrate that according to the majority of respondents, three methods listed below are the best ways to learn new things in the workplace: observation and analysis of situations; when something triggers one's interest and one starts searching for relevant information; when meeting people who have different skills or different experience.

These findings substantiate theoretical premise claiming that communication with patients and colleagues (no matter if a medical specialist works in the same area or not) stimulates learning of medical professionals. Learning that takes place in the process of observation and analysis of various situations is also very important. It is interesting to note that participants of this research named independent search for information on a topic of interest as one of the best ways to learn.

Therefore, people working in the health care sector are being involved in spontaneous learning on a regular basis. Obviously, it is one of the best ways to gain knowledge that is relevant to a medical worker's job.

Learning is being stimulated by adequate factors. According to the findings of empirical research, respondents from all three sectors are best motivated to learn by:

- realization that learning will bring a specific benefit,
- courses organised by employers are beneficial for one's work,
- support expressed by employers.

Factors that least inspire learning in the workplace are these:

- workplace as a setting for learning,
- qualified teachers/instructors,
- learning process itself as a favourite activity.

Results like these imply that people learn in the workplace when they see tangible and real benefits of this process. According to Robbins (2003), who advocates for this prerequisite, specific, tangible and measurable aims have a greater motivational power than abstract ones.

Question 13/D8 features 10 statements. Their purpose is to evaluate respondents' attitude towards necessity of workplace learning and value it brings (see Fig.6). The majority of respondents – almost 83 per cent of them – absolutely agreed or agreed that learning inevitably stimulates employees' productivity and work efficiency.

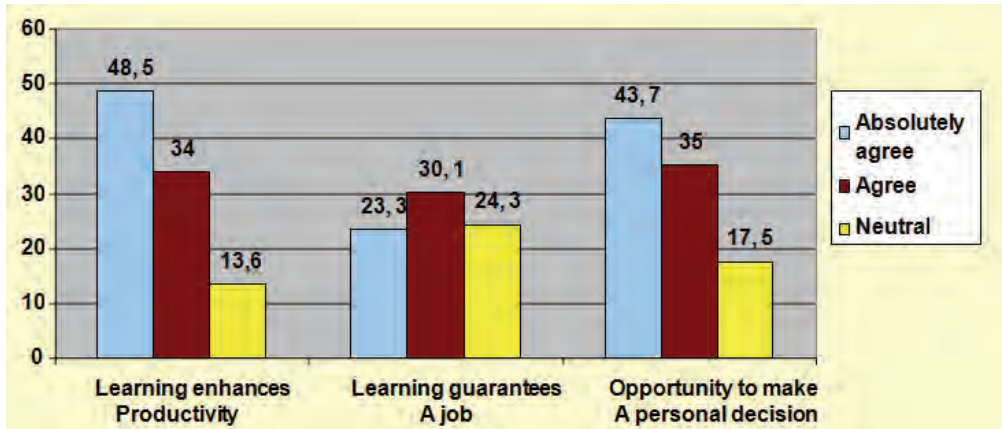


Fig. 6. Respondent opinion about workplace learning

These findings coincided with the answers given to the previous questions and emphasised once again that respondents saw the value and necessity of learning. The majority of respondents (79 per cent) agreed with the statement 'when people can freely decide whether to learn or not, they learn more and results of learning are better'. Popularity of this answer among the respondents confirmed the findings gathered from the answers to the question 10/C3 that explored the importance of having an opportunity to choose what to learn and how this should be done. This demonstrates that employees should be given an opportunity to choose learning. If this opportunity is not given, an opposition to trainings and other ways of learning will be a likely reaction from employees.

Statements that proved to be least popular among the respondents were the following ones: 'people who refuse to continue studying and learning should be punished by an employer (for instance, they should not receive any bonuses, promotions or should even be dismissed)' (12 per cent of respondents) and 'there is no need to continue studying and learning, because one already has an appropriate education and qualification' (14 per cent of respondents). These tendencies allowed to make an assumption that respondents' attitude towards punishment for refusal to learn was quite critical. On the other hand, they agreed that learning was necessary even though one had an education that was relevant to his/her job. It may be concluded that respondents accepted the strategy of lifelong learning.

Questions 14/C1, 15/C4, 16/C2, 17/D7 and 24/C5 are aimed at exploring the ways in which learning took place within organizations respondents of the research worked for. According to the findings of this research, most frequently training sessions with organizations took place in settings assigned by the managers. Also, trainings gave ground for developing job-related knowledge and skills. This was proved by 52 per cent of respondents. Extensive meetings and short seminars that lasted for a day or

less were also quite popular within organizations respondents of the research worked for. This statement was chosen by 37 per cent of respondents. Another 37 per cent of participants indicated that organizations they worked for practiced spontaneous meetings with colleagues as a means for solving new or urgent problems (see Fig. 6). 84 per cent of respondents confirmed that organizations they worked for organised employee trainings. Massive 98 per cent of respondents noted that they had not been offered any skills development courses organised by labour unions, associations and institutions like these. This demonstrates that employers are the ones who are most interested in further development of their subordinates (and not non-profit public organizations like labour unions, associations, commonwealths, etc.).

Organizations respondents worked for organised training sessions more likely during a workday (38 per cent of respondents) and always during a workday (31 per cent of respondents) (see Fig. 7). Results demonstrated that courses organizations ran had been usually organised during workdays, so employees' leisure was not messed because of these training sessions. According to scholarly sources, if employees' leisure is not influenced by the load of training they go through, trainings are being perceived as a positive activity. In this case less opposition to training is being demonstrated, and results of such learning are also much better.

According to the findings of this research, 43 per cent of respondents indicated their employers gave them freedom to choose what job-related courses they should attend. The same amount of respondents noted that employers were trying to make sure that there was enough time and space for training sessions. A third of all employers distinguished those employees who voluntarily developed their knowledge and skills. Such results allow make an assumption that employers are interested in providing employees with opportunities to learn in the workplace and take a proper care of that. On the other hand, employers' desire to develop opportunities for workplace learning is primarily related to the economic benefit they receive.

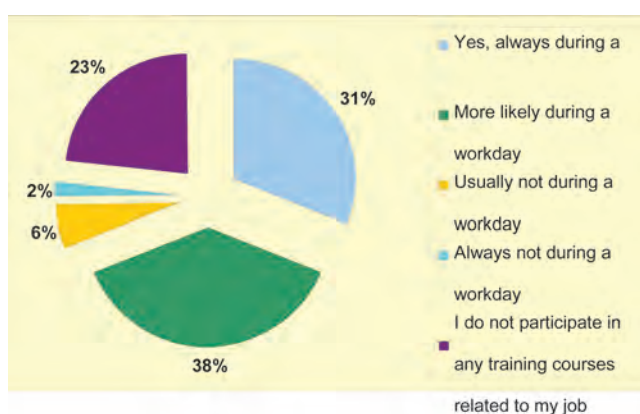


Fig. 7. Times of the day courses take place at organizations respondents work for

An idea stating that it is impossible to measure the economic benefit of learning is widely spread in scholarly literature (Stahl, Nyhan, D'Alija), because too many factors influence the outcomes of learning, especially having in mind a period of time it takes to receive any results of learning. Also, economic indicators of return on investments cannot be applied to measure the outcomes of learning, because these tools are not designed for a measurement like this. Despite these arguments, employers seem to realise the necessity and importance of learning more and more.

The purpose of the question 17/D7 is to figure out reactions of employers to their subordinates' personal decision whether to attend a training or not. According to the findings, the majority of respondents were quite neutral in expressing their opinion about this matter – they neither agreed nor disagreed with the statement. Most frequently respondents indicated they absolutely agreed or agreed that an employer wanted to make sure that trainings an employee attended during working hours had an obvious positive impact on effectiveness of his/her work (22 and 21 per cent of respondents accordingly). Also, in cases when courses or other types of training cost much, employees had to motivate their effectiveness, so that an employer would agree to pay for them (25 and 20 per cent accordingly). These results demonstrate that employers need a proof that course attendance is directly related to employee effectiveness in the workplace, because only in these cases employers do not oppose the fact that employees attend trainings they choose themselves and do it during a working day. Answers 'do not agree' and 'absolutely do not agree' were given to the discussed statements by about ten per cent of all respondents. The statement that was mostly opposed to was related to employers' prohibition to attend any job-related courses. 39 per cent of respondents absolutely did not agree with this statement while 17 per cent just did not agree. That is why the results drawn from the answers to this question allow make an assumption that employers are open to their employees' workplace learning, but they request evidence that would prove that a specific training session will improve an employee's performance in the workplace.

The last unit of questions featured in this questionnaire was intended to evaluate what value did respondent see in the training sessions that had been organised in their workplaces and what features did they have (naming initiators, organisers, etc.). Results demonstrated that trainings that had been organised within organizations respondents helped employees to do their jobs better (62 per cent). Also, respondents confirmed that learning sessions organised within institutions proved the fact that individual knowledge and experience exchange was important (57 per cent of respondents) and supported an idea that it was common for modern organizations to ask the employees to come to trainings with particular proposals on how to improve their performance in the workplace (51 per cent of respondents). According to respondents, trainings were fun, were emotionally important to participants.

A quite similar number of respondents (slightly more than a third) indicated that trainings that took place in the workplaces were aimed at development of job-related skills (42 per cent of respondents), were initiated by the administration (40 per cent of respondents) and were very strategic in their nature (39 per cent of respondents).

Answers given to this question allowed to make an assumption that learning sessions were very well-organised at the organizations respondents worked for, because they were planned by the administration and were aimed at helping employees to perform their duties in a more efficient way, deepen professional knowledge employees had and interchange professional experience employees had. According to scholarly sources, a well-planned formal organizational training develops employees' skills and increases their efficiency.

Question 29/D11 was aimed at exploring the benefits respondents gained from the trainings sessions that were organised in the workplaces.

First of all, it is worth mentioning that 37 per cent of respondents from the service-providing sector had never participated in any trainings. Three per cent of respondents did not think they received any benefit from the courses they attended in their workplaces. Workplace learning was most frequently associated with a more effective performance in one's workplace (47 per cent of respondents), self-esteem and pride (31 per cent of respondents) and personal growth along with self-identification (27 per cent of respondents).

In their turn, employees from the health care sector demonstrated different tendencies. 37 per cent of respondents mentioned that they had not participated in trainings recently (an assumption could be made that reduction in training opportunities was related to the economical crisis the country went through during a period of 2009-2010). On the other hand, respondents indicated that they took part in: short meeting and seminars; course designed to empower the most important skills; course that provided official qualification (see Fig. 8).

Results of the research uncovered the fact that learning in the health care sector was not closely related to information technologies. Even though trainings still took place, they were aimed at developing skills that were related to direct duties employees had.

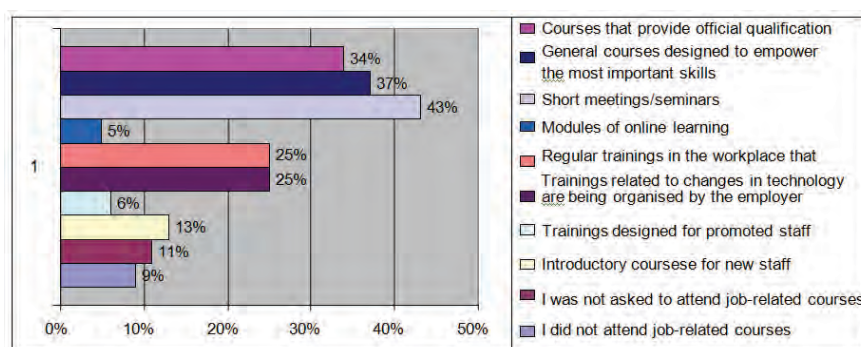


Fig. 8. Training sessions attended by employees from the health security sector (percentage)

Results of the research proved that workplace learning did not bring much financial benefits to the employees, but rather presented them with an opportunity to develop their personal skills and abilities. In most cases organizations did not evaluate their employees' attempts to upgrade their qualification, because only four per cent of respondents indicated their salaries went up after they completed a training program. Only three per cent of respondents were promoted while just nine per cent of respondents mentioned that they were recognised by their colleagues. Such results leave an impression that workplace learning is seen more as employees' personal development. That is why employers do not encourage their employees to learn by application of material motives (bonuses, rise in salary, promotions, etc.).

Question 30/D9 basically has the same purpose as the one discussed earlier. It was designed to assess whether workplace learning had a positive effect on respondents during the training time and in their everyday work routine. Because the majority of respondents indicated they did not know whether workplace learning had a positive effect upon them during the training sessions themselves, a closer look was given to the positive effect of workplace learning on everyday work routine.

Findings show the aspects of positive impact workplace learning had upon the employees and their everyday work routine: better communication skills (50 per cent of respondents), better problem-solving skills (47 per cent of respondents) and better team-work skills (47 per cent of respondents). Also, workplace learning had a positive effect on rise in employees' self-esteem (43 per cent of respondents) and improvement of relations with colleagues (40 per cent of respondents). After they went through training session employees found it much easier to express themselves (37 per cent of respondents) as well to perform specific tasks – prepare reports, exploit devices and equipment and use information technologies.

It is worth mentioning that only some respondents indicated that workplace learning had a positive impact on their foreign language skills (19 per cent of respondents) and health/safety security skills. These results allowed to imply that courses dealing with foreign languages and security in the workplace had not been organised by organizations respondents worked for.

Finally, the research was aimed at evaluating the effects workplace learning had on respondents' quality of life in particular spheres (both during training time and in everyday life). According to results that are presented in the Fig. 9, workplace learning had a similar effect on both inspected spheres of respondents' lives, though it was quite obvious that positive effect was stronger in everyday life.

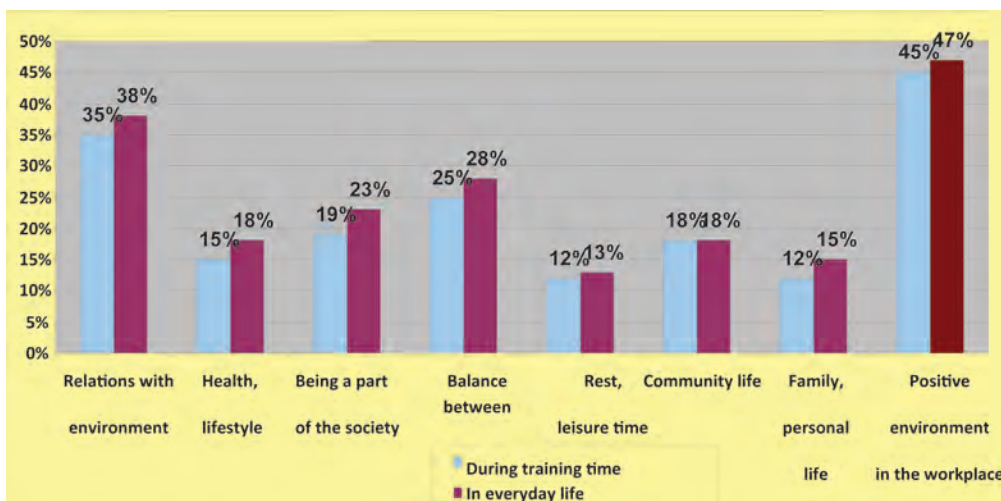


Fig. 9. Influence trainings have upon respondents' quality of life

The strongest positive effect was documented in workplace environment, because 45 per cent of respondents indicated that positive change started to take place during the trainings themselves. 47 per cent of respondents mentioned learning had a positive impact upon the quality of life in everyday environment. Answers to this questions allow to make an assumption that workplace learning is beneficial both to organizations (because their employees develop their skills and can perform their work better) and employees (because they gain self-esteem, develop skills; ensure the right balance between work and personal life).

5 Conclusions

1. Information technologies undergo a rapid development. Range of people's activities and ways of personal communication change, too. These changing processes require higher intellectual capacities, so the need for knowledge is getting more and more vital. Learning is a complex activity that requires a number of abilities. It can be seen as a crucial criterion that determines one's career success, survival of an organization and society's wellbeing as a whole. In the era of information technology, learning and working can be seen as equivalents. Learning within an organization is sometimes defined as continuous development an individual goes through and passing of experience one possesses to his/her colleagues. Motivation for adult learning is predestined by learning processes, knowledge and abilities, social, economical and cultural development of civil society. Desire to learn that employees working in conditions of constant competition express is stimulated

by information and control systems an organization uses, internal exchange of information, salary flexibility, strict division of employee roles and department boundaries as well as expansion of authorization and opportunities.

2. It is important for the employee development process to be continuous and smooth. Execution of learning programs is a complex phenomenon that is composed of separate elements, which are related to each other. First of all, an organization needs to prepare a thorough strategy of personnel training that would reflect an organization's activities and financial opportunities as well as educational system of the whole state. In later stages it is very important to make sure that the process of learning is being implemented according to the stages planned beforehand. The first important step is the analysis of the needs. Purposeful establishment of learning need an organization has will ensure that learning goes in the right direction. Its results will depend more on teaching methods applied and competencies an instructor possesses.

3. Findings of this research confirmed that any forms of workplace learning have a positive impact on people's quality of life both during the trainings themselves and in everyday work routine. It was noticed that trainings organised by the organizations had a primary impact upon employees' personal development – sharpening of their skills, enhancing self-esteem, personal growth, self-identification, and a more harmonious relationship with the environment as well as ability to make decisions, solve problems, etc.

- 3.1. General tendencies from research in service sector, health care sector, oil processing sector show that employees attitude towards their job and satisfaction with it can be counted as a motivational factor that stimulates or does not stimulate workplace learning. Findings of this research demonstrated that majority of employees working in different sectors of industry were pleased with their jobs. They were proud of it and experience more personal and financial satisfaction as a result of working. This allowed researchers to make an assumption that respondents were motivated to learn at workplace.
- 3.2. Most frequently (38 per cent of cases) trainings had been taking place during the workday time in organizations respondents worked at. In some organizations workday had always been used (31 per cent of cases) as time for training sessions. 72 per cent of respondents absolutely agreed or agreed with the idea that learning was always important, though it was not always something that respondents chose to participate in voluntarily.
- 3.3. According to the findings of this research, 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.

- 3.4. It is worth mentioning that, compared to employees from other categories; workers indicated they found workplace learning most effective. It is possible that this tendency is related to the process of learning to operate new equipment.
- 3.5. If employees decided they needed learning, results of learning proved to be better. This notion was approved by 90 per cent of respondents.
- 3.6. Traditional method of lecturing, which is not the most efficient, was unavoidable in the process of organizing learning sessions. It was true of all industry sectors.
- 3.7. Workplace learning should not be seen as related to possible payment of additional awards and bonuses.
- 3.8. Purposeful usage of various teaching methods in order to train employees had been observed (for instance, some respondents working in the oil-processing industry noted that organization they worked for had been using curators/mentors to help learning employees in the workplace. 60 per cent of those satisfied with this method of teaching were classified as workers, who saw the biggest advantage in such a teaching and learning method).
- 3.9. In the process of research it became obvious that service-providing and oil-processing companies did not have a system that would help to evaluate employee's competencies that were gained in the process of learning. That is why gained knowledge and skills had not been assessed.
- 3.10. Employees from the service-providing and oil-processing sectors, usually males of mature age (51-60 years old), indicated that one could learn by simply observing his/her colleagues, analyzing situations observed and repeating actions seen.
- 3.11. People who participated in this research did not think that more employees would want to deepen their knowledge and sharpen their skills if their employers were advocating general education more.
- 3.12. Distance (online) learning was still not popular and desirable at the moment this research was conducted.

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TOPICA: Challenges and Solutions for Mobilizing Industry Instructors on Large Scale

Pham Minh Tuan

1 Two major challenges of Viet Nam education system

Viet Nam, a booming economy with 6-7% annual growth rate even at the current stage of world economic crisis, is facing a rapid increase in demand for skilled workforce. A recent Department of Statistics survey revealed that among 45 million active workers, only 10 million are trained. On the other hand, service and industry sectors are gaining ground, leading to continued strong increase in demand for post-secondary workforce and shifts towards “hot” skills such as business, finance, technology, law etc. Dozens of new universities and colleges have been established in the past decade, but the education system is still struggling to keep up with demand. In the 2010 national university admissions exams, there were about 1 million applicants to 287,000 full-time university seats offered. In the review conference of the 2008-2009 academic year, the Minister of Education and Training cited some impressive data: the number of higher education students has increased 13-fold in the past two decades, while the number of teachers increased by only three times. Total higher education enrollment was 1.7 million, while total number of teachers was 61,000, a 28.1 student/teacher ratio. The PhD/teachers ratio was 14.3% in universities and 1.67% in junior colleges. Many universities are updating their curricula with new and practical content, but many others are still teaching too much theoretical content and are using outdated textbooks. Similarly, many professors are bringing practical experience and new methods into their classes, but many others are still repeating the same lectures for years.

These facts point out two major challenges among many issues our higher education system is facing:

- Shortage of qualified teaching staff
- Gap between education provided and demand from industry

Businesses and industries have been very active in voicing their concerns about these issues, and many practitioners have been contributing by engaging in discussions with higher education leaders, visiting universities as guest speakers, teaching courses, providing internship opportunities, supporting curriculum updates and teacher training etc. However much more has yet to be done to really improve the situation.

2 TOPICA: Mobilizing industry instructors to address the gaps

An effective approach to address the gaps above is to bring in industry practitioners to teach. They help complement the overloaded full-time professors, and also bring fresh practical knowledge to the classroom. With the rise of e-learning and the flexibility and convenience it provides, even more practitioners are able to join. Many top online universities around the world are engaging practitioners as part-time instructors on large scale, such as the University of Maryland, University of Phoenix, or the UK Open University etc.

In Viet Nam, TOPICA is not only the first higher education program to apply this approach, but is also leveraging its online methodologies and capabilities to make “industry instructors” a core emphasis of its Bachelor’s degree programs. Industry instructors are engaged through two paths:

- The TOPICA Online Bachelor’s programs, where 80% of the courses leading to degrees are taught by industry instructors, in blended e-learning mode, with supervision and support from academic professors, student counselors and other staff.
- The “1000 Bizmen to Teach via e-learning” outreach campaign, where practitioners are mobilized to teach “hot” topics such as job interview skills, entrepreneurship, etc. to students from universities and colleges around the country.

We use the terms “Bizmen”, “industry instructors”, “practitioners” as generic references to businesspeople, managers, professionals in the private sector, and in some cases officials in the public sector, who are engaging to share their work experience and knowledge with students.

TOPICA is an umbrella program that aims to enhance industry linkages and application of e-learning methodologies in higher education. Launched in 2005, the program has undertaken several different initiatives in cooperation with educational institutions and partners:

- With Ha Noi University of Technology: Developed e-learning technologies and curricula, established business incubation practices.
- With 64 vocational schools and continuing education centers in 64 provinces: Provided equipment and capacity building for E-learning labs, and supported basic ICT skills training to 87,000 trainees.
- With Ha Noi Open University and other institutions: Developed and operating online Bachelor’s degree programs in Business Administration, Accounting, Banking & Finance, and ICT.

- With Viet Nam Young Entrepreneurs Association, and the Viet Nam Youth Association's Thanh Giong Portal: Implementing the “1000 Bizmen to Teach via e-learning” national campaign.

2.1 TOPICA Online Bachelor's Programs

TOPICA Online Bachelor's Programs (TOBP) are blended e-learning degree programs that TOPICA is cooperating with Ha Noi Open University and other institutions to provide. Students enroll into the university's TOPICA-branded programs in Business, Accounting, Banking & Finance and ICT, study online and offline with academic professors and industry instructors, use rich multimedia courseware and tools, take offline exams and online quizzes, and get degrees awarded by the university. Launched the first batch in 3/2009, TOBP currently has over 2,000 degree students in Hanoi, Hai Phong and Ho Chi Minh City, and is receiving great demand.

TOBP pursues a high-quality strategy by managing a “4H” quality cycle:

- Intake quality (Học viên): Maintain selectivity with entrance tests, academic records, work performance, desire to learn etc. Currently TOBP is not accepting fresh high school graduates despite huge demand, but only students with another Bachelor's degree (40%) and students with a junior college or vocational degree (60%).
- Teaching quality (Hoạt động): TOBP is built on top of 3-4 years development of multimedia courseware, teaching methodologies, instructors and staff skills, technology systems, learning centers and facilities. A high teaching quality is maintained by skilled staff and continuous monitoring and assessment processes.
- Output quality (Hiệu quả): TOBP supports students' job search activities, devises means for students to demonstrate their improved work performance to colleagues in their existing jobs, facilitates further studies, and promotes participation in academic, industry and extracurricular activities.
- Brand quality (Hình ảnh): TOPICA leverages its use of new innovative technologies and methodologies to gain significant publicity advantages, as related to media, press, recognition by students and parents, employers, regulators and international stakeholders.

2.2 1000 Bizmen to Teach via E-learning Campaign

“1000 Bizmen to Teach via e-learning” is an initiative conceived by TOPICA, in cooperation with the Viet Nam Young Entrepreneurs Association (VEYA) and the Viet

Nam Youth Association's Thanh Giong web portal. Launched 8/2009, the campaign has set its targets at mobilizing 1,000 businesspeople to share knowledge with 20,000 students around the country by 2011.

In the beginning, there was significant skepticism about the ambitious goals. However, the initiative has quickly picked up and became a major national campaign. It leveraged the 7,000-strong membership of VEYA, among whom there are some of the country's most successful, market leading corporations in different industries. Responding to the slogan "Teach rather than complain", over 500 businesspeople have signed up and participated in teaching to date, hoping to help bridge the gap between education and industry. Over 7,500 students from 32 institutions have taken advantage of the rare opportunity to learn from successful practitioners with a novel learning method. The campaign was recently recognized by the association's news edition among the top 7 initiatives of VEYA in the 2005-2010 term.

3 Challenges and solutions in mobilizing businesspeople

The successes of TOPICA's TOBP and 1000 Bizmen initiatives in mobilizing hundreds of industry instructors did not come easily. Facing many challenges from the beginning, we have developed a comprehensive Teacher Relationship Management process, with service staff in many roles, complex software systems, and value-added services in order to ensure that instructors have satisfactory and enjoyable experiences teaching with us. This process includes:

- Recruiting: a combination of publicity campaigns, events, and peer references
- Training: a 6-step thorough preparation program
- Value-added services: teaching tools, TRM software system, support staff, teaching guidance, etc.

3.1 Recruiting

It is quite common to see universities inviting a few managers, professionals or officials to campus as occasional guest speakers. It is also not rare to see practitioners teaching a whole course for a whole semester, mostly during evenings or weekends. However, we realized there are great challenges to recruiting hundreds of "Bizmen" to teach whole courses. Some of the problems we faced were:

- Shortage of time: Bizmen, especially successful ones, are extremely busy. They might accept an occasional guest speaker invitation, but to teach a whole course requires dozens of hours commitment. As most of them are working full-time, these hours are usually in the evenings or weekends, at the expense of their personal time with families and friends.

- Hesitance to travel: a whole course is usually taught in dozens of sessions through several weeks, in order to allow students to absorb the material, complete assignments and perform group activities. Practitioners who are working during the day have to teach during evenings and weekends. For evenings, that means dozens of commutes in after-work rush hours.
- Lack of presentation skills: many Bizmen are articulate presenters, but many others are less gifted. We found that without proper preparation, many bright and enthusiastic practitioners end up giving monotone presentations, after which they become disappointed themselves and hesitant to come back to class again.
- Hesitance to prepare teaching materials: most courses require instructors to prepare slides, discussion topics, or at least to adapt existing teaching materials and practice on them before the first class. That means the instructor has to spend many less-exciting hours before the actual class sessions.
- Limited number of contacts to invite: it is natural to invite personal contacts of faculty and students to teach first, but those contact run out after a while. Unless the industry instructors keep coming back and refer their friends after great teaching experiences, it is extremely hard to engage hundreds, or even just dozens of instructors to teach through several courses.

Thus it was not surprising that there was significant skepticism about TOPICA's and partners' goal of mobilizing hundreds of industry instructors who can overcome these several issues to teach. Our solutions, at least for the recruiting part, included:

- Communication via the “1000 Bizmen to Teach via e-learning” campaign: in communication channels (fliers, seminars, press releases etc.), we emphasized the benefits of teaching, most of all the fulfillment of their desire to share knowledge. In addition, we communicated the ways our teaching methodology addresses their concerns as mentioned above (see also the Training and Value-added Services sections). For the Viet Nam Young Entrepreneurs Association under Viet Nam Youth Association, the campaign was a meaningful platform to mobilize hundreds of its members to contribute to education. It in fact became one of the top 7 highlighted initiatives of the association's 2005-2010 term. For students, it is a great opportunity to learn from industry practitioners. For TOPICA, it is a great platform to recruit instructors and a good publicity program.
- Peer references: after the first few dozens of instructors have had great teaching experiences, they referred their friends and colleagues with enthusiasm, and they themselves came back for more courses. In fact, about 70% of our new instructors have taught a second term, and many of them are still with us teaching a fourth term since TOPICA launched in 2009.

3.2 Training

Once Bizmen have signed up with enthusiasm, significant gaps became apparent between teaching requirements and their skills and mindset. Some of the problems we found with the face-to-face sessions were:

- “It is easy” misconception: Many of them came to class overconfident about their experience and knowledge, and underprepared. Some of them ended up telling their personal success stories, others gave one-way slide presentations, others tried but struggled to facilitate discussion and group activities. While those sessions could still be entertaining, the actual learning objectives were likely not accomplished.
- “I know better” misconception: Some very confident instructors disagreed with the recommended teaching methodology and material, and ended up giving a session about marketing in a microeconomic course.
- Taking position in a discussion: In business courses, there are typically no right or wrong answers to a problem, but many different approaches that can be applied in different circumstances. In technical courses, there are often more than one solution to a problem. The role of the instructor is to facilitate active thinking, debate, problem solving. Some instructors who were very experienced in their field but less prepared pedagogically could run into the trap of giving a “right” answer too early, then facing convincing counter-arguments from students, and getting into an awkward situation.
- Not concluding: Some instructors realized the trap of taking position, but made mistakes to the other extreme. They facilitated discussion, praised all comments, but offered no meaningful analysis and conclusion. This created significant frustration among students, especially when the comments were conflicting.
- Too polite to cut redundant comments: Some instructors patiently listened to every comment by persons or groups, not cutting in when a point is repeated or when the speaker strayed away from the main topic. This ate up class time, and the rest of the students got bored.
- Not linking back to course material: The students came back from a useful and informative session, but did not understand how it was related to the videos and books. In a self-learning context, it is important to give students motivation to open the material, look for the specific chapters, complete the assignments and join the online discussions.

The solution we have developed to successfully address those issues, and to maintain a consistent teaching quality, is a 6-step train-the-trainer program, compulsory regardless of how experienced an instructor is. This training process

has proven to be very effective in ensuring that large number of instructors conduct consistent quality courses. In face-to-face sessions, instructors facilitated discussion of case studies, engaged students in group activities and learning games, linked those topics to specific chapters of the course material, in order to make them curious to view the video, read the book, participate in online discussion, take the quizzes etc. In online teaching, the instructor maintained lively discussions, answered unclear issues about the course material, gave useful feedback to cases and group assignments, and linked them to their real-life work experiences.

3.3 Value-added services

Enthusiastically signed up and equipped with necessary skills after the training program, the new instructor proceeded to sharing his knowledge offline and online with the class. However there could be many problems that could potentially ruin his experience:

- **Course administrative issues:** A course does not only require interaction online and offline, but also monitoring of online and offline attendance and activities, managing grades, helping students with technical and administrative issues, etc. These additional chores would be burdensome and boring to an instructor who is teaching part-time in addition to his main job.
- **Getting confident again with course material:** Instructors were assigned to courses that they have qualifications and work experience in. They typically had little problems answering questions on practical topics, but could sometimes find themselves struggling with in-depth questions about theoretical concepts.
- **Many contact points:** An instructor dealt with several TOPICA staff during his engagement. A staff member or an instructor might have referred him to the program; a recruiting staff provided him with initial information and update his personal files; an academic manager discussed what he should teach and guide introduces him to the training program; a course's chairperson and other instructors interacted with him during the training; a student counselor and an academic professor supported him through teaching; an accountant or administrator processed his compensation etc. If these interactions were not well coordinated, the experience could become confusing or frustrating to the instructor as they were typically very busy professionals.

In order to provide a satisfactory experience to instructors, we were applying a range of service solutions:

- **Support staff:** Student counselors, administrators took significant burden off the instructor in managing a course, allowing him to focus on teaching.

- Teaching guidance: An academic professor was assigned to a groups of industry instructors to support them with in-depth theoretical concepts, and to coach them on teaching methodology.
- TRM system: A Teacher Relationship Management system (TRM) kept track of all interactions with an instructor by different staff, allowing smooth coordination among them.

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Workplace as a site for learning: facilitating professional development of educational practitioners

Natasha Kersh and Karen Evans

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. Analysing employees' responses allowed the researchers to illuminate important 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. The paper draws on (a) analysis of employees' questionnaires (UK context) undertaken as part of the ASEM survey and (b) a thematic review of selected UK projects that have focused on professional development and workplace learning of adults.

1 Introduction

The recent period of recession has 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. Research carried out in the LLAKES (Learning and Life Chances in Knowledge Economies and Societies) Research Centre has yielded important insights into education professionals' workplace learning specifically in a post-16 educational context as well as wider 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 present analysis aims to explore the following issues:

- employees' background, qualifications, roles of previously acquired skills;
- types of workplaces;
- employees' views on what the best ways to learn in the workplace are (opportunities to learn at work);
- factors encouraging employees' learning at work;
- role of employers in facilitating/offering learning opportunities at work;
- reasons for taking part in work-related courses (e.g. why did you/your employer require you to pursue this work-related learning?);
- Has learning at the workplace had a positive effect on employees' knowledge and skills?
- Has learning in the workplace had a positive effect on employees' quality of life?

What employees learn as 'learners in the workplace' leads to the development of certain skills or competences, e.g. job-specific, occupational or personal, as well as different forms of knowledge: knowing how, knowing that, knowing why and knowing who, the latter in social networks. In this paper we draw on the definition of workplace learning given by Unwin and Fuller (2003), which provides a good insight into the nature of the workplace learning:

The term 'workplace learning' is used to embrace all types of learning which are generated or stimulated by the needs of the workplace including formal on-the-job training, informal learning and work-related off-the-job education and training.

(Unwin and Fuller 2003: 7).

This definition was developed by Evans et al (2006) as that learning which derives its purpose from the context of employment (i.e. learning in for and through the workplace). In this context learning is perceived as something that '[...] you do

continually whilst at work, both out of choice and by necessity (Gray et al. 2000: vii)'. Similarly, Malone (2005) describes workplace learning as any learning that takes place in the workplace:

Most of what we learn takes place at work rather than on formal courses. Work activities, the workplace, the supervisor, other workers [...] are the key learning resources for workers.

(Malone, 2005, p.67).

What employees learn as 'learners in the workplace' leads to the development of certain skills or competences, e.g. job-specific, occupational or personal, as well as different forms of knowledge: knowing how, knowing that, knowing why and knowing who, the latter in social networks.

2 Drawing on personal experiences: embedding previously acquired skills and experiences in workplace practices

The questionnaires' data as well as the review of the projects have highlighted the importance of practitioners' learning and knowledge and the ways those two are embedded and recontextualised in workplace practices, specifically, across a range of post-compulsory settings. The significance of the topic has also been emphasised by theoretical research that underpins the issue of the changing nature of knowledge and the requirements of the learning society in the context of post-compulsory educational and training (Jarvis, 2002). Practitioners' learning and knowledge relate to factors such as their experiences, skills, qualifications, competences and dispositions. The ways the knowledge is embedded and recontextualised in college environments often depends on and is predetermined by these factors.

When embedded into a range of workplace contexts, individual knowledge and experiences make an important contribution to the development of teaching approaches and strategies in the context of further education. Embedding previously acquired knowledge and skills in new learning environments allows tutors to develop them further.

The review has indicated the importance of practitioners' prior experiences and the ways they are embedded in professional practice within workplace settings. In this context we have drawn on the concept of recontextualisation of knowledge and how this concept can assist researchers in finding a way to develop a framework to understand common synergies across the project. A review of projects and interviews with the project holders, researchers and practitioners has enabled us to identify the following themes in this context:

- different forms of knowledge and the ways in which these are recontextualised as people move between different sites of learning and workplace;

- movement of knowledge from one context to another;
- the way knowledge and learning are embedded in professional practice.

Settings and contexts play an important part in knowledge creation and development. As Evans, Guile and Harris (2011) note, all knowledge has a context in which it was originally generated. Contexts are often referred to as settings or places but they could also extend to “schools of thoughts”, traditions and norms of practice, and the life experiences in which knowledge of different kinds is generated. For knowledge generated and practised in one context to be put to work in another context, it has to be recontextualised in various ways that simultaneously engage with and change those practices, traditions and experiences (Evans et al. 2010; Evans et al. 2011).

Loo’s (2008) research also emphasises that one way teachers can acquire their knowledge is from their life experiences. Within the present research, interview data already indicate a wide range of learning experiences outside formal teacher training schemes, or other formal education and training settings. While the considerable learning which takes place in the workplace has been increasingly recognised, learning also results from a range of life experiences, in home and family settings, engaging in volunteer activities, and overcoming various setbacks in life. Our interview data have shown that tutors’ and practitioners’ prior experiences play a significant part in developing their teaching practices:

My previous work and life experiences have greatly influenced me in the way I deal with [challenges of the teaching profession]. I have had jobs in a variety of different employments in Australia, the US and UK in both large and small companies, plus I studied for several years to qualify in Homeopathy and Reflexology as well as gaining more conventional academic qualifications and it is clear to me that both management of staff or management of students has many parallels.

(Extract from interview with Further Education college tutor).

The acquisition of these skills is often tacit in nature and thus individuals do not necessarily recognise to what extent they use their previously acquired skills in their teaching practices or draw on their learning biographies in developing new strategies and approaches to be used in college contexts. Our interviews support the argument that tutors draw on their personal experiences and previously acquired skills when they undertake various teaching activities in college contexts. Furthermore, their skills and experiences are being further recontextualised in order to respond to changing circumstances and be better embedded in the everyday teaching practice:

Today, however, I have changed the way I teach in response to the different students I now encounter. Previously they were foreign students who had high levels of capability and they also expected a more traditional lecture-centred delivery. Now I teach mostly local and younger students who initially at least seem to need more parenting and role modelling as well as academic training.

(Extract from interview with Further Education college tutor).

This indicates that the workplace environment fundamentally affect how skills and knowledge are put to work (Evans et al, 2010; Evans, Guile, Harris, 2011). Hodkinson et al.'s work (2004) illustrated the importance of the influence of prior activity on current activity and the different ways in which actors may construe situations as being 'similar'. In this context, multiple processes involved include adjustments to affordances and constraints, and that 'transfer' is distributed across mental, material, social and cultural planes. Furthermore, skills and knowledge have to be developed and possibly changed, as they are operationalised in the culture of new workplace. Furthermore, it is not the skills and knowledge that develop, but the whole person, as s/he adjusts, with greater or lesser success, to working in a new environment. That adjustment depends as much upon the receptive or expansive nature of the new workplace, as upon the prior experiences that workers bring. Put differently, the processes entailed can be significantly helped or hindered by the actions and dispositions employers and co-workers (see also Evans 2009, in Learning Work and Social Responsibility.)

Different factors derived from workplace environments influence the way skills are embedded in teaching practices. In addition, employees' perceptions of their workplaces may play an important part in facilitating their attitudes and motivations. The next section will consider some aspects that relate to employees' backgrounds and working environments, as well as their perceptions of their workplaces

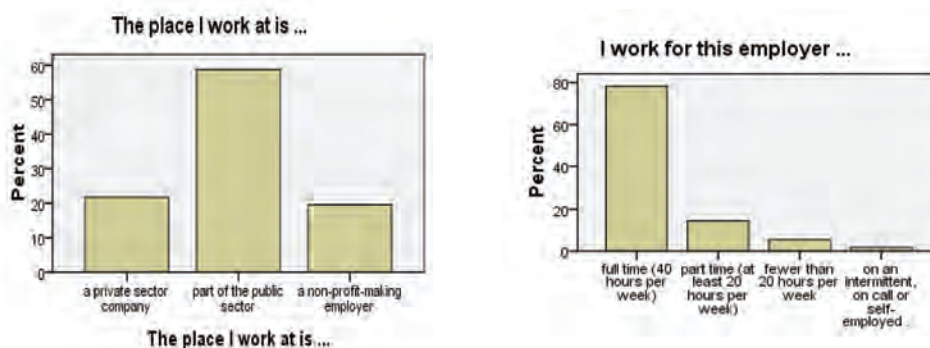
3 Employees' perceptions of their workplaces: personal satisfaction from their workplace environments/qualifications' match and mismatch

One of the objectives of the ASEM pilot survey was to explore a range of issues related to employees' backgrounds and dispositions, as well as their perceptions of workplace environments. The survey, which initially focused on a small sample of 56 education professionals, aimed to identify to what extent these issues might affect their attitudes towards workplace learning and skills development. These findings were triangulated with those of larger scale UK studies of engagement in workplace learning carried out by members of the team. Specifically, the questionnaires have focused on the following areas:

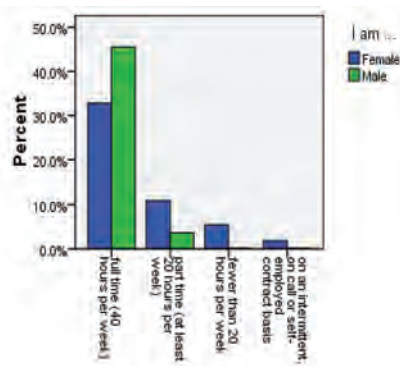
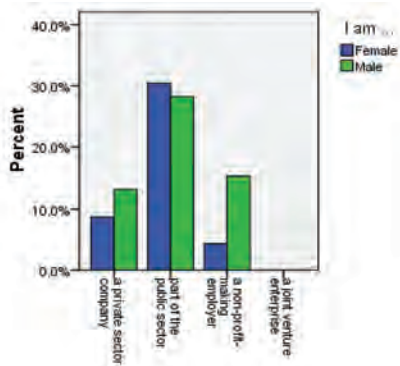
- To what extent do the respondents' current jobs correspond to their education and qualifications?
- What types of workplaces are they employed in (e.g. public, private etc.)?
- Are there gender differences in the ways respondents perceive/experience their workplace environments?

- How do they perceive their current work environments? (e.g. does the workplace environment make them feel good?)
- Do they get more financial satisfaction rather than personal satisfaction from their workplace activities?
- Do they feel that they are appreciated by their employers?

As a first stage of the data analysis, it was important to identify (1) the types of workplace environments that our respondents were associated with and (2) whether the types of workplace environment affected their perceptions of the workplace and (3) if gender differences are apparent in these contexts. The data indicated that, at the time of the survey, 48 percent of the respondents were employed in the public sector, 17 percent of the employees worked in private companies and those working for a non-profit employer constituted 16 percent (see Figure 1). The importance of the gender characteristics has been further empathised by the survey. As Figures 3 and 4 indicate, the majority the female respondents were employed in the public sector (31 per cent). Only a small proportion of the female respondents worked in the private sector (9 per cent) and in a non-profit employment (4 per cent). The data indicated that the male respondents constituted a bigger proportion in the private sector (12 per cent) and in the non-profit types of employment (15 per cent), although the majority of the male participants were represented in the public sector (29 per cent).

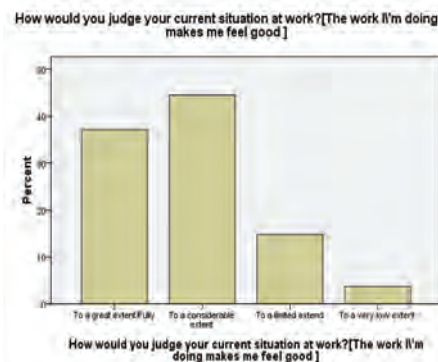
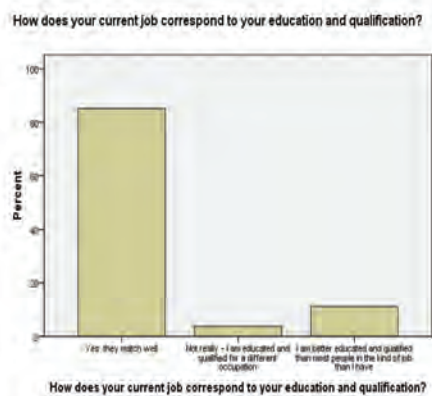


The majority of the respondents (76 per cent) worked full-time (40 hours per week), whereas those working part-time (at least 20 hours per week) constituted 14 percent and 4 percent were working fewer that 20 hours per week. Only a very small proportion of the employees (2 per cent) worked on intermittent contracts or was self-employed (see Figure 2). Figure 4 indicates gender differences in this context. It indicates that, compared to the male respondents, the females are more likely to be employed on a part time basis (see Figure 4), reflecting wider patterns found in the labour force (Labour Force Surveys 1993 to 2009).



The survey allowed the researchers to identify and reflect upon the links and interrelationships between a range of factors related to employees' backgrounds and working environments, as well as their perceptions of their workplaces. The respondents were asked whether their current jobs correspond to their education and qualifications and about job satisfaction. The data (see Figures 5 and 6) show that the majority of the respondents indicated:

- that their current job corresponded to their education and qualifications (82 per cent); and
- that the jobs they are doing make them feel good (81 per cent)



Further analysis has indicated that of the 76 percent of those who worked full-time some 61 per cent of the respondents reported that they felt their education and qualifications fully corresponded to their jobs' requirements (see Figure 9). The survey has uncovered that the issue of lacking appropriate skills and qualifications required for a certain job has not been identified as a problem by those who were employed full-time. Only a very small proportion of them has pointed out that they felt that they are better qualified than their jobs require them to be. Of all our respondents, only a small proportion of those working part-time (1 per cent out of 17 per cent working part-time), admitted that their jobs required better education and qualifications. However, all self-employed or those employed on intermittent contracts reported that they felt their education and qualifications fully matched their jobs' requirements.

It is important to note that there was little difference between the males' and females' responses to these items (see Figure 7). However, the data have indicated some 'age groups' related differences: a bigger proportion of those belonging to 30-40 and 40-50 age groups admitted that , in one way or another, they felt that there was a mismatch between their skills, education and their jobs requirements. The majority of 50-60 and 60-70 age groups' respondents reported that their skills and education generally matched their job requirements (see Figure 8).

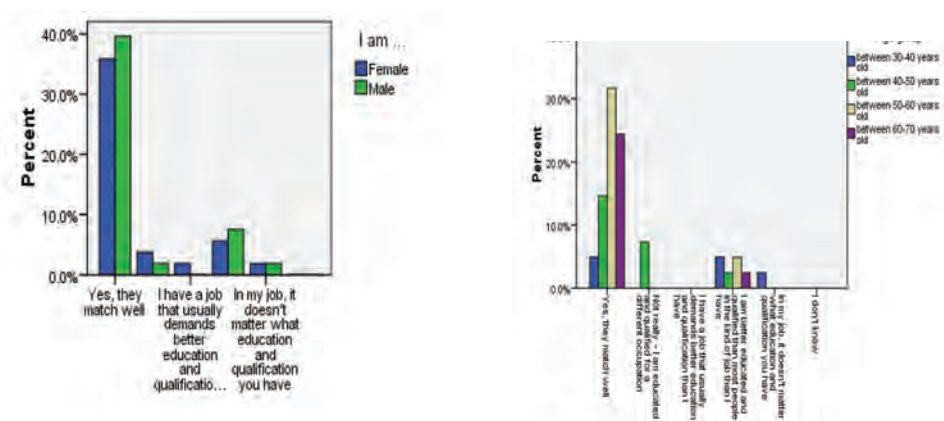
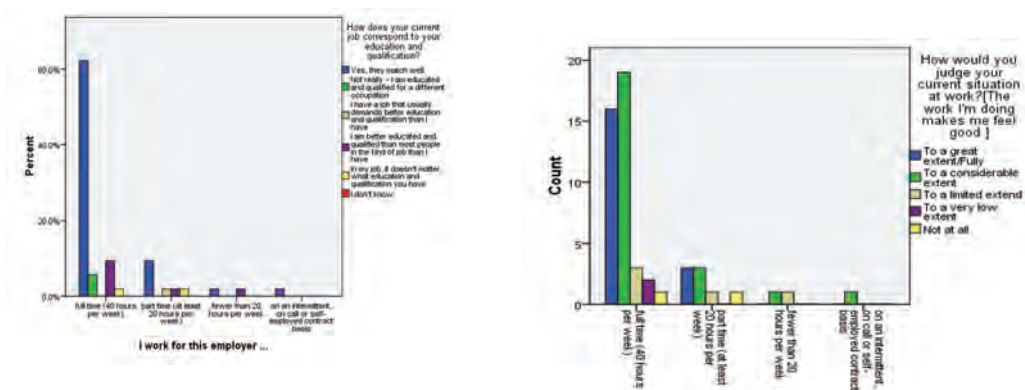


Figure 10 shows that the majority of the respondents working full-time indicate that the job they are doing makes them feel good either to a full or a considerable extent.



The analysis of the data related to the respondents' perception of their workplace environments as well as to their skills and qualifications suggests that those working in full-time employment (and specifically those who had worked for longer than 2 years for the same employer) experienced the highest degree of personal satisfaction from their workplaces, specifically reporting on being appreciated in their workplaces, feeling that their skills and qualifications fully matched their jobs' requirements; and indicating that their workplaces made them feel good. However, those employed part-time, especially those who worked less than 20 hours a week, demonstrated a lesser degree of personal satisfaction.

The data suggest that self-employed respondents also demonstrated a relatively high degree of personal satisfaction. For example, as Figures 5 and 6 indicate, all of them reported that their skills and qualifications fully matched their jobs and that the jobs they are doing make them feel good.

In the context of the employees' personal satisfaction and skills' match, the analysis did not uncover any considerable differences between public and private sector employees.

4 What are the best ways to learn in the workplace (opportunities to learn at work)? Factors encouraging employees to learn at work

The issue of learning in the workplace was one of the central themes of this survey. The respondents emphasised the significance of learning within all types of workplace environment (including both public and private sectors). Our findings indicate that practitioners tend to actively use skills, practices and professional knowledge and experiences they have acquired in their workplace practices. Evans et al. (2006) developed the formulation of workplace learning as that learning which derives its purpose from the context of employment that is learning in, for and

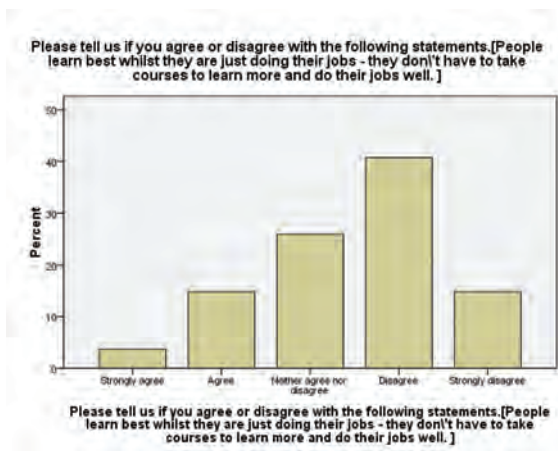
through the workplace. Recontextualisation of different forms of knowledge, including skills and competences is important in this context. Even if teacher'/tutors' work-related skills have been developed within the setting of their current workplace, what they have learnt often needs to be embedded and recontextualised within the same workplace, but within different contexts of the same workplace. Examples could include, for example, acquiring knowledge and new approaches through participation in a range of CPD (Continuing Professional Development) sessions, and then embedding and recontextualising this knowledge in real teaching practices.

Our respondents reported that in order to be deployed and utilised, such newly acquired job-related skills, knowledge and experiences need to be recontextualised, or in other words, properly embedded, in the work with learners, for example, in classroom activities. Transferring skills and knowledge from one location (context) to another depends on many factors, such as tutors' attitudes and dispositions, regulatory frameworks and the structural organisation of their workplace environment as well as workplace constraints or opportunities.

Our research has indicated that the process of recontextualisation can be facilitated by tutors' positive attitudes towards learning in the workplace. College environments could be thought of as workplace environments where tutors/practitioners could assume the role of learners within these environments, in a sense that they can learn through their workplace experience and activities and develop their skills and competences. Workplace recontextualisation takes place throughout workplace practices and activities that support knowledge development and through mentorships and coaching and other arrangements through which individuals can engage with and learn through workplace environments (see above). As part of this, employees also need to learn to be questioning of workplace behaviours, practices and contexts that restrict or fail to recognise and nurture the abilities and contributions of participants, being aware that barriers may be rooted in gender (see Evans, 2006), age, status, custom, culture/ethnicity. Recontextualisation of knowledge and learning in the college environment could be facilitated through the following:

- encouraging tutors to be lifelong learners;
- genuinely putting the learner first (e.g. influence of external drivers);
- supporting tutors to achieve accreditation aims from a learner's perspective;
- facilitating tutors to use new technologies as part of the lifelong learning process.

However, the majority of our samples have maintained that learning from doing jobs is not enough. The importance of training courses has been emphasised in this context (see Figure 11).



The survey explored the issue of the benefits of workplace learning as perceived by the employees. The data have indicated that workplace learning has often been linked to a number of benefits and incentives that encouraged employees to take part in a variety of training programmes. These included the following:

- career and promotion within organisations;
- professional skills development;
- salary rise;
- personal skills development;
- appreciation and recognition by colleagues;
- sense of belonging to the organisation.

In addition the majority of the respondents reported that workplace learning has had a positive effect on the development of the knowledge and skills, specifically in the following areas:

- working a part of a team (59 per cent);
- getting on well with colleagues (89 per cent);
- solving problems (59 per cent);
- communication skills (75 per cent);
- family and personal life (61 per cent);
- using machinery and technology (50 per cent).

In this context, the analysis has indicated some differences that relate to the gender characteristics of the participants. The data show that the majority of the

female respondents cited the importance of areas such as: family and personal life; getting on well with the colleagues and communication. The majority of the male respondents mostly referred to the significance of the following: using machinery and technology, working as part of the team and solving problems.

The survey has further indicated that the employees quoted the following in terms of being encouraged to learn at work:

I feel encouraged to learn at work [when colleagues give me ideas and advice]

I feel encouraged to learn at work [simply because I enjoy learning]

I feel encouraged to learn at work [when my boss gives me ideas and advice]

I feel encouraged to learn at work [because this is the best place to improve job-related knowledge and skills]

I feel encouraged to learn at work [because it is easy to learn at the same time as working]

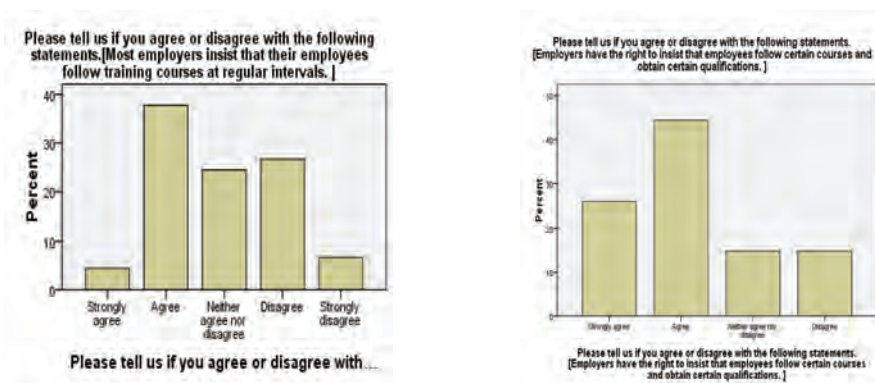
The respondents were asked to specify what kinds of learning opportunities their employers offered within their workplaces. Their responses highlighted the following types of work-related learning that was available in their workplaces:

- courses that are held in special places on the company premises to improve workplace learning (55 per cent);
- courses to make sure that all employees have basic skills: e.g. literacy and numeracy (12 per cent);
- courses offered by trade unions or staff associations to improve knowledge in the workplace (9 per cent);
- e-learning courses that employees can follow at their desk (27 per cent);
- short workshops/seminars that last for one day or less (57 per cent);
- spontaneous meetings with colleagues to resolve new and special workplace problems and assignments (23 per cent);
- manuals and materials that employees can use to learn about new equipment, software, etc. (20 per cent).

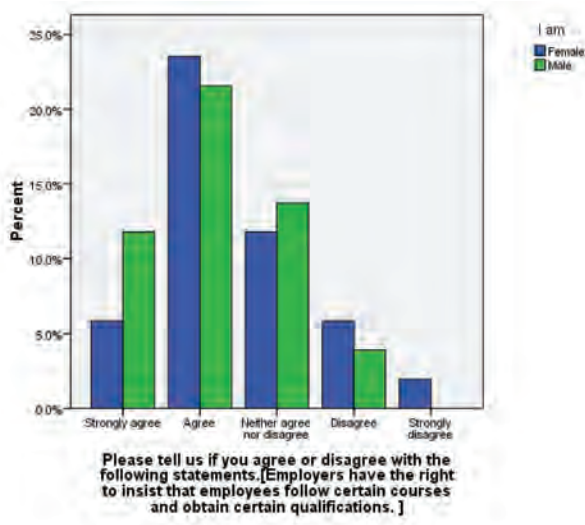
The survey indicated that most of the employees had some opportunities to engage in various types of workplace learning activities. The data suggest that the majority of the sample participated in a range of training courses (also including short training courses).

5 Role of employers

The data analysis suggests that the role of employers is considered to be an important factor that could facilitate workplace learning.



Figures 12 and 13 show that the majority of the respondents have indicated that it is the right of employers to insist that their employees follow appropriate training courses (41 per cent, Figure 12) and obtain certain qualifications (69 per cent, Figure 13). The survey did not find any considerable differences between males' and females' responses in this respect, although, as Figure 14 indicates, some 13 per cent of the male respondents have reported that they "strongly agree" with the statement (compared to 6 per cent of female respondents, see Figure 14).



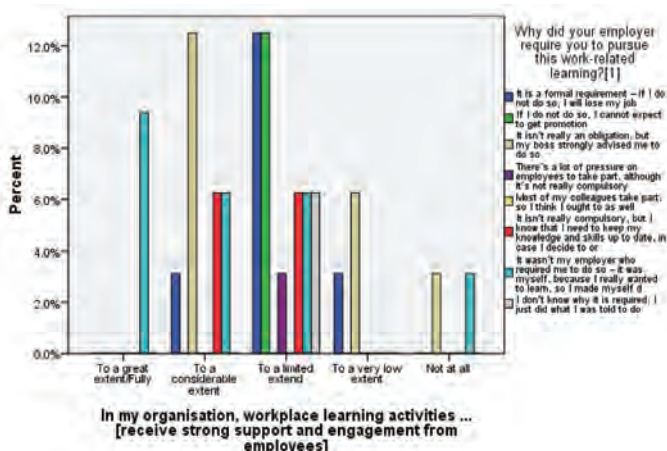
The survey has pointed out that respondents shared the view that the responsibility for workplace learning should be addressed with the employers. 51 percent of the sample confirmed that in the past twelve months they engaged in a range of workplace learning activities because they were supported or encouraged by their employers. Figure 15 shows that there are a number of reasons and incentives for both employees and employers to support and engage in work-related learning. The majority of the employees who engaged in workplace learning reported that the following is considered to be important in terms of facilitating learning at work:

- Employees need to understand that workplace learning is important, as they need to develop and update their professional knowledge and skills.
- Employers need to support, provide advice and encourage their employees to get engaged in learning at work.
- Too much pressure does not motivate employees towards workplace learning.



Figure 16 further indicates a number of links between employees' engagement and ways of introducing and facilitating learning at work. It shows that in organisations where workplace learning activities receive strong support and engagement of employees, they, themselves, are strongly motivated towards workplace learning. Those who reported that in their organisations workplace learning is strongly supported by employees (either to a great or a considerable extent) also indicated that they are engaged in workplace learning because:

- They realised that they needed to develop and update their knowledge and skills;
- They were motivated to undertake learning;
- They have been advised (and not pressured) to engage in workplace learning by their employers.



Talking about their own workplace experiences, they maintained that in workplace environments where the employer takes an interest in and responsibility for workplace learning, the employees feel more motivated to engage in a range of workplace learning activities. The respondents have reported that workplace learning is successful when they are:

- Mostly enjoyed by the participants;
- Mostly strategic in nature;
- Focus on knowledge and skills, not on how employees behave;
- Focus on the qualities of individual participants;
- Something emotionally important for the participants.

These findings have to be considered against the broader backcloth of trends in UK participation in workplace and job-related training. Across the UK workforce as a whole, average levels of job-related training have declined through much of the 2000s and have now returned to 1993 levels, according to LLAKES research carried out by Mason (2010). Training rates at lower levels of qualification and in older age groups remain in absolute terms well below those for, respectively, highly-qualified and younger employees. But multivariate analysis of Labour Force Survey data from 1993 to 2009 shows that there has been some narrowing of the gap in training provision between low-qualified and highly-qualified employees. This has occurred as training rates for low-qualified people have remained steady or even increased slightly during the 2000s in spite of the overall decline in job-related training. Further analysis of longitudinal training data for establishments covered by the UK employers' survey suggests that 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. This may further narrow the gap in training levels between low-qualified and well-qualified workers but, unless training levels can be raised for employees at all levels of qualification, Mason notes that growth in competitiveness may continue to be hindered by gaps in adult skills. These patterns are very likely to be reflected in training levels experienced by educational practitioners as public spending cuts take hold in the UK.

6 Concluding remarks

This initial analysis combined with findings from recent closely related studies have enabled researchers to identify a range of important issues in the facilitation of learning in various kinds of workplace environments. The evidence indicates that workplace learning is facilitated when:

- employees have personal satisfaction from their workplace learning;
- employers take an interest in and assume responsibility for workplace learning;
- training courses (as part of workplace learning) are available for the employees;
- employees feel comfortable within their workplace environments.

The analysis has underlined the significance of the gender characteristics of the respondents. The data have indicated that that males and females may perceive the benefits of the workplace learning differently. Females often value the benefits of workplace learning associated with the positive influence on their family and personal lives. Males tend to recognise those benefits of workplace learning that are linked to concrete job task/activities, such as using machinery and technology.

Through engaging in various configurations of their workplace practices, practitioners tend to use and embed their skills. As a result of the recontextualisation of their previous experiences and knowledge, new knowledge or new types of skills may be constructed and developed. Another important factor is that of the influence of the workplace environment. Environments that are experienced and perceived as giving recognition to and supporting deployment of their tacit, as well as explicit, skills assist in further development. The parts played by practitioners in creating environments that support their deployment of skills and their further learning are contributory factors. The descriptive analysis of data reflects the limited sample size. At present, the UK sample size limits the extent to which more detailed statistical analyses, e.g. of correlation and variance, are likely to be illuminating. National trends in the provision of adult learning opportunities at work also need to be kept under review, particularly in educational services, at a time of spending cuts.

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Workplace learning survey in the Czech Republic: Similarities and differences in the cultures of workplace learning in two selected sectors¹

Petr Novotný and Milan Pol

Abstract

The text is based on the results of the Czech workplace learning survey performed in 2010 in the sectors of education and health. Its aim is to present some of the identical and different features of workplace learning in these sectors. The differences between the sectors of education and health, as identified in the empirical data of our workplace learning survey, do not only refer to the ideas about the organization and support of learning but to the employees' deepest beliefs about the sense of learning. Such differences are herewith interpreted as diversities in the culture of learning, as given by the professional structure, the features of various jobs, the distribution of labour, and, fore mostly, the culture of organizations operating in these sectors. Understanding the culture of learning is a precondition for making the systems of workplace learning efficient, accessible and pleasant for the employee, and simultaneously, feasible and beneficial for the employer.

¹ selected sectors refer to that of education and health

1 Introduction

Based on the results of the Czech workplace learning survey performed in 2010 in the sectors of education and health, the aim of this text is to present some of the identical and different features of workplace learning in these sectors.

The survey has shown various differences in the employees' attitudes to the preferred forms and contents of learning and education. Also, considerable differences have been found between the expected and the real results of workplace learning. Such differences are herewith interpreted as diversities in the culture of learning, as given by the professional structure, the features of various jobs, the distribution of labour, and, foremostly, the culture of organizations operating in these sectors. The culture of learning is used here as a descriptive and interpretative framework (Brown, Collins et al.: 1989; see also Novotný: 2009), referring to the cultural and anthropological definition of culture.

2 The culture of learning

In the current discussions about life-long learning, and workplace learning within the same context, a new accent can be found, based on highlighting the cultural and social contexts of learning. The anchorage of the learning processes in the values and norms of the society (society in general or as an organization in which individuals perform their work) is reflected in the framework of the discussion about workplace learning, organizational learning and organizational development, human resource development, and so forth. Gradually developing is the idea of how to support suitable learning cultures for the individual, organizational, and wider social development (O'Keefe 2002; McHugh, Groves et al. 1998; etc.).

On the rise is the apprehension of workplace learning as a comprehensive process based on a number of factors, such as what people in their workplaces know a what they use it for, which values and attitudes they maintain and how this all is manifested in their behavior and working activities, how much energy and efforts people use for the attainment of the organization's objectives, and how the physical and social environment of the workplace contribute, or not, to learning and development. In other words, the point is how the culture of the workplace supports, or not, the learning and development of people (Castleton 2004: IX).

In this context, workplace learning does not only take place in its organized and formalized shape, but is mainly appearing as an aspect of "everyday thinking and acting" (Billet 2001: 6). Garrick (1998: 128) suggests that not even the most sophisticated managerial procedures, the holistic approach to learning at work with changes in the working structures and regulations aiming at the learning organization and team approach, the quality circles, TQM, and so on, automatically result in

strengthened learning, especially the informal. The complexity of the conditions determining the employees' learning processes is well described by Warring and Jorgensen (2001). They operate with terms like learning environment and learning processes, subdividing the learning environment into technical and organizational on one hand, and socio-cultural on the other, both of them contributing to the character of the workplace. The learning process is then a kind of interaction between an individual and the workplace within the values and norms (culture) related to workplace learning.

Another way, rather paradoxical, of how to account for the cultural aspect of workplace learning is the failure of workplace learning or organizational learning in the specific contexts of specific organizations. Lu et al. (2004) allege that joint learning in organizations often fails due to the employees' unwillingness to share knowledge with others, despite being invited to. Such failure is usually interpreted as a consequence of factors like the impact of the organizational culture, personal interests and the interests of power, and so on. Lu et al. (2004) point out that unlike the fact of the failing itself, the reasons for such failing in the learning process are poorly documented through empirical data, with any coherent list of factors endangering the share of knowledge still missing. Though, the fact that this is a failure of the learning culture in organizations is undoubted.

An important stimulus for the focus on workplace learning and the possibilities of its development is the belief that thanks to the grasp and development of the learning culture in organizations such culture can significantly be managed or influenced. Obviously, such soft factors in organizations are not manageable or controllable beyond a certain extent. It is rather recently that the impact on, and the development of, the culture of organizations became a point of attention of theorists and practitioners, although "(...) such hardly definable factors decide about how the whole organization is doing, more than any of the sophisticated contemplations about structures and strategies" (Orlík after Nový 1993: 163).

So, the main way of support to learning in organizations is that of the development of the organizational culture, more generally aiming at the creation of a culture in which "(...) change and learning become distinctive signs of corporations, seen as a time-unlimited project which becomes a natural part of their everyday life" (Bedrnová, Nový 2002: 566). Though, the incorporation of learning into the culture of an organization means to try and actively change its traditions, character, or spirit. Most authors coincide in saying that to change culture as a "structure of shared beliefs, attitudes, ideas, norms and values within an organization" (Šinut 2004: 9) is not an easy undertaking, as not all of these changes are realizable. The process of learning in organizations "very much depends on previous corporate traditions, or even routines, i.e. conventions, regulations, procedures, strategies, technologies, experience, organizational culture, existing knowledge base, paradigms" (Bedrnová,

Nový, 2002, p. 566). Only such culture can get recognition which is “in conformity with the organization’s traditions, employees’ expectations, current tasks, and the characteristics of the people you work with” (Tyson, Jackson 1997: 169).

3 Workplace learning and its current perception in the Czech Republic

Having started from approximately the turn of the century, professional education of adults is now increasingly connected to other “soft” characteristics of the operation of organizations. Learning and education are discussed in the context of innovations (Nečadová, Breňová et al. 2006), the management of knowledge (Mládková 2005), or the competence models of employee management and development (Veteška, Tureckiová 2008a). Development in corporations is heading to the situation in which one can “efficiently use the combination of methods and forms of corporate education (...) contributing to the best possible development of human resources in the corporation, in order to make it powerful, efficient in actions and outcome, and competitive (Veteška, Tureckiová 2008b: 14). The awareness of the necessary preconditions (especially in the managerial segment) for the maximum usage of the learning potential is being spread: “One necessary condition for the fulfillment of such requirement is a narrower link between the personal strategy, mainly in human resource planning and development, and the business strategy and other partial strategies” (ibid).

Also, the development of organizations is nowadays viewed as more than just a matter of the top-down movement of information. Discussions aim at the quest for a balanced approach combining the top-down and bottom-up developments and people in their workplaces are better informed about many an aspect of the operation of the organization and the work process than their superiors. The perspective of organizations is enriched by collective and organizational learning, with ways to the necessary corporate culture being discussed (Borská 2005: 18). The access to education in organizations is being democratized and there is an evident shift from the development of selected individuals (especially managers) towards the development of all groups of workers within the organization, definitely those who can influence the quality of the main processes (Brázdová: 2005). Significantly developing is the range of tools used for the development of people within organizations: “Basically, we are talking about the combination of systematically running (planned) educational events, the “just-in-time” realized corporate education, and other options of the development of employees, comprising the development of teams, self-education and various types of formal, non-formal and informal learning from others (cross-learning), including inter-organizational learning as one of the features of a learning organization (Veteška, Tureckiová 2008b: 14).

Such changes can unambiguously be regarded as positive, though many of the presented theses are contradiction, or at least lacking coordination. The discourse is not free of managerialism (the “implementation” of adequate corporate culture), elitism (preference to the education of managers), credentialism (highly formalized requirements for specific workplaces) or even obfuscation (confusion of the learning organization and a functional system of corporate education), and so forth. This is another reason why the discussion must be cultivated and enhanced by empirical findings, manifesting the importance, sensitivity and complexity of the culture of learning.

4 The aim of the empirical study

Arising from what has been said, discussion is mainly oriented to the organizational level, namely the specificity of each organizational culture and, connected to that, the culture of learning. It is yet evident that a certain character of work in selected professions and various sectors of economy, or perhaps the character of the organization and the distribution of labour, and even the purpose itself why people and organizations operate in certain areas of the professional world, leads to a certain character of the learning culture in certain fields of working and economic activities. It is this aspect what the empirical part of this text is focused on.

The subsequent part of the study presents the first results of the online investigation in workplace learning in the Czech Republic. The survey is carried out by institutions involved in the ASEM Lifelong Learning Hub research network, simultaneously in eleven countries of Europe and Asia. The purpose of the survey is to discover how people learn at work and how such learning affects their lives. The applicable research tool covers the area of workplace learning. Analyzed are the ways of providing and making use of the potential of workplace learning in different professional spheres. The survey has so far been focused on two sectors in the Czech Republic: education and health. The study presents the research and comments on selected results.

The empirical part of the text asks the question how the values, norms and attitudes of people in those two sectors differ and whether the differences are big enough for us to distinguish various cultures of learning here. We suppose that the existing differences will refer to the purpose, character and value of learning from the employees' viewpoints, also supposed are differences in the organization and regulations of workplace learning and — most of all — we suppose there are differences between the expected and the lived benefits from workplace learning with people in both sectors. If such differences are visible and significant, we can regard them as a proof of the diversity between the learning cultures in the sectors of education and health. The concept of the learning culture makes thus the descriptive

and interpretative framework of the research (Brown, Collins, Duguid 1989). The concept of the learning culture is formulated in reference to the cultural and anthropological definition of culture as a “complex whole which includes knowledge, belief, art, morals, law custom, and any other capabilities and habits acquired by man as a member of society” (Taylor 1984, after Brown, Collins, Duguid 1989). So what we are interested in is knowledge, beliefs and norms of behavior related to learning in the professional and working contexts.

4.1 Data and sample

Two sectors were selected for the opening stage of the research in the Czech Republic, education and health. There were two reasons for choosing them: one, the possibility of comparison through their common characteristics. Though in different forms, both of these sectors are based on working with people. Also, they are both dependent on public funding (although private businesses operate in education and health too). On the other hand, these sectors are different in how workplace learning is implemented. The comparison of these two, or perhaps the contrast between, shows different cultures of workplace learning. This is also useful for a more general understanding of the complex processes of workplace learning. Another reason was the researchers' continuous focus on educational and training systems, the employees in this sector and the organizations they work in, namely schools of all levels.

Moreover, research and development at the Masaryk University's Department of Educational Sciences concentrates on many more professions involving work with people at various levels. Further expansion of the research into other sectors is desirable and will follow.

The sample includes 52 respondents in the sector of education and 59 in that of health. The distribution of the online questionnaire was not random. For the segment of education, schools were directly addressed (25 in total), while for health, 50 associations, groups of individuals or employers, and publicly active groups of employees were addressed and asked to distribute the questionnaire. Such sample does not exactly match the structure of the basic bodies of education and health, therefore the procedure of weighing was applied. The sample was adapted to the structure of the basic bodies according to the working positions in education (applying data of the Institute for Information on Education for the 2008/2009 school year) and health care (Czech Health Statistical Yearbook 2009)².

Obviously, the selection of the sectors clearly determines the composition of the sample in terms of professions and job positions. The sample of the educational sector is dominated by teachers, with head teachers and vice heads grouped apart despite the fact that in the Czech Republic they are regarded as teachers in terms

of profession and qualification (Chart 1). In the health sector, the paramedical staff is prevailing, most of nurses, followed by physicians and dentists and other categories (Chart 2). Managers were grouped apart. The samples vary in one important aspect, namely the category of the technical and economic personnel in the sample of the employees in education. Women prevail in both samples, for education making up 75% of the total number of our respondents, while for health, 64%.

Chart 1: employees in education

Categories of employees		%
Teachers	42	81
Non-teaching pedagogical staff	2	4
Head teachers and vice heads	8	15
Total	52	100

Chart 2: employees in health care

Categories of employees		%
Physicians and dentists	11	19
Pharmacists	4	7
Paramedical staff	32	54
Technical and economic personnel	5	8
Managers	7	12
Total	59	100

As for the qualification standards, in both education and health, most respondents were of qualifications relevant to their job positions (92% for education, 85% for health) or above the required or common standards (6% and 10% respectively).

For education, the sample dominated by teachers for whom tertiary education is a statutory requirement, tertiary education accounts for 86% of our respondents, the rest being of upper secondary education. For health, with paramedical staff

dominating, respondents of upper secondary or higher vocational education stand for about a half of the sample, the other half consisting of respondents of tertiary education. Ninety-eight percent of our respondents reported working full-time, logically so for the public sector in the Czech Republic where partial employment is rather unwanted. Nevertheless, this number is higher than that of the basic body, as full-time employees can more easily be reached by the distribution of the questionnaire.

As for age and the duration of employment, the two groups are similar, respondents in the education sector being of the average age of 42 (youngest 26, oldest 57) while those in the sector of health, 43 (youngest 26, oldest 62).

The average length of practice is 13 and 10 years, respectively. Salaries in our sample of the health sector are higher than those in education. If compared to the average salary in the Czech Republic (of approx. CZK 25,000, corresponding to approx. € 1,000), three quarters of the health sector sample are above the average, while three quarters of the education sector sample are under the average salary in the Czech Republic (Chart 3).

Chart 3: Income in categories and sectors

Category	Education		Health	
		%		%
11 000 - 15 000	7	13	0	0
16 000 - 20 000	14	27	4	7
21 000 - 25 000	18	35	13	22
26 000 - 30 000	7	13	12	20
31 000 - 35 000	5	10	15	25
36 000 - 40 000	1	2	2	3
over 40 000			13	22
Total	52	100	59	100

When choosing the statements to describe their situation at work, respondents reject the statement “I only work because of living”. On the contrary, the highest rate

of consent is expressed with the statement “My work makes me feel good”. Also frequent is the statement “I get more personal satisfaction than financial from my work”. This can be explained as subsistence not being the main subjective reason for work in the two sectors. No difference can be found between the two sectors in this regard³.

The size of the workplace for the sector of education corresponds to that of a common school, on average consisting of 23 staff members (minimum 3, maximum 77). For the sector of health, logically, the size of the workplace varies much more, with 37 staff members on average at workplaces of minimum 2 and maximum 320.

4.2 Workplace learning

Our respondents were asked to name situations corresponding to the “best learning opportunities”. Most of them have chosen those in which they are in contact with people who have other skills or experience. Also favoured are situations in which new information raises interest, those in which they learn from their own mistakes, and those in something unexpected happens. On the contrary, workplace learning is least connected to imitating other people’s behavior.

When evaluating the importance of workplace learning, both groups of respondents agree to the statement that “learning is always necessary but not what you always choose to do”. An interesting contrast of cultures is reflected in the rate of consent to items related to the employers’ right to “insist that employees attend certain courses and obtain certain qualifications”: both groups respond on the positive side of the scale but the consent rate with employees in education is smaller. Similarly, “make people learn, no matter whether they want or not” is what professionals in education refuse, while those in health tend to agree to. Or, on the contrary, the “possibility to decide what, how and when I want to learn” is more strongly favoured by employees in education. It is evident that people in education are much more liberal in such respects, while people in the sector of health are willing to accept pressure.

Also interesting are the statements about the duration of organized learning activities. In the sample of the employees in education 52% said the courses took place “mostly” or “always” during working hours, while for health it was as much as 66%. Also, employees in health say they rather agree, while those in education do rather not, to the following statement: “my employer sees to that employees get enough time and liberty for learning in working hours”. It seems that in the sector of education it is difficult to find time for learning in working hours, which is subjectively consider wrong by the employees.

4.3 Participation in workplace learning

When asked about the learning opportunities offered by their employers, our respondents most frequently refer to occasional, short-term training events and courses held in the premises of the organization. Although it is important to know whether the contents of the course is job-related when the respondent decides whether they want to participate, most of the offered courses are not of specifically work-related nature but rather generally instructional.

The decision to participate, or not, in educational courses or trainings is usually connected to the requirements, recommendations or — mostly so — support from the employer. What the employers most frequently require as compulsory is regular trainings at the workplace and courses related to technological or organizational innovations. However, there is not much pressure from employers in this respect, definitely not the threat that people can lose their jobs or be restricted in their career growth. It seems that more decisive in this respect is the employee's own interest in participating, or a consensus between the employee and the employer about the need of being trained.

The two sectors differ in the characteristics of the participation in workplace training too. Yet, such differences are not that much related to the proper decision about the participation, being rather of technical or organizational kind: for education, seminars is the usual form of training, while for health, trainings take place at the workplace. More evident differences can be found in the motivation to participate: in the sector of health, uncertainty of subsistence and the awareness of a potential change of the employer play a much more important role. For those people the need of maintaining and upgrading one's knowledge and skills is much more perceptible.

4.4 Benefits of workplace training

When evaluating the benefits of workplace learning, the improvement of work performance is not the most frequent option chosen by our respondents. More often, they refer to increased self-confidence, self-appreciation and personal growth. Also, strengthening their autonomy and motivation to work and career is mentioned. Less important seems to be the opportunity of salary rise or promotion in the organizational hierarchy.

Again, differences between the two sectors can be traced back: employees in the sector of health more frequently look for benefits in job performance and the fellowship within the organization. Generally, both samples agree that there is always benefit for the employee's own confidence.

5 Discussion

This report briefly presents the material currently available to the research team. It is a starting set of data which covers two segments of adult population: employees in the sectors of education and health. The analysis is mainly focused on statements referring to the links between workplace learning and the way organizations operate, with regard to the features of the sector.

In many a respect, the two selected sectors are similar. Both sets of respondents are composed of skilled professionals for whom workplace learning is more or less obvious. We have found and named important differences between the two though. There are differences in the preferred contents and forms of learning, in the required freedom of choice of educational activities, in perceived benefits from learning, and many more. Such differences can be considered significant enough for us to say that they represent two specific cultures of learning.

6 Conclusion

This contribution proves that it does make sense to compare learning cultures, not only at the organizational level but among economic sectors too. The differences between the sectors of education and health, as identified in the empirical data of our workplace learning survey, do not only refer to the ideas about the organization and support of learning but to the employees' deepest beliefs about the sense of learning. Understanding the culture of learning is a precondition for making the systems of workplace learning efficient, accessible and pleasant for the employee, and simultaneously, feasible and beneficial for the employer. The cultivation of the learning culture is then a condition for a sustainable development and continuously innovated operation of organizations, economic sectors, and the whole of the society.

Footnotes

- 1) Data taken over from Workplace Learning Survey. National Report: Czech Republic. Authors: Petr Novotný, Milan Pol. Co-authors: Jarmila Bradová, Peter Dolník, Dominika Babáková, Department of Educational Sciences, Faculty of Arts, Masaryk University, Brno, the Czech Republic
- 2) Data processed by the Statistica CZ 9.0 statistical software.
- 3) Statistically significant difference at the significance level of 5%.

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An explorative study into Dutch employees experiences in workplace learning

Dr Theo van Dellen and Linda Greveling MSc

Abstract

This paper discusses the outcomes of an explorative study into the experiences of Dutch employees with workplace learning. The employees are from different sectors. The study is part of an international comparative study executed by the Workplace Learning network of the Asia-Europe Meeting (ASEM) Research Hub for Lifelong Learning (<http://www.dpu.dk>). In this paper we focus on the following questions: how do employees' perceptions of work and learning in the context of their organization influence the perceived effects of the workplace learning? In particular we are interested in the compulsory and voluntary aspects of the experiences of employees. What do workers believe to be compulsory or voluntary aspects of workplace learning and how does this relate to the outcomes of their learning? The results show that employees indeed have different experiences and ideas on which aspects of workplace learning are compulsory or voluntary in their organizations. Moreover, these aspects influence the effects of workplace learning accordingly.

1 Introduction

This Dutch part of the explorative study focuses on identifying characteristics of the workplace – as experienced by employees – that are connected with the motivation to learn in the workplace on a voluntary or compulsory basis and perceptions of benefits and effects of workplace learning. Motivation to learn is considered crucial for the participation in and impact of developmental activities, like formal training programs and (non-)formal work(place) related learning behaviour (Colquitt et al. 2000). According to Ford (1992) motivation (to learn) is a sensible process with attributes like emotions, beliefs and personal goals. This means that in the context of work and organization both employers and employees as well as scientists and practitioners (in lifelong learning) are interested in understanding and enhancing the motivational aspects of learning in organizations.

The Dutch contribution of the network research is triggered by the issue of compulsory versus voluntary learning. Adult learning theory tells us that adults learn in freedom (Knowles et al. 2005; Jarvis 2006; Illeris 2007). Their drive to learn is in an existential way 'needed' (Jarvis 2006), or concerns the developmental needs of their personal lifespan (Illeris 2007), or is related to their need to know, and the intrinsic value and the personal benefits of it (Knowles et al. 2005). Eraut (2000) differentiates between learning in a deliberate mode after a situation of change and learning in a reactive mode after an error. Both modes of learning have compulsory and voluntary aspects. It seems that learning in both modes involves an adaptive process as a reaction to a situation which can be coped with by more or less self-regulated engagement in (learning) activities (Van der Wiel et al. 2004). The question whether workplace learning is compulsory or voluntary is comparable to the question whether people are intrinsically or extrinsically motivated. The answer is: it depends on the circumstances and moreover intrinsic and extrinsic motivation are not the ends of a uni-dimensional concept. Another remark in the context of the question is that both 'high' voluntary learning and 'high' intrinsic motivation are not good or bad in itself, because the context relatedness and adaptability of all human behaviour in general and learning behaviour in particular are important to both. Therefore, it is interesting to understand how people experience work-related learning activities in different contexts.

In this Dutch part of the network research the idea prevailed that both the workplace learning activities and the experiences of employees with these activities depend on the sector. Van Dellen and Hauwen (2007) and Bolt and Van Dellen (2006) investigated training and development policy, activities and content in the healthcare and metal sectors. These studies showed differences in policy, activities and content of human resource development (HRD) between these sectors. The differences can be summed up by the different focus in each sector, namely 'organizational development' in the metal sector, and 'professional development' in the healthcare.

These different focuses indeed have implications for the way configurations of HRD are formed in these sectors (Van Dellen 2003) and probably also for the experiences of the employees within them. The latter are under study in this research.

1.1 The Theoretical Motivational Model

Based on the ideas of Ashton (2004), who based his work on Eraut et al. (1998), Engestrom (2001), Fuller and Unwin (2002) and Billet (2001), a conceptual theoretical motivational model with hypothesised causal paths is constructed (as illustrated in Figure 1). In the left part of the model some general contextual determinants of the workplace are presented (e.g. sector, age). The central part of the figure illustrates the experiences of employees regarding learning and work in the context of their organization which may influence the experience of effects of workplace related learning. Finally, the right side of the model contains the effects of workplace learning experienced by the employees.



Figure 1. Hypothesised Motivational Model and Relationships

The model and ideas on workplace learning lead to the following three main questions to be answered: (1) in what respect do employees experience work related learning as compulsory or voluntary, (2) do employees' perceptions of work related learning and the context of the learning relate to their perceptions of the effects of the learning and (3) do employees from various sectors of labour show different experiences and perceptions in this respect?

2 Methodology

2.1 Data collection

Due to prior research projects and student activities within various organizations, the authors of this study were well acquainted and on good terms with members of organizations in the sectors of Public Services, Healthcare and Welfare, Technical Installations, and Commercial Services. Consequently, for reasons of convenience, these people were contacted personally to ask for their participation in the study. The people were contacted either by visiting the organizations, by phone or by email. They were informed about the study's goals with respect to workplace learning.

Data were collected with an online Lime-survey questionnaire in a period of three to four months. Some respondents that preferred the pen and paper version got the questionnaire by post and returned it for free. If respondents didn't react they were reminded one to three times to do so. Participation was voluntary. The participants were guaranteed that data were used only for research purpose, so confidentiality was assured.

2.2 Sample

For obtaining a reasonable sample within a reasonable time frame 212 people were asked to participate in this study. Of these, 176 employees (83 percentage) participated. However, after accounting for the missing data, the final sample size was 168 (79.2 percentage). The number of respondents for each sector are presented in Table 1. The Health Care and Welfare sector has the largest numbers. Finally, the 'various' sector contains 11 participants from 9 organizations mainly working in education. The size of organizations was classified into three categories (see Table 2). More than half of the respondents came from large (100+) organizations.

Table 1. Number of respondents working in the various sectors

Sector	Respondents (n = 168)	
	Number (Organizations)	Percentage
Public Services	37 (11)	22.0
Health and Welfare	58 (19)	34.5
Technical Installations	28 (11)	16.7
Commercial Services	34 (14)	20.2
Various	11 (9)	6.5
Total	168	100.0

In the Dutch sample both men and women are represented equally: 47 percentage male and 53 percentage female. Due to a 'bug' in the questionnaire only a differentiation between non-higher and higher education could be made. The respondents are well educated: 52.7 percentage of the respondents finished higher education (higher vocational education or university) and 47.3 percentage finished non-higher education (e.g. secondary education).

Table 2. Number of employees in the whole organization (organization size)

Number of employees (in categories)	Respondents (n = 162)	
	Number	Percentage
1-20	37	22.8
20-200	39	24.1
100+	86	53.1
Total	162	100.0

2.3 Analyses and constructed variables

The collected data were analysed by means of SPSS, using explorative factor analyses, multiple-regression (least squares method for organizations) and different forms of analyses of variance.

It is important to emphasise that the study was descriptive on the one hand and explorative in nature on the other. We didn't use any existing scales to measure concepts. In the next paragraphs, psychometric properties of the scales for the assessment of some of the study's constructs are described. All items in this study used 5-point Lickert scales, ranging from 1 (strongly disagree) to 5 (strongly agree).

Motivation. The explorative factor analysis with five motivational items indicated two factors. The first 'extrinsic motivation' factor contained three items: 'I work only for reason that my work provides the means to survive', and 'I have more financial satisfaction than personal satisfaction from my work' and a reversed version of this last item. The second factor concerned the emotional bonds with work through the two items: 'The work I'm doing makes me feel good' and 'I feel appreciated for the work I'm doing'. We labelled these items together as emotive (intrinsic) motivation. The Cronbach alphas of these two motivational constructs were .65 (extrinsic) respectively .62 (emotive).

Work and learning. In the questionnaire there were sixteen general questions on work and learning. An explorative factor analysis indicated three factor that are worth mentioning. The first factor, learning adaptive compulsion (adaptive pressure), consists of four items (see Table 3). The Cronbach alpha of .58 is a little low but still

acceptable. The second factor indicated that our respondents answer items about autonomy (freedom) in learning and the results of learning in a consistent way (see also Table 3). The factor voluntary learning results consists of three items which all pay attention to the voluntariness in learning and the outcomes of the learning. The Cronbach alpha of .47 is low. We will come back to this issue later on. The third factor is called workplace learning need and combines three items on learning and work. The content of this factor focuses in micro perspective on the need for (formalizing) learning in the context of working life (alpha = .48).

Table 3. The ‘work and learning’ items and scales constructed in this study

<p>Learning adaptive compulsion (macro) ($\alpha = .58$)</p> <p>Everyone has to keep on learning because society expects it. Everyone has to keep on learning because otherwise they risk becoming unemployed. Most employees insist that their employees follow training courses at regular interval. People who do not keep up their learning should be punished by their employer (e.g. no merit payments or bonus, no promotion, be fired).</p>
<p>Voluntary learning results ($\alpha = .47$)</p> <p>People have to be able to choose freely what, how and when they want to learn, otherwise they will not want to participate in work-related education and training. The more you force people to learn, the less they will want to learn and the worse the results will be. When people can decide for themselves about learning, they learn more and get better results.</p>
<p>Workplace learning need ($\alpha = .48$)</p> <p>People learn best whilst they are just doing their jobs – they don’t have to take courses to learn more and do their jobs well (recoded item). There is no need to carry on learning once you have finished your initial education and training (recoded item). The trouble with work-based learning is that it’s not really something people want to do, but something they ought to do (recoded item).</p>

Learning and the employer. Fourteen items focused on the employers position and behaviour with respect to workplace related learning. The explorative factor analysis of the items showed an understandable factor structure. The four factors

are described in Table 4. The Cronbach alphas of each of these scales are high. The following constructs are interpreted out of the content of the belonging items: given opportunity (to learn), experienced freedom of learning, and learning relevance and qualification.

Table 4. 'Learning and the employer' items and scales in this study

Opportunity (to learn) ($\alpha = .76$)
My employer offers such attractive learning opportunities that most of us want to take them up.
In my organization everyone expects you to take courses sometimes.
My employer offers a lot of learning opportunities compared with other similar employers in my kind of work.
My employer offers me more learning opportunities compared with employees at lower levels of the organization/company.
My employer tries to make sure that there's enough time and space to learn in working times.
Freedom of learning ($\alpha = .64$)
My employer never agrees to my participation in work related courses (recoded item).
My employer is open to all sorts of proposals for work related learning.
My employer only lets me participate when the course is required by the organization (recoded item).
Learning relevance ($\alpha = .81$)
If work related learning takes place in working hours, my employer wants to see its relevancy for my job.
If work related learning costs a lot, my employer expects me to show why it is important for my job.
Qualification
My employer is willing to support work related learning, but only when it leads to a recognised qualification.

Workplace Learning. Twelve items in the questionnaire considered the respondents experiences features with workplace learning. In this case the explorative factor analysis of the items showed a structure indicating that employees experience WPL (as more or less positive) and experience ownership of the WPL. The corresponding items of the constructs are described in Table 5.

Table 5. 'Workplace learning' items and scales constructed

WPL experience ($\alpha = .72$)
In my organization workplace learning activities are mostly enjoyed by participants.
In my organization workplace learning activities receive strong support and engagement from employees.
In my organization workplace learning activities help employees to do their jobs better.
In my organization workplace learning activities reflect the fact that individual exchange of knowledge and experience is important.
WPL ownership ($\alpha = .65$)
In my organization workplace learning activities are mainly set up by employees themselves.
In my organization workplace learning activities enable employees to come up with good ideas to improve their work.
In my organization workplace learning activities are something emotionally important for the participant.

Experienced effects of learning. The questionnaire contained finally one question concerning whether the learning in courses or at the workplace had a positive (yes or no) impact on knowledge and skills (KS) with respect to fourteen aspects of work (e.g. communication or IT skills) and eight aspects of quality of life (QL)(e.g. work-life balance and living in a multicultural society). The relative sum of these effect items (number of yes divided by the number of yes added with the number of no) were used as workplace related learning relative mean effect scores: KS-impact, QL-impact and the sum of both in the case of organised workplace learning in courses as well as learning at the workplace itself (see Table 9 for the descriptive results).

3 Results

3.1 Descriptive results

Table 6 shows the descriptive statistics and inter-correlations for the constructed variables (we will discuss these results in part 3.2). The descriptive statistics show means in the range of 2.57-3.97. It begins with the 2.57 for experienced ownership of (workplace) learning by the employees and ends with the mean score 3.97 for emotive motivation. With the exception of extrinsic motivation and learning adaptive compulsion the mean scores are significantly different from the value 3 (in between score).

Constructed scale or item	N	M	SD	1. Extrinsic motivation	2. Emotive motivation	3. Learning adaptive compulsion	4. Voluntary learning results	5. Workplace learning need	6. Opportunity	7. Freedom of learning	8. Learning relevance	9. Qualification	10. WPL experience
1. Extrinsic motivation	166	2.96	0.82										
2. Emotive motivation	165	3.97	0.82	-.32**									
3. Learning adaptive compulsion	166	3.09	0.69										
4. Voluntary learning results	168	3.56	0.72										
5. Workplace learning need	168	3.56	0.74										
6. Opportunity	160	2.85	0.88			.35**							
7. Freedom of learning	162	3.64	0.87										
8. Learning relevance	160	3.95	1.02			.28**							
9. Qualification	164	2.79	1.15										
10. WPL experience	153	3.45	0.75	-.18*	.28**								
11. WPL ownership	155	2.57	0.89	-.22**									

* p< .05 (two-tailed); ** p<.01 (two-tailed)

In the following tables two background characteristics of the respondents are described. In Table 7 the number of respondents in the four classified age categories are presented, while table 8 shows the tenure of the respondents.

Table 7. Age categories

Age categories	Respondents (n = 164)	
	Number	Percentage
20-30 years	48	29.3
30-40 years	41	25.0
40-50 years	40	24.4
50+ years	35	21.3
Total	164	100.0

Table 8. Period of employment in the current organization (tenure)

Period of employment (tenure)	Respondents (n = 163)	
	Number	Percentage
0-8 years	93	57.1
8-15 years	37	22.7
15 years or more	33	20.2
Total	163	100.0

3.2 Effects of workplace related learning

In Table 9 the relative mean effects of learning (number of 'yes' against number of 'yes' added with number of 'no') are presented. The scores show that between sectors there are small differences when it concerns the total relative number of experienced effects for the 14 KS respectively 8 QL categories and the totals as well. As can be seen in Table 9 also is that the relative mean effect scores are significant higher for direct learning at the workplace than for courses ($t=3.49$, $p<.00$).

Table 9. Relative mean effect scores (n yes / n yes + n no)

	Sector	Courses	Workplace Learning	Total (n)
		Relative Mean Effect Score (n)	Relative Mean Effect Score (n)	
Knowledge and	Public Services	.74 (30)	.78 (30)	.76 (30)
	Health Care and Welfare	.74 (49)	.81 (51)	.77 (49)
	Technical Installation	.76 (20)	.85 (23)	.78 (19)
	Commercial Services	.68 (19)	.81 (21)	.74 (19)
	Various	.66 (8)	.77 (8)	.72 (8)
	Total	.73 (126)	.80 (133)	.76 (125)
Quality of Life	Public Services	.49 (29)	.53 (28)	.52 (28)
	Health Care and Welfare	.56 (46)	.63 (50)	.60 (46)
	Technical Installation	.51 (20)	.71 (21)	.59 (18)
	Commercial Services	.50 (16)	.61 (18)	.53 (16)
	Various	.58 (8)	.65 (8)	.61 (8)
	Total	.53 (119)	.62 (125)	.57 (116)
Total (n)	Public Services	.62 (29)	.65 (28)	.64 (28)
	Health Care and Welfare	.64 (46)	.72 (50)	.68 (46)
	Technical Installation	.60 (18)	.78 (20)	.67 (16)
	Commercial Services	.57 (15)	.71 (18)	.63 (15)
	Various	.62 (8)	.71 (8)	.67 (8)
	Total	.62 (116)	.71 (124)	.66 (113)

Next, the results for the constructed variables are presented when they show a significant difference between sectors. The constructs of Extrinsic motivation ($F=4.76$, $p<.00$), Learning adaptive compulsion ($F=3.08$, $p<.05$) and WPL ownership ($F=3.60$, $p<.00$) differ between the sectors (see Table 10). Other differences between the sectors, also concerning the characteristics of the response group, like organizational size, age, education, gender and tenure, were not found.

Table 10. Significant differences between sectors

Sector	Table 10. Significant differences between sectors		
	Extrinsic motivation	Learning adaptive compulsion	WPL ownership
Public Services	3.04 (37)	3.22 (37)	2.32 (36)
Health and Welfare	2.68 (57)	3.25 (57)	2.87 (54)
Technical Installations	3.06 (28)	2.76 (27)	2.49 (25)
Commercial Services	3.37 (34)	3.04 (34)	2.30 (31)
Various	2.67 (10)	2.86 (11)	2.93 (9)
Total	2.96 (166)	3.09 (166)	2.57 (155)

Finally, we are interested whether the experiences of employees with learning around the workplace relate to their perceptions of effects of learning (see the Introduction). Multiple regression results in this respect presented in Table 11. The total relative mean effect of learning around work (Table 9) shows only small differences between sector, however, 19.8% of the variance (adjusted 17.1%) of this effect is explained by the characteristics WPL ownership, the Learning adaptive compulsion and the Emotive motivation.

Table 11. Results of multiple regression analyses between the dependent total relative mean effect and the constructed independent variables

	Relative mean effect		
	B	SE B	B
WPL ownership	.07	.03	.26**
Learning adaptive compulsion	.09	.04	.21*
Emotive motivation	.07	.03	.23*
R ²			.20

R ² adj	.17
Weighted (by Organization) Least Squares Regression; *p < .05, two-tailed; **p < .01, two-tailed	

Moreover to understand this result better it is of interest to go further into the interrelatedness of the intermediate variables itself. In Table 6 this interrelatedness is already shown with the inter-correlations between a number of the constructed scales and items. As can be seen in this table the highest correlation is .52 between (positive) WPL experience and WPL ownership. Factor analyses indicated that these two constructs have independent factor loadings and reasonable reliabilities as well. The goal of the next regression analyses is to understand the interrelatedness of these intermediate constructs further.

In Table 12 and 13 the results of two multiple regression analyses are presented. The same regression analysis, with all variables in it, is executed with the dependent variables WPL experience (Table 12) respectively WPL ownership (Table 13).

Table 12. Results multiple regression analysis between (positive) WPL experience and the other independent variables

	Positive experiences with WPL		
	B	SE B	β
Sector Commercial Services	-.06	.12	-.04
Sector Public Services	-.13	.12	-.07
WPL ownership	.40	.06	.47**
Freedom of learning	.27	.05	.32**
Voluntary learning result	-.15	.06	-.14*
R ²			.56
R ² adj			.54
Weighted (by Organization) Least Squares Regression; *p < 0.05 and **p < 0.01, two-tailed			

Table 13. Results multiple regression analysis between WPL ownership and the other independent variables

	WPL owned by employees		
	B	SE B	β
Sector Commercial Services	-.51	.14	-.25**
Sector Public Services	-.31	.15	-.14*
Size organization 1-20	-.24	.15	-.11
Freedom of learning	.27	.05	.32**
WPL experience	.44	.09	.38**
Opportunities	.35	.08	.34**
R ²			.52
R ² adj			.50

Weighted (by Organization) Least Squares Regression; *p < 0.05 and **p < 0.01, two-tailed

At last, Figure 2 illustrates a comprehensive tentative model of the three regression analyses presented in Table 11, 12 and 13. The model shows that the relative mean effects of workplace learning is related with three constructs, namely Emotive motivation, Learning adaptive compulsion and WPL ownership. Moreover, WPL ownership is strongly related with other constructs in particular the constructs that have an emotional meaning, like Freedom of learning and WPL experience. At the same time WPL experience is related to by Freedom of learning, Voluntary learning results, and Qualification.

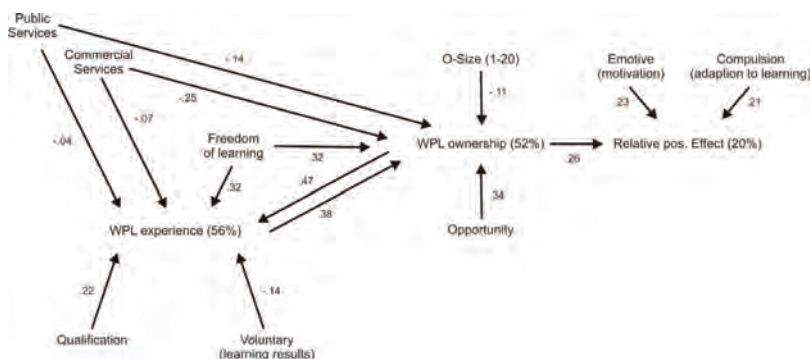


Figure 2. The tentative model of the emotional aspects employees experience in relation to compulsion and voluntariness and which influence the experienced relative mean effect of work related learning (between brackets the percentage of explained variance)

4 Conclusions and discussion

In this study we focussed on the compulsory and voluntary aspects of workplace learning. Following Ashton (2004) and others a conceptual model was developed and the relationships in the model were empirically tested. The model and ideas on workplace learning led to three main questions.

The first question was: in what respect do employees experience work related learning as compulsory or voluntary? Supporting the idea that experiencing compulsion and/or voluntariness depends from all sorts of individual and contextual circumstances, beliefs, and motivations (Ford 1992) the results show that respondents experience a mean Learning adaptive compulsion ($m=3.09$) and a stronger Workplace learning need ($m=3.56$) as well as Freedom of learning given by the employer' ($m=3.64$). However, they also admit that Learning relevancy is important for their employer ($m=3.95$). The conclusion is that the Dutch respondents compulsion for learning is not really a problem; they don't indicate that they 'feel' it as such hindering them in working and learning. It looks like that they understand the compulsion for learning, because it gives credentials to the employers learning relevancy claims. Furthermore, they experience voluntariness although to a lesser amount.

The second question concerned employees' experiences with work related learning and the context of the learning in relation to the effects of the learning. To value the results of relative mean effects in itself is problematic because of the limitations of the study. We will come to this later. In this study a hypothesised model is used to go into the interrelatedness of effects with contextual and individual characteristics. The results of this exercise are interesting and the theoretical considerations are valuable, but are also very tentative. WPL ownership, Learning adaptive compulsion and Emotive (work) motivation are related with the mean relative number of effect categories. This result is combined with the observation that WPL ownership is strongly related with some other emotive constructs at the same time (Figure 2), such as Freedom of learning, Qualification and Voluntary learning results. This together is indicative for a kind of overall tentative conclusion that in particular emotive and motivational aspects of learning in the workplace are important. The results also gain an insight into the complicated issue of compulsion and voluntariness. Workplace related learning seems to be a sensitive matter to the psychological and relational processes between the employer and the employee with – as the Dutch results suggest – the first one in the leading position, while the employee is adapting in an enjoyable and volitional manner with the illusion of autonomy.

The third question was: do employees from various sectors of labour show different experiences and perceptions in this respect? This Dutch research perspective to use different sectors in the study showed indeed some striking differences between sectors (see the Tables 9-12). The two service sectors (Public and Commercial)

are in some instances different from the other sectors. The question is whether the variability is caused by the different content of the work of the employees or by the different accent on profitability in the various sectors. This is something to look for in further research.

4.1 Implications for Theory and Practice

So far, some individual (WPL experience) and organizational (Learning opportunity) constructs have been found that seem to have an relatedness with the effect of workplace related learning. The reported analyses show some results that explicitly indicate that compulsion or voluntariness of WPL add to our understanding of the motivational aspects of WPL itself. Future theory-building on compulsion or voluntariness of WPL can focus on the issue of decision-making (see Holton III & Naquin 2005) and the impact of it on the psychological and relational processes between employee and direct management. Compulsion or voluntariness seems to be no issue to the employees and the employers for the reason that learning is a continuing secondary necessity in the context of employment, work and organization. Moreover, the contract between employer and employee is based on economic dependence in the first place and psychologically relatedness in the second place.

4.2 Limitations and Perspectives for Future Research

Several limitations of the study should be taken into consideration. First, the use of data from a limited number of individuals within a limited number of organizations. From some organizations only one person contributed to the research; therefore the multiple least squares regressions were weighted by organizations to control for outliers. Second, due to the explorative character of the study the validity and reliability of a number of intermediate constructed variables were a little low. Although all variables were put in the regression analyses, the significant and relevant results concerned mainly variables with relative high reliabilities. Despite these limitations, the present study is a rich starting point for further research.

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Current status and mechanism of workplace learning in Japan

Kenji Hirata, Shoko Morimoto and Nanae Ibuchi

Abstract

The ASEM LLL workplace learning survey in Japan was received from 106 respondents, collection rate 92%. This report focused on learning climate and mechanism of workplace learning (WPL) as the Learning Organization. Employees 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, so they wanted to improve their skills and abilities for themselves. Multivariable analyses were conducted in order to clarify a mechanism. 3 factors were derived as providing opportunities of WPL by organization, "providing WPL opportunities", "requirements of WPL", and "indirect supports to WPL". All were not enough to be done, especially indirect supports. And 3 factors were derived as actual learning activities, "positive response", "WPL-management", and "WPL-job". While WPL-job was prevailing, WPL-management was not focused on. The relationship between opportunities and actual status was analyzed. Providing opportunities influenced to positive response and WPL-management. Requirements had no influence to actual status, but indirect support influenced to positive response and WPL-job.

1 Purpose

The purpose of this research is to clarify an effective approach for promotion to the learning organization. Workplace learning (WPL) is one of important aspects of learning organization. Then the current status of WPL in organizations was surveyed and a mechanism of WPL was analysed from the viewpoints of leaning climate.

For analysis of learning climate, we picked up the three essences of it. The first one is opportunities of WPL, which is organizational environment and frequency of providing training and learning by the organizations. The second one is individual orientations for WPL, which is cognition and intention to learning regarding their work and career. The third one is current status of practical workplace learning activities as substantial results. Also, this study is to analysis the relationship of the three essences. The two hypothesis and four working hypothesis were set to examine the purpose.

1.1 Hypothesis 1

Environment must influence to human activities. Organizational also influences to employees. And organizational environment is consists of approaches to employee, so environment of WPL influence to practical learning activities in the workplace.

Organizational approaches to workplace learning influence on practical learning activities in their workplace.

And, the hypothesis 1 has two working hypotheses. The learning organization asks for voluntary. But, it seemed that providing directly supports by organizations let employees lack of voluntary. So, there are not positive influences on practical learning activities. Providing directly learning opportunities are instruction and demand for WPL by organizations.

Working hypothesis 1-1: Providing directly learning opportunities by organization aren't positive influence on actual learning activities in their workplace.

Providing indirectly learning opportunities are preparation for system and opportunities of learning by organizations. Contrastive to directly support, providing indirectly supports by organizations improves voluntary participation.

Working hypothesis 1-2: Providing indirectly learning opportunities by organization have positive influence on practical learning activities in their workplace.

1.2 Hypothesis 2

Learning orientation of individuals must be changed by learning environment. So, organizational approaches of WPL are influence on not only actual learning

activities of WPL, also learning orientation of individuals. And, learning orientation of individuals is influence on actual learning activities in workplace (Figure 1). Then two working hypotheses are set.

Learning orientation of individuals mediates the relationship between organizational approaches and actual learning activities of workplace learning.



Figure 1 *The hypothesis model of learning climate*

There are various approaches which promote individual learning orientation for WPL by organizations. Because, there are not approaches to WPL by organizations, in the case, there is not learning orientation of individuals. If organizations use some money and time, individual pay attention it and try to understand means and needs of WPL. Then It can be said that Individuals understand needs of WPL, they actively involve with it.

Working hypothesis 2-1: Providing learning opportunities by organization promotes individuals learning orientation.

Working hypothesis 2-2: Learning orientation of individuals promotes actual learning activities in workplace.

2 Method

2.1 Survey operation

From April to August of 2010, we conducted the ASEM workplace learning survey adding a couple of items in Japanese version. 8 companies and organizations

participated in our survey. These organizations were picked up from various industries and various organizational sizes allied with Hirata laboratory, Toyo University. Organizations were travel agency, counting, IT service, health care service, insurance etc. We could get 106 respondents from 115, and a response rate of 92.2 per cent for a mail survey.

1.2 Items

The questionnaire was conducted by the committee of ASEM Lifelong Learning Hub (ASEM LLL). It consisted of 25 questions and about 200 items, and was translated into Japanese by Hirata laboratory. In this report, items were picked up regarding three essences of learning climate, for instance WPL opportunities, individual orientations for WPL, and actual workplace learning activities.

3 Results 1: Current status

3.1 Workplace learning opportunities

Two questions were set in order to bring out WPL opportunities. At the first, respondents were asked the 6 items about learning opportunities from their employer (Question 16) and responded by the likert scale [1:strongly agree, 2:agree, 3:Neither agree nor disagree, 4:disagree, 5:strongly disagree] (Table 1).

Positive item is only one, “tries to make sure that there’s enough time and space for employees to learn in working time (ave.=2.82)”. Negative items were “offers a lot of learning opportunities compared with other similar employers in my kind of work (ave.=3.43)”, “gives recognition to employees who improve their knowledge and skills (ave.=3.36)”, and “offers me more learning opportunities compared with employees at lower levels of the organisation/company (ave.=3.29)”.

These results indicated that employer and organization in Japan did not provide leaning opportunities actively.

Table 1 Learning opportunities by employer

	n	Ave.	SD
offers a lot of learning opportunities compared with other similar employers in my kind of work	91	3.43	0.99
offers me more learning opportunities compared with employees at lower levels of the organisation/company	91	3.29	1.17
makes it clear to me that I should follow certain courses	92	3.04	1.21

leaves it up to me to decide what courses I will follow	92	3.13	1.29
tries to make sure that there's enough time and space for employees to learn in working time	91	2.82	1.17
gives recognition to employees who improve their knowledge and skills (e.g. salary rise, promotion, more responsibility, written appreciation)	92	3.36	1.24

The 2nd question for WPL opportunities, respondents were asked about employer response for learning proposal, "If you decide yourself to pursue work-related learning, how does your employer usually respond?" (Question 17) and responded by the likert scale [1:strongly agree, 2:agree, 3:Neither agree nor disagree, 4:disagree, 5:strongly disagree] (Table 2).

All of items were negative. Especially, these two items were very high degree of negative, "My employer never agrees to my participation in work-related courses (ave.=4.70)", and "My employer only lets me participate when the course is required by the organization (ave.=4.38)", and high degree one was "My employer is willing to support work-related learning, but only when it leads to a recognized qualification (ave.=3.89)".

These results indicated that employee in Japan rarely responded negatively for learning proposal from their employees.

Table 2 Employer's response

	n	Ave.	SD
If it takes place in working hours, my employer wants to see its relevance for my job	92	3.25	1.32
If it costs a lot, my employer expects me to show why it is important for my job	92	3.27	1.34
My employer never agrees to my participation in work-related courses	92	4.70	0.79
My employer only lets me participate when the course is required by the organization	92	4.38	1.01
My employer is open to all sorts of proposals for work-related learning	92	3.85	1.17
My employer is willing to support work-related learning, but only when it leads to a recognised qualification	91	3.89	1.08

3.2 Orientation of individuals for WPL

Respondents were asked about individual aspect of learning climate; “Please tell us if you agree or disagree with the following statements.”(question13) along with the likert scale [1:strongly agree, 2:agree, 3:Neither agree nor disagree, 4:disagree, 5:strongly disagree] (Table 3).

High degree positive items were as follows, “When people can decide for themselves about learning, they learn more and get better results (ave.=1.97)”, “Everyone has to keep on learning because society expects it (ave.=2.16)”, and “Learning inevitably contributes to the productivity and output of employees (ave.=2.22)”. Slightly Positive items were “In my organisation, everyone expects you to take courses sometimes (ave.=2.43)” and “Most employers insist that their employees follow training courses at regular intervals (ave.=2.49)”.

High degree negative items were “There is no need to carry on learning once you have finished your initial education and training (ave.=4.63)”, and slightly negative items were “There is no need to carry on learning once you have finished your initial education and training (ave.=3.77)” and “Everyone has to keep on learning because otherwise they risk becoming unemployed (ave.=3.42)”.

This result indicated employees in Japan recognized the importance of intended learning and training not only learning by doing. They would learn more if they met situation or were given good conditions. er they would not much learn related personal issue or capacity.

These results indicated that employee in Japan felt learning climate positive in their organization and social, and they did not feel urgency of learning.

Table 3 Orientation of individuals for WPL

	N	ave	sd
Learning inevitably contributes to the productivity and output of employees.	92	2.22	1.01
Everyone has to keep on learning because otherwise they risk becoming unemployed.	92	3.42	1.16
My employer offers such attractive learning opportunities that most of us do really want to take them up.	91	3.01	1.09
People who do not keep up their learning should be punished by their employer (e.g. no merit payments or bonus, no promotion, be fired).	92	3.77	1.05
The more you force people to learn, the less they will want to learn and the worse the results will be.	92	2.96	1.05

In my organisation, everyone expects you to take courses sometimes.	92	2.43	1.11
When people can decide for themselves about learning, they learn more and get better results.	92	1.97	0.86
Most employers insist that their employees follow training courses at regular intervals.	91	2.49	1.14
Everyone has to keep on learning because society expects it.	91	2.15	0.94
There is no need to carry on learning once you have finished your initial education and training.	91	4.63	0.74

3.3 Actual workplace learning activities

Respondents were asked about actual learning activities as learning climate, "In the past twelve months, I have taken part in education and training courses that ..." (question18) and choose 3 items from 6 items as multiple answer (Table 4).

The largest items was "I chose and my employer supported in some way"(n=39, 42.4%), and second largest one is "my employer advised to me"(n=34, 37.0%). The item of "my employer required of me"(n=33, 35.9%) also got large number of responses. The other items were responded very small as follows, "I chose to follow in my own time and which were not supported by my employer (n=13, 14.1%), "No, I have not followed any education and training courses of any kind" (n=9, 9.8%), and "I chose to follow for purely personal reasons" (n=7, 7.6%). This result showed that employer positive supported any education and training courses which employees take part in.

Table 4 Actual workplace activities

	N	pct of resp.	pct of cases
No, I have not followed any education and training courses of any kind	9	6.7%	9.8%
my employer required of me	33	24.4%	35.9%
my employer advised to me	34	25.2%	37.0%
I chose and my employer supported in some way	39	28.9%	42.4%
I chose to follow in my own time and which were not supported by my employer	13	9.6%	14.1%
I chose to follow for purely personal reasons	7	5.2%	7.6%
Total	135	100%	146.7%

4 Results 2: Mechanism of workplace learning climate

Preparing analysis of mechanism of workplace learning climate, factor analyses were conducted with adding some of items related to the each concept. WPL opportunities was constituted 3 factors (principal factor solution, equamax rotation, cumulative contribution ratio 65.7%). These were "Training requirement", "Providing learning opportunities" and, "Providing indirectly learning opportunities". "Training requirement" is instruction and demand for WPL by organizations. So, I classify it into directly support by organizations. Also, "Providing learning opportunities" and, "Providing indirectly learning opportunities" are preparation for environment of learning. So, I classify it into indirectly support by organizations.

Learning orientation of individuals was constituted 3 factors (principal factor solution, equamax rotation, cumulative contribution ratio 62.2%), these were "Understanding requirement", "Involuntary" and "Feeling enforcement". "Understanding requirement" means that they understand the reason and positive of learning. Also, "Involuntary" means the thought that it depend on individual whether learn or not. And, "Feeling enforcement" means the station that they are obliged to learn.

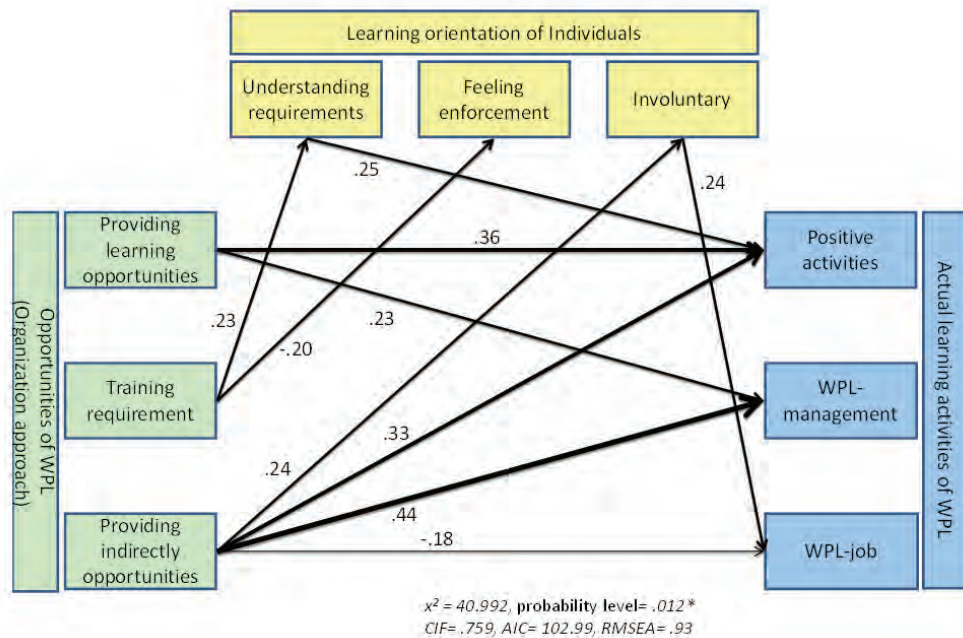
Actual workplace learning activities was constituted 3 factors (principal factor solution, equamax rotation, cumulative contribution ratio 61.4%), these were "Positive activity", "WPL-management" and "WPL-Job skill". "Positive activity" means that WPL activities are positive and autonomy by participants. And, "WPL-management" means that WPL activities are based on practical management strategy. Also, "WPL-Job skill" expresses that WPL activities are focused on daily job skill.

Then path analysis was conducted with using above factors based on the hypothesis model of learning climate (Figure 2, x-square=40.99, $p=.012^*$, CIF=.759, AIC=102.99(saturated model 108.0), RMSEA=.93, critical ratio 10% level).

The results of relationship between opportunities of WPL and learning individual orientation were followings. Training requirement influenced on understanding requirements by individuals ($\beta=.23$). But, Training requirement negatively influenced on feeling enforcement too ($\beta=-.20$). Providing indirectly opportunities influenced on involuntary learning ($\beta=.24$).

The results of relationship between opportunities of WPL and actual learning activities were followings. The two factors, providing learning opportunities and providing indirectly opportunities influenced on both of positive activities ($\beta=.36$, 33) and WPL-management ($\beta=.23$, 44). But, training requirements didn't influence on the factors of actual learning activities.

The results of relationship between learning individual orientation and actual learning activities was only significant between involuntary and WPL-jobs ($\beta=.24$).



5 Conclusion

The hypothesis 1 was discussed based on the results. The working hypothesis 1-1 was “Providing directly learning opportunities by organization aren’t positive influence on actual learning activities in their workplace.” On account of the result, training requirements that is to say directly support didn’t influence of actual learning activities of WPL factors. So, it can be proved working hypothesis 1-1. The working hypothesis 1-2 was “Providing indirectly learning opportunities by organization” had positive influence on actual learning activities in their workplace. “On account of the result, actual learning opportunities and providing indirectly opportunities that is to indirectly supports greatly influence on positive activities of WPL. So, working hypothesis 1-2 was also proved. It follows from what has been said thus far that opportunities of WPL as organizational approaches to workplace learning influenced on actual learning activities in their workplace. That is to say approve of the hypothesis 1.

The hypothesis 2 was discussed based on the results. The working hypothesis 2-1 was “Providing learning opportunities by organization promotes learning orientation of individuals.” On account of the results, there were a few relations. Therefore the hypothesis 2-1 partly approved. The working hypothesis 2-2 was “Learning orientation of individuals promoted actual learning activities. On account of the results, understanding requirements that is promoted directly support by organizations influence on positive activities. So, the working hypothesis 2-2

approved, thus the hypothesis mostly approved.

Providing direct and indirect opportunities are important to promote actual learning, and learning requirement is key factor to mediate to actual learning. Organization should inform the importance of workplace learning, then individuals can understand it. Understanding of requirement promotes positive learning as a mediator.

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Teacher perception of benefits from workplace learning and teacher job satisfaction

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Abstract

The purpose of this study is 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 research on workplace learning were used.

Analysis of the data on teacher job satisfaction collected during the survey conducted in 2009 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.

Analysis of the data gathered in the research on workplace learning shows that 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.

Results are discussed in terms of an opportunity to improve level of teacher job satisfaction using workplace learning.

Key words: teachers' job satisfaction, workplace learning, benefits

1 Introduction

The target audience of this study is teachers and their emotional wellbeing at their places of work, and one of the ways of facilitation of the wellbeing of these teachers is improvement of their professional activity through workplace learning.

The aim of the study is to identify opportunities for improvement of the quality of education through teachers' workplace learning.

Quality of education can be viewed as an aggregate of three components: quality of the school management, quality activities of the teachers, and high achievements of the pupils. (Coate, 2009; Sammons, Hillman, Mormore, 1995)

One of the most significant determining factors in the quality of education is the work of teachers, their initial education, and further education. (Kangro, 2004)
The principal resource in assurance and improvement of the quality of education is the teacher, their education, social status, and working conditions. For a quality performance of their obligations at work, teachers require knowledge and skills, personal properties, opportunities for professional development, and a motivation for work. (UNESCO, 1998)

Quality of the school management is characterised by aspects more attributable to improvement and development of various resources. One of the most essential resources in the operation of an educational institution is the human, especially the teaching personnel. Development and improvement of human resources are closely related to teachers' satisfaction with work. There are several preconditions for the development and improvement of this satisfaction with work, and the most significant of them is (Kangro, 2000) opportunities for perfection and use of teachers' knowledge and skills.

Teachers' satisfaction with work is closely related to their perception of the benefits from the available workplace learning. Furthermore, teachers' ratings of such benefits are indicative of the areas of job satisfaction which might need improvement.

Workplace learning is closely related to job satisfaction (Rowden 2002), and there are interrelations between employees' workplace learning and the benefits earned, regardless of whether the training is formal, informal, or incidental.

2 Workplace learning

Learning fosters the employee's competitiveness in the changing labour market. (Forrester, 2004)

The necessity for workplace learning and lifelong learning are closely related to the rapid economic development in a competition-oriented society. Employee's learning occurs as the main indicator not only in the economic field, but also in the society in

general. (Keith Forrester, 2004)

The employee is hired based on their existing knowledge and skills, but, at their new place of work, they need to acquire the specific knowledge and skills necessary for the particular job, and workplace learning enables acquisition of the additional knowledge and skills the employees might be in need of. (Rowden 2002)

Watkin and Marsick (1992) have singled out various forms of workplace learning:

- Formal learning or training aimed at achieving a certain result, and usually employees are trained in the performance of specific duties at their work.
- Like formal learning, informal learning may also take place in an educational institution, but it typically takes place in an informal environment and, different from formal learning, informal learning is not highly structured. Informal education does not necessarily have a precisely set goal.
- Incidental learning usually occurs as indirect learning in relation to other types of activity, but, at the same time, it improves the employee's knowledge, skills, and comprehension. In this case, learning is continuous everyday experience people learn from (Keith Forrester, 2004)

Based on an analysis of several studies (Filipczak, 1989; Leslie, Aring, and Brand, 1998; Mulraney and Turner, 2001), Robert W. Rowden has concluded that organisations which set learning, development, and education as a priority earn more profit and increase the rates of job satisfaction of their employees. (Rowden 2002)

Studies show (Rowden 2002) that job satisfaction is dependent on several factors, such as supportive environment, recognition, enjoyment, and benefits.

One of the principal benefits from workplace learning is assurance that, after the learning, the employee is able to perform their work better (National Research and Development Center 2007).

For many individuals, the benefits gained upon the attainment of the personally set goals are mainly psychological, and the gained psychological benefits bring a much higher satisfaction than material benefits. (Rowden 2002)

3 Job Satisfaction

The concept of job satisfaction is described as feelings of an individual towards their job and various working conditions. It is the degree to which an individual likes or dislikes their job. Job satisfaction is basically assessed as a varying attitude.

It is viewed as overall feelings towards the job or as attitude towards certain working conditions (Spector, 1997).

Three types of individual attitudes towards work are identified in literature:

- Job – emphasis mainly on the financial reward. The nature of the job has practically no influence on the individual's interest or attitude towards work.
- Career – important are development and movement upward in terms of the career. The principal motivation is status, prestige and power coming along with the new position.
- Calling – contrary to the first position, the nature of the job is important here, less is thought about the material reward or career development, and there is more emphasis on the satisfaction from the job. (Job satisfaction: Strategies to make work more gratifying, 2008)

Teacher job satisfaction

When explicating the factors influencing job satisfaction, several authors single out internal and external factors. More specifically, the following factors are singled out when talking about the factors influencing teachers' job satisfaction:

- Internal factors – these factors are determined by the particularities of the class, interrelation between the teachers and the students, individual peculiarities and perception of the students. (Sharma, Jyoti, 2006). Teachers' internal satisfaction with their job may originate from classroom activities. Everyday communication with students allows the teacher to recognise whether the student has or has not acquired the material as a result of the teaching provided by the teacher. (Perie, Baker, 1997)
- External factors – teachers' job satisfaction is influenced by such external factors as salary, cooperation and administrative support, school security, and availability of school resources. (Sharma, Jyoti, 2006). There is a very low number of teachers working in this profession because of the influences of the external factors. Most teachers choose this profession for the internal factors. Nevertheless, at the same time, while the internal factors determine pedagogues' opting for becoming teachers, the external factors negatively affect the pedagogue's job satisfaction and possible change of career. (Perie, Baker, 1997)

4 Teacher perception of benefits from workplace learning

Research tools

To find out the level of satisfaction of teachers with their job, a job satisfaction questionnaire developed by P. E. Lester (Lester, 1987) was used. The job satisfaction questionnaire measures satisfaction on nine aspect scales, the aspects being: management, colleagues, working conditions, development, salary, responsibility, security, recognition, and job in itself.

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.

Teacher job satisfaction in Latvia

The data obtained in 2009 (Peršēvica, 2010) show that slightly more than one half of the surveyed teachers are satisfied with their job, but, at the same time, approximately one quarter of the total pool of respondents are not satisfied with their job. (Figure 1.)

The study shows that the situation with job satisfaction is not dramatic, but, at the same time, it would be necessary to improve it.

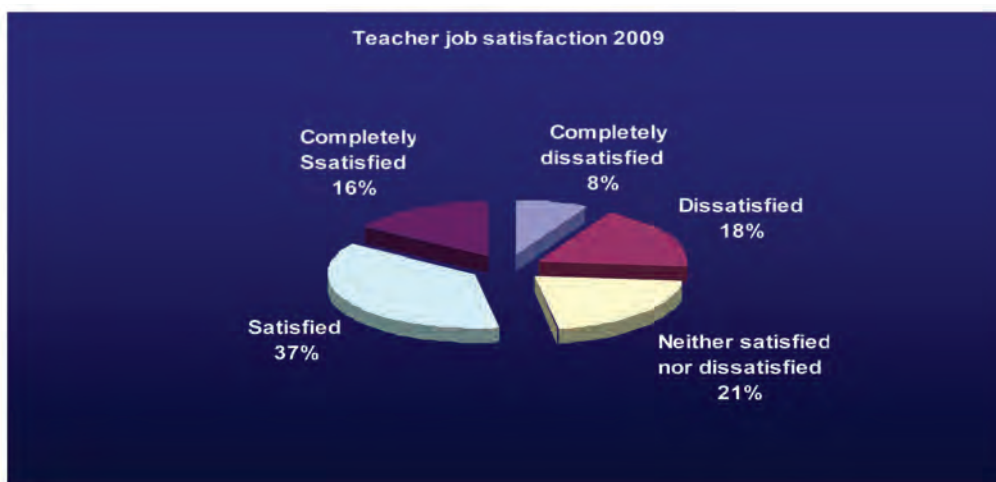


Figure 1: Teacher job satisfaction 2009

A conclusion drawn from the research about teacher job satisfaction is that the most highly evaluated job satisfaction scales are satisfaction with the level of responsibility and satisfaction with the specifics of the job (Figure 2). The scale of satisfaction with the specifics of the job is related to the daily pedagogical process, i.e. tutoring, education, communication with students. Three types of factors why people opt for a certain job are mentioned in literature – career, job, and calling. The obtained data demonstrate that a majority of the respondents who participated in the survey choose the profession of a teacher because of a calling. At the same time the dominating lowest job satisfaction scale is satisfaction with the received salary and job security. The high dissatisfaction with both aforementioned scales lowers the level of job satisfaction in the above-mentioned overall situation with regard to job satisfaction.

The teachers' job satisfaction scale with the lowest ratings is satisfaction with the salary, and this should be viewed from a more global point of view. Salaries of

teachers is a state-level problem the government is trying to solve, but the solutions are currently limited by the economic crisis in the state.

The second lowest job satisfaction scale is satisfaction with being secure about the future at work. This scale is also closely related to the current economic situation and reforms in education in the state. This insecurity is also caused by the current economic situation because, according to the data provided by the State Employment Agency, the overall level of unemployment in the state in late 2010 was 19.4 % of the total number of economically active individuals. This level of unemployment still has a tendency to increase, and this, to a certain extent, affects the emotional comfort at work in any employee, including teachers.

An overall evaluation of teachers' job satisfaction leads to a conclusion that the situation is rather positive because most of the job satisfaction scales are above medium.

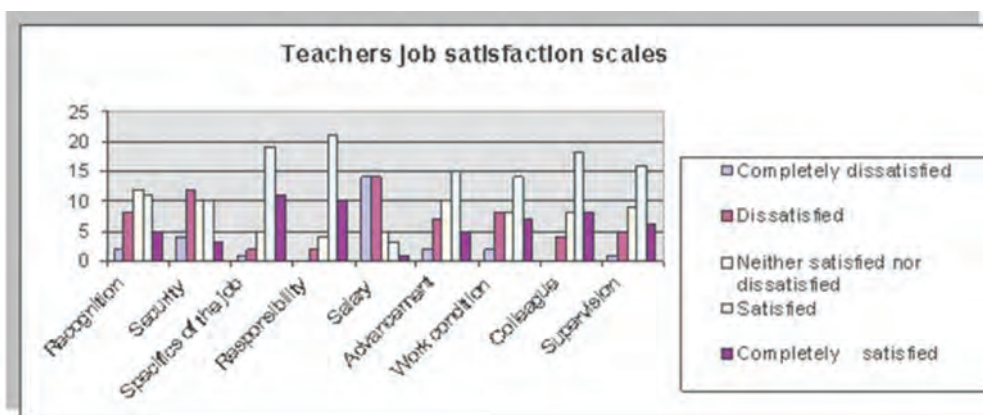


Figure 2: Teachers job satisfaction scales 2009

Benefits

The ASEM HUB LLL study included collection of data about the benefits gained from workplace learning in groups from two different sectors (IT specialists and teachers). Since the target audience of this article is teachers, this article will analyse only teachers' opinions about the benefits gained from workplace learning.

Only 6% of the respondents were not able to answer the question about the benefits gained from workplace learning. This leads to a conclusion that 94% of the respondents have gained benefits from workplace learning, which shows that 94% respondents not only learn at the place of their work, but also acknowledge the benefits they gain. (Figure 3)

I have benefited from learning at work in the following ways:[This question is not relevant for me, because I have not learnt at work]

		Frequency	Percent
Valid	Not selected	343	94
	Yes	22	6
Total		365	100

Figure 3

The obtained data show that the benefits teachers gain from workplace learning include personal development and self-identity (46%), feeling safe about their job (37%), and teachers also believe that workplace learning helps them perform better at their work (35.9%). (Figure 4)

These data can be analysed in relation to the results of The Teachers' Job Satisfaction Questionnaire. The results of The Teachers' Job Satisfaction Questionnaire lead to a conclusion teachers do not feel safe about their jobs, but, at the same time, one of the actual benefits from workplace learning teachers point out is feeling safe about their job, which allows to conclude that workplace learning can most directly increase the rates of teachers' job satisfaction.

I have benefited from learning at work in the following ways:[Personal growth and self-identity]

		Frequency	Percent
Valid	Not selected	197	54
	Yes	168	46
Total		365	100

I have benefited from learning at work in the following ways:[Job security]

		Frequency	Percent
Valid	Not selected	197	54
	Yes	168	46
Total		365	100

I have benefited from learning at work in the following ways:[Doing my job better]

		Frequency	Percent
Valid	Not selected	234	64,1
	Yes	131	35,9
Total		365	100

Figure 4

An analysis of the results of the aforementioned ratings teachers have given for their actual benefits from workplace learning leads to a conclusion that teachers mostly associate their benefits from workplace learning with improved self-development, and this clearly shows that teachers' workplace learning is determined by inner motivation or stimulus to do their job as good as possible.

At the same time, very few respondents mentioned salary increase (3.8%) and opportunities for a promotion (2.5%) as benefits from their workplace learning. (Figure 5)

I have benefited from learning at work in the following ways:[Salary rise]

		Frequency	Percent
Valid	Not selected	351	96,2
	Yes	14	3,8
Total		365	100

I have benefited from learning at work in the following ways:[Promotion]

		Frequency	Percent
Valid	Not selected	356	97,5
	Yes	9	2,5
Total		365	100

Figure 5

It should be noted here that The Job Satisfaction Questionnaire's scale with the lowest ratings was satisfaction with the salary, which should not be associated with workplace learning. In Latvia, salaries of teachers are fixed under the Cabinet Regulation No. 836 „Regulations on Salaries of Teachers”, and, thereby, even though

teachers improve their knowledge, it is problematic for them to get a salary increase, as it is not established on institutional, but national level. This explains why teachers do not think that workplace learning might in any way increase their opportunities for getting a salary increase.

In an analysis of the low rates given by teachers to their opportunities of getting a promotion as a result of workplace learning, it is important to mention that these data most probably do not reflect the actual situation sufficiently objectively because, apparently, when filling in the Questionnaire, teachers have considered that promotion is only the vertical career development, i.e., that there are only two possibilities of getting promoted – either being appointed to the position of the deputy principal or principal of the educational establishment. Apparently, when filling in the Questionnaire, teachers have not considered other career opportunities. An example of horizontal career development might be learning of a foreign language by a teacher of sports and thus becoming a teacher of sports and the foreign language.

5 Discussion

The explicitly high teacher job satisfaction is the specifics of the job. This probably reflects not only individuals' willingness to work as a teacher due to a calling, but also that a teacher's job is interesting.

A comparison of teachers' job satisfaction and the benefits gained from workplace learning leads to a conclusion that teachers are very satisfied with the specifics of their job. Furthermore, one of the best benefits mentioned by teachers is opportunities for doing their job even better.

Analysis of the theoretical literature allows to conclude that employees' job satisfaction and, thereby, productivity of work increase if the actual benefits gained by the employees in the attainment of the set goals are psychological. It was concluded in the study that the principal benefits from workplace learning mentioned by teachers include benefits related to self-development, but, at the same time, teachers feel very unsatisfied with the material benefits, such as received salary and promotion.

Thereby, it is contradictory whether teachers, who are satisfied only with the internal factors, are able to ensure quality professional activity and thereby also ensure quality of education, although workplace learning ensures gaining not only non-material benefits.

Furthermore, literature analysis shows that the reason why teachers abandon this profession is closely related to such external factors (material benefits) as insufficient salary, extent of the available resources, i.e.

6 Literature

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Workplace learning: the importance of personal development

Ludmila Babajeva

Abstract

Adults' participation in different kinds of formal and non-formal 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 activities provided at workplace. For me as a teacher in non-formal sector it is important to reflect on how non-formal education opportunities relate to workplace learning needs in this case. Participation in joint study by UL FEPA Institute of Pedagogical Sciences ASEM LLL Hub network 2 – Competence Development as Workplace Learning – research project in Latvia in year 2009-2010 gave me an opportunity to be sure that personal development is as crucial as professional for adult employees. Study findings show actual contradiction between adults' needs for personal and professional development and employers' greater directivity on job-oriented knowledge and skills. In this paper the joint study results are presented that clear out this contradiction.

Key words: adults' learning, workplace learning, non-formal education, personal development.

1 Introduction

In the Memorandum on Lifelong Learning (2000) we can find clear position of education through entire life – ‘Individual motivation to learn and the variety of learning opportunities are the ultimate keys for implementing lifelong learning successfully’. The similar idea is defined in the Council conclusions ‘Adult learning’ (2008) – on the one hand, it is important to motivate employers to provide good conditions for workplace learning and, on the other hand, to ensure employees find and use these opportunities. This means quite simply that education, training systems and workplaces should adapt to individual needs and demands rather than the other way round.

In this paper joint study research results are presented that clear out contradiction between adults’ needs for both, personal as well as professional development and actual workplace learning orientation on job-related competencies.

The aim of the research: to find non-formal education advantages for personal and professional development and to elaborate suggestions for further workplace learning trends.

The research questions are:

- What is the meaning of workplace learning for personal and professional development in the non-formal adult education?
- What is the perception of adults on workplace learning in non-formal sector?
- What kind of workplace learning opportunities can be seen by adults who participate in education in non-formal sector?
- How the non-formal education on a workplace can be improved to support personal and professional development of individuals?

The research was conducted on the base of joint study by UL FEPA Institute of Pedagogical Sciences ASEM LLL Hub network 2– Competence Development as a Workplace Learning – the research project in Latvia in the year 2009-2010 with the entire number of 487 respondents from HE and IT sectors. The sample included 62 teachers of non-formal education from two Latvian regions – Vidzeme (Riga, Ogre) and Zemgale (Jelgava). The number of respondents in particular non-formal organizations were: the adults’ non-formal education institution „BAS” – 25; the adult education centre of Jelgava – 15; the Karate Federation – 10; the Baltic states, the Sense of team – 6, the Latvian Museum of Nature – 5 and the International „House” – 1.

2 Personal and professional development trends and perspectives

The European Commission defines adult learning as following: 'Adult learning covers all types of learning by adults who have left initial education and training, no matter how far that process can be developed. It includes learning for personal, civic and social purposes as well as for employment-related purposes and can take place either in formal education and training systems or other settings.' According to the main ideas of Knowles (1978), Jarvis (1983) and Koçer (1999), there is an orientation on learning as a process of increasing competence to achieve full potential in life.

The concept of andragogy implies an active student role, as well as solution-centred activities. Knowles (1978), the founder of andragogy, saw it as self-direction, experience-based learning and readiness to learn. Koçer (1999) complemented this point with the holistic approach-based learning, human spiritual enrichment, self-, society and job comprehension.

According to the humanistic approach, Maslow (1970) emphasis the need to learn and the need for self-actualisation. Added to this, Rogers (1994) describes student-centred approach where a learner is a fully functioning person, an individual who strives to discover and become oneself. Therefore, the personal and professional development can be seen as a process of self-actualisation, self-realisation, self-fulfilment and not just as a process of 'being shaped' as authors mentioned.

Webb (2003) also sees workplace learning as an area for competence development, development of oneself as a personality and realization of full potential in a workplace. Work is a place for personal and professional development in case of good cooperation, organization and leadership.

The term 'work' according to Gerdell (1976) and Westlander (1979) has crucial importance for adults' general well-being and life satisfaction. Moreover, according to Bergsten (1977), person's experience and satisfaction are some of the most crucial factors in participation or non-participation in adult education. Bergsten describes work as a 'multidimensional concept'. The newest methodology research devoted to workplace learning represents the same circumstances (Berings et al. 2006).

We must take into consideration that it is really difficult to determine how learning at work takes place. At least five terms are clarified that refer to the workplace learning: the on-the-job learning, the work-based learning, the work-related learning, an informal learning and the non-formal learning.

In our investigation we will be beside Berings et al. (2006) and define workplace learning as implicit or explicit mental and/or overt activities and processes, embedded in working and work-related performance, leading to permanent changes in one's competencies. It is important to take into consideration that workplace

learning has also multiple expressions that can vary according to the situation, such as: the explicit and planned learning, the emergent learning, the self-directed learning, the experiential learning, the learning strategies, the team learning, the innovative learning, the distance learning, etc.

Meanwhile The Key Message 3 of “Memorandum” – Innovation in teaching and learning – is still in its development. Recent document ‘Key competences for adult learning professionals’ (2010) gives us a good example of adult teachers’ training trends and expected key competences. This is time to overview this process from adult learner perspective as well. New investigations and good practice can support the development of the teacher-learner integrated model to the new understanding level and practical application.

The learners’ development is directed on user-oriented learning system and self-directed learning for individual needs and use of opportunities in diversive situations for getting qualitative results. It is said that ‘of course employability is obviously the key outcome of successful learning but social inclusion rests on more than having paid work. Learning opens the door of building a satisfying and productive life, quite apart from a person’s employment status and prospects.’

Further adults’ learning trends are described in the documents such as Communication from the Commission ‘Adult learning: It is never too late to learn’ (October 2006), Action Plan on adult learning ‘It is always a good time to learn’ (September 2007), Council conclusions ‘Adult learning’ (May 2008) and key competences for adult learning professionals (15 January 2010) – are quite economic and job-oriented with a lack of attention on personal development and importance of human as such. It demonstrates a need of greater bow with wide aims previously defined in Memorandum (2000) – the lifelong education for all, the whole person’s potential development and application during life and work processes.

3 The methodology of the research

In this study an evidence-based research was conducted. The study took place during a period from March to May 2010 as a part of the joint study by the UL FEPA Institute of Pedagogical Sciences ASEM LLL Hub network 2. The data collection procedure was provided by online survey of the University of Innsbruck. Data analyzes was proceeded by SPSS 18.0 program.

Data collection procedure

The main research sample was formed according to Latvian focus on respondents from the HE (Educational services) and IT (Information technologies) sectors. The respondents were asked to participate by means of the involving method. Therefore, a data base as a particular electronical document was created with 1020 respondents.

The respondents were coded by name, email, token, sector (HE or IT), organization and subsectors therewith leave possibilities to manage and inform respondents in case of further activities.

Every respondent got electronically questionnaire produced by ASEM network 2' team that was sent automatically by the University of Innsbruck for two times with the interval of one month to respondents' email. Questionnaire consisted of 6 basic parts (information about working situation, thoughts about workplace learning, provision and usage, employees' profile 1, effects on people and employees' profile 2) with multiple choice questions, with possibilities to use "other" option, and also had an open answer at the end.

The process of filling the questionnaires was managed by Latvian team using written and oral motivation. However, researchers' group was delegated all the period of data collection too. At the end of the research 490 filled questionnaires were collected.

Data analysis procedure

For the further data analysis the answers of 487 respondents were processed by means of the non-profit data of 3 questionnaires (together 365 from the HE and 122 from the IT sector). From these research respondents only the ones from the HE (Education Sector) sector were processed.

For the next step with the help of the SPSS 18.0 program from the whole HE sector the organizations with token "nf" were filtered out (the non-formal educational institutions) – together 62 respondents from 6 organizations that formed particular research sample.

The further data analysis was conducted by the descriptive statistics method, searching for more frequent answers represented by means of percentage. The next step included grouping descriptive data according 4 research questions and forming base of findings. According these evidences conclusions were made with the reflection to the previous theory. Because of the limit of these research not all questionnaires parts were included, but only that is relevant to the research.

4 Workplace learning characteristics according employees and employers positions

4.1 Employers' position according workplace learning (by employees' opinion)

Opportunities offered by the employers according work-related education and training that take place at the workplace

The majority of adults do not see any attractiveness in learning activities that are offered by the employer (46%). Only 24 per cent of adults think that learning opportunities offered by the employers increase motivation to participate in learning. That is hard to say if employer insists or not to follow certain courses, because 52 per cent of adults are not sure about this statement.

Employers mainly offer courses to improve employees' job-related knowledge and skills (40.3%). Basic skills are not in the top and employers do not offer them at all (0%). Also independent learning is more frequently offered (materials and manuals – 35.5%) than spontaneous meetings with colleagues (17.7%).

Employers do not offer many learning opportunities according to the adults' opinion (55.3%). Adults make their own decisions what courses they will follow (67.4%), employers do not insist and at the same time do not think about how adults will learn in working time (75.5%) and do not give any job-related recognition to adults who improve their knowledge and skills (46.8%).

Employers' responses according work-related learning persuaded by employees themselves

The majority of employers do agree if adults want to participate in some kind of work-related learning (84.1%). However it is important for the employers to see the relevance of work-related education when it takes place in working time (67.4%) and costs a lot (59.1%). Employers are quite interested in adults' participation in learning when it leads to recognized qualification (34.8%), but at least the same number of employers is not so focused on this aspect (32.4%). Positive is that employers are open to all kinds of proposals for work-related learning (71.1%).

Education and training courses where employees participated in the past twelve months

Adults took part in courses in the last twelve months that have not been required or advised by the employer (4.8% and 12.9%), but for purely personal reasons (37.1%). It is interesting that only 21 per cent of courses were chosen by adults and also supported by the employers.

Kinds of learning that was required to pursue with current employer

Almost all adults were required by their employer to participate in work-related courses (85.5%) for improving basic skills (30.6%); almost no one was required to learn by using IT (3.2%).

Reasons why employer required employees to pursue this work-related learning

At the same time adults do admit that it was not compulsory - they do realize the importance of being constant in development of their skills and knowledge (52.9% – priority 1 and 40% – priority 2). Also the wish to learn without any requirement from

outside was quiet relative (35.5% – priority 1 and 28.0% – priority 2).

Workplace learning activities in respondents' organizations

Adults do agree that workplace learning activities in their organizations are mostly enjoyable (71.4%) and are more set up by employees themselves (33.3%) than imposed on everyone by the manager (68.3% – disagree). Workplace learning activities in their organizations are more oriented towards knowledge and skills (79%), but also the qualities of individuals are important (61.9%). These activities give opportunities to express their ideas how to improve their work (56.1%) and they are not set up in a top-down way (61.9%). They are mainly supported by adults (46.3%).

Adults do agree that workplace learning activities in their organizations help them to do their job better (69%) and they do feel the necessity of individual experience exchange (78.1%). It is not obvious if these activities are emotionally important for participants or not (51.2% – agree, 48.8 % – disagree).

4.2 Employees' perceptions and opportunities on workplace learning

Employers position according workplace learning

Adults do agree that they can learn better and be more motivated to do a good job being free in their choice of learning trends (88.6%); they think that it is not good to be forced to learn if they do not want to (48.1%). However at the same time, adults do think that employers have the right to insist on following certain courses if it is necessary for the needs of an organization (71.7%). Adults do agree that they have to have the opportunity to choose what, how and when to learn in order to be motivated in learning activities (68.5%).

Adults do think that learning contributes to the productivity and output (52.8%), but they do not contribute learning with employment or unemployment (38.4% and 38.5%). Adults are ready to participate in the courses if it is needable from the employers' point of view (56.6%), but they do not think that it is good to be forced to learn (40.4% and 32.7%).

How employees learn new things in different situations

All respondents from non-formal sector know how to learn at work (100%). According to the respondents answers the best opportunities to learn new things at work in different situations are being in contact with persons who have different background (41.9%) and by doing new things or by facing new problems (40.3% and 38.7%). These persons have almost never been only observers or imitators (4.8%) but they try to participate and face all the obstacles in real life.

Employees' encouragement to learn at work

Mainly all adults are encouraged to learn at work if they know that it will bring them concrete benefits (45.2%). Adults are interested in learning when courses are useful for their work (41.9%); they also support and enjoy learning itself (41.9%). They do know that learning at work can help them improve job-related knowledge and skills (40.3%), but at the same time that it is not so easy for them to learn new things only by working – only 22.6 per cent can do so. All respondents have encouragement to learn at work only 1.6 per cent has not. Adults as fulfilled and responsible persons always know what they are looking for and are motivated enough to learn at work to have better life in the future. That's why it is not surprise that not important factors in their learning motivation are external: encouragement from colleagues (16.1%), ideas from the boss (8.1%), quality of teacher on the course (16.1%).

Courses that have been taken by the employees in the past twelve months

Adults consider that they need to continue their education in the lifelong learning perspective (83.7%) and do take part in a work-related courses (only 11.3% does not take it), mainly in working time (64.5 %). Adults choose to take part in education and training courses mainly for purely personal reasons (37.1%), not motivated by employer or other factors.

Related to previous question, we can see that courses, that adults usually take are related to their job as well as to their personal development (32.3%), little less just related to their current job (27.4%) or personal pleasure (19.45).

Personal choice is very important for almost all adults as a motivation to learn more and get better results (88.6% – agree), society's expectations are not very important concerning their participation in learning (48.0% – disagree).

Employers' decisions according taking work-related courses

When adults can decide for themselves what courses to participate in they usually choose general courses to improve their basic skills (4.8%) or courses supplied by IT technologies (3.2%). Important that if employers could support more general education, not just courses related to their job, almost all adults (86.8%) would be interested in improving their knowledge and skills. Because they do suppose that it is better to take courses to learn more and do their job well (64.1%).

Main reasons according participation at work-related learning

These courses were chosen by adults because of personal sense of responsibility for doing job better (40%) as well as pure motivation to learn (40%). No one participated in courses just because of getting formal qualification.

Employees' benefits from learning at work

According the benefits, adults mention, that their outcomes from workplace learning

are mainly personal growth (37.1% - agree) and ability to make a job better (37.1%), also little lower percentage is for job security (30.6%). There is a lack of concrete benefits like: salary rise (1.6% - agree), promotion (0%), sense of belonging to the organization (4.8%). These kinds of activities do not have impact on the sense of autonomy and judgment (4, 8%) and on work and career motivation (9.7%).

Positive effects of learning at the workplace on employees' knowledge and skills

There are positive effects on adults' knowledge and skills mainly during everyday work. The effects on personal development can be seen as: solving problems (80.6%); communication skills (75.7%); working in a team (75.7%); getting on well with colleagues (72.2%); making decisions (67.6%); confidence in public situations (62.2%); expressing myself well (56.8%) and appreciating other cultures and values (51.5%). Otherwise effects on professional development can be seen as: using machines and technologies (64.9%); using IT (55.3%); preparing reports, documents (44.4%) and using foreign languages (44.4%). The only relevant positive effect from courses is: health and safety issues at work (36.8%). There are no positive effects on adult knowledge and skills nor from courses nor from everyday work on: doing calculations, including budgets (courses – 52.8% and work – 41.7%) and preparing reports, documents etc (courses – 41.7%).

Positive effects from learning in the workplace on employees' quality of life

Positive effects from workplace learning on adults' quality of life are not so relevant and those who are, mainly got from everyday work, not from organized courses. Learning in the workplace had positive impact on adults' quality of life in the following areas through everyday work: positive working environment (70.3%); work-life balance (54.1%); connection with the natural environment (51.4%); living in a multicultural society (48.6%) and community life and voluntary activities (47.4%). There are no positive effects on adults' quality of life in the following areas though both, courses and everyday work: family and personal life (47.2%); health and lifestyle (45.9%) and leisure and recreation (40.5%). There is no positive effect on adults' quality of life in the following areas only through organized courses: living in a multicultural society (36.8%).

5 Main research findings

Finding 1

From the employees' point of view, it is not popular to either offer or impose learning opportunities in the workplace. At the same time, adults can make their own decision regarding the courses they want to attend. However, there are plenty of respondents who support learning from work-related materials as a good way to increase their job competence. In the particular workplace learning has its own emphasis on improving

knowledge and skills related to the job and it is quite important for employees to have their qualification recognized at the end of the course. Employees agree that there is a need to be free in their choice of learning trends, but if it is necessary they are ready to insist on following the certain courses. They find workplace learning as an important factor for job-related skills as well as for personal development. Moreover, the learning process itself is a kind of pleasure for them. In particular, learning from other colleagues and facing new challenges can be described as a good way of getting better results (see Table 1).

Table 1. Evidences related to the research question 1 “What is the meaning of workplace learning for personal and professional development in the non-formal adult education?”

Employee's position	Employers' position
Learning for purely personal reasons (37.1%), importance of knowledge and skills development (52.9%) and wish to learn (35.5%). Employers have the right to insist if it is necessary (71.7%)	Not offer many learning opportunities (55.5%), adults make their own decision what courses they will follow (67.4%)
No formal qualification (0%).	Recognized qualification (34.8%) or not (32.4%)
Learning contributes to the productivity and output (52.8%), but no contribution with unemployment (38.4%). Courses for job as well as or personal development (32.3%).	Job-related knowledge and skills (40.3%)
The best learning are learning from others (41.9%) and by doing new things/ facing problems (40.3% and (38.7%)	Learning through materials and manuals (35.5%), less meetings with colleagues (17.7%)
Learning activities are mainly supported by adults (46.3%) and help them to do their job better (69.0%).	Learning activities are mostly set up by employees themselves (33.3%).
Not easy to learn at the same time as working (22.6%)	Only in 21% of cases adults chose and employers support their learning.
Learning that brings concrete benefits (45.2%)	Improving basis skills (30.6%)
Learning for work (41.9%) and learning itself is pleasure (41.9%)	Learning in organization is not imposed (68.3% - disagree)

Finding 2

The situations in which respondents can be in contact with people who have either different background or can solve unpredictable problems are the best way to learn. For the employees, it is crucial to be free in their choice of learning. Adults think that it is necessary to have definite benefits for both work and learning. At the same time, adults are not interested in getting formal qualification and usually they prefer more general education (see Table 2).

Table 2. Evidences related to the research question 2 "What is the perception of adults on workplace learning in non-formal sector?"

Adults' perceptions on a workplace learning
Free of choice in learning trends (88.6%), not being forced (48.1%)
Opportunities to choose what, how and when to learn (68.5%)
Best opportunities to learn are by being in contact with persons who have different background (41.9%) and by doing new things or by facing problems (40.3% and 38.7%)
Concrete benefits (45.2%)
Courses are useful for work (41.9%) as much as for learning itself (41.9%)
Improving of job-related knowledge and skills (40.3%)
To continue their learning after tertiary education is finished (83.7%)
Personal choice is important factor for motivation and better results (88.6%)
More general education not just related to job (86.8%)
No interest in getting formal qualification (0%)

Finding 3

There are not many learning opportunities offered by employers. However, at the same time, employees are supported to choose what they want in their own learning trends. Adults have the opportunities to improve their job-related competencies by either organized courses or using manuals and materials. Self-organized learning with experience exchange is also on top. There are numerous positive effects on adults' knowledge and skills and quality of life through everyday work that can be seen as a positive opportunity. There are lower results through the organized courses (see Table 3).

Table 3. Evidences related to the research question 3 "What kind of workplace learning opportunities can be seen by adults who participate in education in non-formal sector?"

Adults' opportunities on a workplace learning	
Not so much (55.3%) and no attractiveness (46%) in learning activities offered by employer.	
Courses to improve job-related knowledge and skills (40.3%)	
Learning by using materials and manuals (35.5%)	
Lack of job-related recognition to adults who improve their knowledge and skills (46.8%)	
Employers agree to adults participation in work-related learning (84.1%)	
Employers are open to all kinds of proposals for work-related learning (71.1%)	
Employers are not so focused on bringing recognized qualification (34.8% – agree, 32.4% – disagree)	
To participate in courses for purely personal reasons (37.1%)	
To set up learning activities by employees themselves (33.3%)	
Express ideas on how to improve their work (56.1%)	
Workplace learning activities is supportive factor for doing their job better (69.0%)	
Outcomes from workplace learning are mainly personal growth (37.1% - agree) and ability to make a job better (37.1%), also little lower percentage is job security (30.6%).	Lack of concrete benefits like: salary rise (1.6% – agree), promotion (0% – agree), sense of belonging to the organization (4.8%).
Positive affects on adults' knowledge and skills in personal and professional development mainly during everyday work: solving problems (80.6%); communication skills (75.7%); working in a team (75.7%).	
Positive effects on adults' quality of live are mainly from everyday work, not from organized course: positive working environment (70.3%); work-life balance (54.1%); connection with the natural environment (51.4%).	

Finding 4

According to the improvement of non-formal adults' education, some findings can be used from this research. For almost all adults it is very important to choose what, when and where they will learn to be more successful and making job more productive. It is important to offer education with more general aims but which will absolutely bring definite benefits. Learning must be significant for a particular

person, not just for achieving society's expectations. Adults' everyday learning can be seen as an example of good practice for personal and professional competence development at a workplace (see Table 4).

Table 4. Evidences related to the research question 4 "How the non-formal education on a workplace can be improved to support personal and professional development of individuals?"

Possible improving factors for adults' non-formal education

Possible improving factors for adults' non-formal education
Being free in their choice of learning trends (88.6% – agree), it is not good to be forced to learn if they not want to (48.1%-agree).
Opportunity to choose what, how and when to learn to be motivated in learning activities (68.5%).
If employers support more general education, not just for their job (86.8% – agree)
It is better to take courses to learn more and do their job well (64.1% – agree)
If it will bring concrete benefits (45.2%)
Courses are useful for work (41.9%) as much as interested in learning itself and enjoy it (41.9%)
Learning contributes to the productivity and output of employees (52.8% – agree), but do not contribute learning with employment r unemployment itself (38.4% – agree and 38.6% – disagree)
The personal choice to learn more and get better results (88.6% – agree), mainly for purely personal reasons (37.1% – agree); society's opinion has not important role in their participation in learning (48.0% – disagree)
Courses related to job as well as to personal development (32.3%)
Positive affects on adults' knowledge and skills and quality of live in personal and professional development mainly during everyday work

6 Conclusions

Workplace learning for personal and professional development from employers' and employee's point of view in non-formal education sector is more voluntary in its causes. Employers are more job-oriented in their choice of courses than employees who choose learning for more general reasons. Employees describe learning as a part of their everyday work, cooperation and peer-learning with colleagues. However, employers' associations are limited mainly by learning organized in a formal way.

User-oriented education and self-directed learning has their reflection in adults' wish to be responsible for their own choice of learning trends and expected results. There is a need to be an active lifelong learning participant through the whole period of employability. An interesting factor is that for employees it is not so important to learn for getting some job-related certificates or diplomas but more for being developed in general way.

Adults are expected to find their own learning opportunities by active participation in everyday work. Employers' position is not so crucial; they just give a piece of advice in already chosen learning trend. There are standard learning opportunities related to job improvement such as job-related competence development during organized courses and independent usage of job-related materials. Working process itself is a good opportunity to develop both – personal and professional competencies.

Informal adults' learning supervision and exploration can be a good resource for understanding how adults learn and achieve their goals at work. Actually, learning, in the case of personal development, is based on ideas of human paradigm (Knowles 1973, Maslow 1970, Rogers 1994). Learning situations in this case are oriented on person's real needs in the context of reflection, connection and evaluation of adults learning perspectives.

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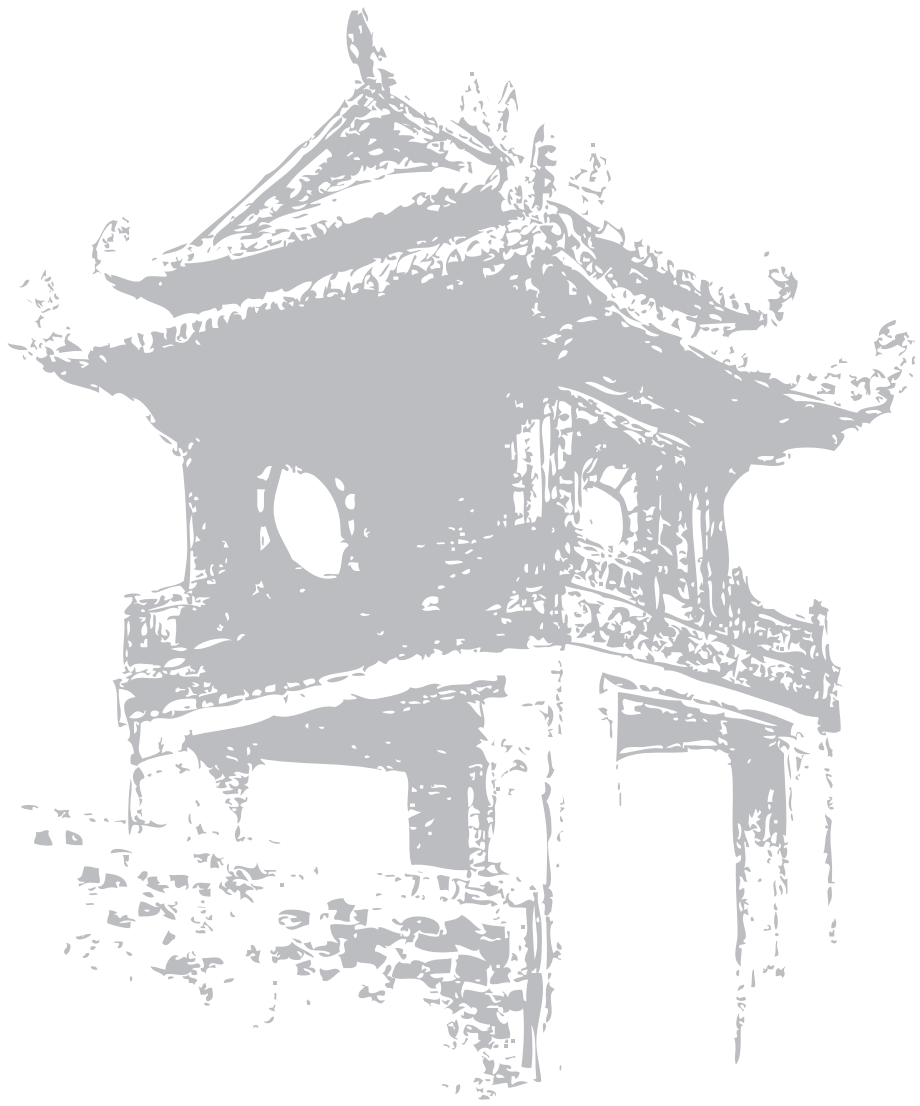
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Professionalisation of Adult Teachers and Trainers

Exploring the motivation and factors affecting the learning motivations of rural women

Nguyen Thi Mai Ha

Abstract

This paper is to outline the motivations and factors affecting the learning motivations of rural women. Drawing on the data of a survey carried on the learning needs and motivations of female agricultural labourers and other statistics the paper describes what kind of knowledge and skills were required for rural women; what drives them to learn; and which factors affect their motivations to learn.

1 Introduction

Viet Nam is one of two countries exporting the highest amount of rice. Recently, the impact of agriculture on the economy has reduced but agriculture is still the most important sector in the economic system. The agricultural production has the biggest labour force. Agriculture is synonymous with countryman as peasants living in rural areas. In 2009, 70.4 per cent of the population lived in rural areas (GSO 2009). Among 20 jobs in the rural agricultural the highest number was farmers, with 74 per cent (MOLISA 2001).

Rural women have been great and important participants in agricultural production and the development of rural community. In the agricultural sector women make up 50.5 per cent of the overall work force. Within the female labour force agricultural female labourers make up 68 per cent. Rural women's involvement in agriculture has been increasing while reducing for rural men's participation has been reducing. Currently, men in rural areas often migrate to urban areas for employment opportunities and as a result female agricultural labourers must play key roles in raising their children, taking care for the old and developing their rural communities.

In the last period in time, the Government of Viet Nam has issued policies, law and programmes that prioritise agriculture and rural areas, promoting gender equality, and providing education for all, to make contributions to the advancement of female agriculture labourers and rural women in general. At the same time, the rapid change of the Vietnamese socio- economic situation, especially the agricultural production has gone in the direction of modernization and a market economy which demands rural women to learn new knowledge and skills. Rural women's learning desires to fulfill their tasks as caregivers and agent for change in the development of Viet Nam is then increased.

This paper is to outline the rural women's motivation and factors affecting their motivation to learn. The analysis is drawn on the data from a survey carried out in Ninh Binh, a Northern Delta province of Vietnam, and several of the Government's statistics.

2 Definitions

Motivation to learn is a psychological drive that stimulates and forces people to learn actively in order to obtain knowledge, skills, and personal values.

There are three levels of motivation to learn: perceptions of factors impulse a person to learn (to increase profitability, to learn something new, to increase his/her job options,...); attitude relating to learning (joy/interest, concern relating to content, teacher, educational institution), and actual actions to catch knowledge/skills/values. The third level shows the strongest level of motivation.

Motivation is very often closely linked to needs and interest. If learning needs are realized by the people motivation to learn will emerge when they start to learn. If the content of the subject makes learners interested or learning gives them joy, pleasant learners will want to investigate, to master, to obtain new things.

There have been different theories on motivation and learning motivation. For adult learners, who have to earn for a living, take care for their families, but at the same time they do learn, it is useful to apply Abraham Maslow's standpoint on the social environment's impact on a human being's motivation and need. His enduring contribution to our understanding of motivation was the "Hierarchy of needs" theory. According to Abraham Maslow we can define five basic types of motivation- or needs- that guide human behavior. These five are arranged in a hierarchy so that the lowest level need take priority over higher level needs. The lowest level is needs for survival such as food, water, shelter, procreation; the highest level is social needs such as self- esteem, positive image, respect or appreciation of other. He indicates that the lower level of needs should be satisfied then human beings are concerned with higher order needs such as learning, art or status.

The standpoint on the social circumstance's influence on motivation shows that, learning motivation can be effected positively or negatively by a wider socio-economic environment (demand of socio-economic system of area, nation), and living/working conditions (families, communities, working institutions, relatives); a learner's competence, situation of educational institution, incentives for awards, salaries, promotion can stimulate learning needs, give favorable conditions or barriers for learning, that cause for active or neglectful learning.

3 Rural Viet Nam women's motivation to learn:

In 2008, Research Centre for Non-formal education, a branch of the Viet Nam Institute for Educational Sciences, carried out a study on learning needs and motivation of rural agricultural women in Ninh Binh, a province located in the Red River Delta, in the North of Vietnam. It investigated 150 women, from 18 to 60 years of age, their education ranged from primary to upper secondary levels. The used tools were a questionnaire, a group discussion among women and community leaders, and educators. The SPSS software was used for analysis.

The women's needs and motivations to learn were categorised into types. They are: agricultural production, health care, environment protection, socio-culture, and gender equality.

Rural women's learning needs were explored through their expression, their circumstances, and levels of their knowledge and skills. Women's motivations to learn were found from women's expression of their reasons for learning and

activities they were involved when they were not busy with earning income or family commitments.

The following are findings from the study:

Rural agricultural women identified a high level of needs and motivations to learn were for agricultural production to generate incomes, health care, environment protection, socio-culture, promoting gender equality, skills to participate in community life, and other life skills such as self protection, communication, representation in groups. The scores of the likert type, where the women ranked their reasons for learning, were high, averaging 2.5 (3 was the highest rank).

Rural women interviewed expressed a great need for learning skills to work as secondary. The reasons were, the income by the agricultural production was low, and farming lasted just several months a year. The study found that, 46.8 per cent of the interviewed women had 6 months of leisure after harvest time. The greater the lay-off period the less money the female farmer would earn. Trying to make more income the rural agricultural women made handicraft. The earnings by sewing, weaving were not much, but the women's commitment for the old and children prevents them from finding higher paid jobs in urban areas, especially when their husbands were not at home.

Rural women interviewed showed a moderate desire to gain knowledge and skills needed in agricultural production in the market economy. They wanted to produce good crops, to make more money, but they were not interested in ways of making brand names, marketing of agricultural products, exploring market needs, and accounting. The reason was that their agricultural production was at a low scale. There were few women in the role of farm owners.

The interviewed rural women reported that they were in need of learning skills to protect the environment, health and, educate their children. They were concerned about the reservation of water resources, sanitation, power saving, nutrition, health caring for the old and children, preventing diseases and reproductive health. They also expressed needs and motivations to learn socio-cultural themes such as local history, and traditional dances/songs. In fact, they really needed to learn these themes as data on the group discussions' outcomes shows that, the women have limited knowledge and skills relating to simple problems such as ways of treatment of plastic bags or chemical tanks of insecticide that were not harmful to the environment, the usefulness of clean latrines, and foods from peanuts and sesames that are very good for health and also cheap and available from home.

The women's motivations to learn were subjects relating to income earning and fulfilling of traditional gender roles assigned for women. Factors urged the women to learn things linked closely to their livelihoods and family's commitments. The reasons for rural women's motivation were better daily meals, better quality of televisions, bicycles for children going to schools, skills of education of children and caring for the old.

Female rural agricultural labourers interviewed did not show a great of interest in learning skills needed in the modernized life and market economic, such as foreign languages, using of computer or using the Internet. They also were not really concerned about global issues such as global warming or climate change. The interviewed women clearly knew about women's rights but in the family the gender division of labour assigned reproductive roles for women while their husbands played roles of decision makers and bread winners. They did not realize the right of sexual decision making, freedom from gender based violence or the husband's responsibility for reproductive gender role.

The interviewed women wanted to learn many necessary things for their lives and they understood the reasons for learning, but they did not actively learn to obtain skills. The data on the women's activities in their leisure time indicates that, they mostly spent time chatting or watching movies/plays on the television. There were few of them who spent time reading newspapers, magazines on socio-culture or skills of agricultural production. The women told that they just attended training held by the community and that reading/self-studying after the class was unusual.

Based on the above information it can be said that, the rural agricultural women interviewed were not really involved in actual learning activities. This finding means that the interviewed women's motivation to learn was not at high level. Besides, their motivation to learn focused on gender practical role/ gender traditional role assigned for women.

4 Factors affecting rural women's motivation to learn

During the last while the Vietnamese government has issued policies, regulations, programmes to meet rural workers and rural female workers' needs for vocational training. In November 2009 the Prime Minister proved the programme "Vocational training for rural workers to the year 2020" on which the beneficiaries included men and women. In 2010, the Government of Viet Nam issued programme "Supporting women in vocational learning from 2010 to 2015". According to this programme one female worker can receive up to 3 million for participating in one short training course. Female workers can get loans for income generation. These programmes have been contributed to promoting the quality of the female labour force, providing them with more opportunities to get jobs with stable incomes, reducing poverty and eradicating hunger. The programmes also play important roles in women's advancement, especially for women in rural areas, middle- aged women, in the most disadvantaged areas. To make the programmes productive for rural women, mobilize them to actively participate in vocational training, and in education for sustainable development it should be taken into consideration that the factors affecting the rural women's motivation to learn as the following:

The rural women have a low level of knowledge and skills in comparison with rural men and with their sisters in urban areas. The statistics show that, in 2009 there were 89.3% per cent of literate rural women from 15 years of age while this rate was 94.9 per cent for rural men. Among the economically active population of 15 years old and over who had had technical professional training the rural women's rate was 8.7 per cent while this rate was 14.4 per cent for men. There were only 1.7 per cent of rural women at a higher education and post graduated level, this rate was 2.3 per cent for rural men. 90 per cent of rural female workers who were un-trained, only 3.65 per cent of rural female workers received vocational certifications (Nguyen Thi Thanh Hoa, 2011). On one hand this statistic can prove the reasons for the rural women's need and motivation to learn; however on the other hand, this can affect the motivations to learn if rural women are in burden works, and learning programmes did not meet learning needs.

Another factor that can affect negatively on rural women's motivation to learn is gender inequality and gender stereotyping. Rural women's opportunities to access to resource (land, water, credit etc.) are lower than men's; they play a less important role in decision making within the community and family, it is especially in evidence for women from poor households. Women in patriarchal systems are in a lower position in the family and community, women who live in matriarchal systems play more of an important role in making decisions on production and family affairs, however they are not decision makers in the community. In addition, compared to rural men rural women are at lower level of self- confidence. As a consequence, women just want to learn simple skills for low payment. Most heads of a household are men while women play the secondary role in the household's business.

As a consequence of the gender gap rural women are loaded with the burden of the triple role in production, reproduction and community activities preventing them from participation in learning. It is important to know that women make up between 50 per cent and 75 per cent of the labour force in husbandry (depending on regions); however, only 20 per cent of animal husbandry training courses had female participants. (Ministry of Agriculture and Rural Development, 2006)

The statistics shows that rural women's time spent in unpaid works is twice that of men. Rural women spent 51 to 60 hours per week working (Ministry of Agriculture and Rural Development, 2006). Only 1.6 per cent of rural women have maternity leave of 120 days and more while for urban women this rate was 1,8% (National Committee for Viet Nam Women Advancement, 2007). The study on rural women mentioned above also indicates that the interviewed women had short time for rest. Sometimes they worked 19 hours per day, especially during harvest. They reported that those activities of sewing, knitting, working on handicraft were sidelined that were thought as resting.

Another gender inequality women are facing is domestic violence that has been a problem preventing women from active learning. An investigation carried by the General Statistics Office and the Centre for Innovation of Health and Population with the support of WHO found that 34 per cent of Vietnamese married women experienced sexual or physical abuse. The number of abused women were at a low level of education was higher. 58 per cent of interviewed women in this report ever experiencing physical, sexual or emotional abuse. Half of domestic violence survivors had never told anyone about the violence. Only a small number

of survivors sought support from local authorities, police or health services, The reasons that made the women kept silence were the innocence of law and the traditional gender norms and cultural values Many women have a perception that it was easier to forgive male abusers than female abusers, because the husbands had more responsibilities, husbands were the heads of households and bread winners. (UNFPA Viet Nam. 2010).

Other problems such as poor health and limited access to health care services and a sanitary environment are negatively affecting the rural women's motivation to learn. The number of households accessing to sanitary water has increased, but nationwide there are 25.5 per cent of household accessing to the tap- water, in rural areas this rate was 8.6 per cent. In rural areas the number of households using unclean water was rather high, as much as twice the households using the tap-water (GSO, 2009). The data drawn from a study carried out by the Ministry of Health indicates that, 90 per cent of rural women had no skills in health care, 40 per cent of women got diseases as a consequence of burdened works, un-safety in agricultural production and unsanitary environment. In 2009, at a village level, the ratio of medical doctors was 6.5 for 10,000 people (Xaluan.com. 2009).

The limited access to learning resources can create obstacles for rural women to learn. In rural areas, 4.7 per cent of households have computers while this rate was 28.8 per cent of households in urban areas; only 19.5 rural households with computers can access the Internet, but 53.2 per cent of urban households (GSO.2008).

The quality of teaching in educational institutions that deliver adult education also affects rural women's motivation to learn. In Vietnam, the Community Learning Centre has a great number of adult learners. At present, there are approximately 10,000 learning community centres providing people with quantities of learning programmes. The community learning centre has been contributing to upgrading knowledge and skills of people, especially for rural populations so that they can effectively participate in production and community development. However, the quality of community learning centres has been a problem that needs to be taken into consideration. As a consequence of limited resource community learning centres' facilitators/teachers are unskilled in adult teaching; the institutions are short

in facilities; in rural and disadvantaged areas the long distance to commute from community learning centre to people's places restricts them from learning.

Conclusion:

Drawing on the data from a recent survey on the learning motivations of female agricultural labourers in Ninh Binh, a Northern Delta province of Viet Nam and some surveys nationwide this paper has indicated the following:

Female agricultural labourers identified learning needs and motivations for improving life skills necessary for living, learning techniques to meet the changing agricultural production requirements, and of vocational training to create additional income.

However, the identified learning motivations 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.

Female rural workers have less time for learning or rest; they are busy with traditional gender roles in the family; there is a gap in gender equality, especially in rural areas. Therefore, rural women have not actually spent time for self-learning and updating knowledge.

Local communities have not met the learning needs of the female agricultural workforce. (Community learning centres fall short of facilities and capacities).

Viet Nam's socio-economic progress presents the agricultural workforce, particularly women, with lifelong learning challenges and opportunities. It is necessary for the government, adult educators and specialists to implement programmes meeting the learning needs and motivations of the rural agricultural women.

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Raising professional qualification of academic staff: the key issue nowadays in Latvia

Svetlana Surikova and Irina Maslo

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 and its unsatisfactory activity in the improvement of qualification as well as shortage of new graduates of Doctor's degree who could qualify for academic positions in Latvian universities and who could be involved in the education of young specialists. The purpose of the paper is to analyse the Latvian context of challenges for raising professional qualification of academics in higher education and describe the current opportunities and new challenges of raising professional qualification of academic staff in Latvia.

1 Introduction

The gap between supply and demand of labour market needs and validation and assessment of qualification of educators and trainers remains a key problem for Latvia, leading it to focus more than ever on higher education with modernising universities and retraining academic staff. In the National Strategic Reference Framework for 2007-2013 (Ministry of Finance 2007) and operational programme “Human Resources and Employment” (Ministry of Finance 2010) 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 academic positions in Latvian universities and who could be involved in the education of young specialists. Also the qualification of academic staff in some study programmes (especially in engineering sciences and technologies, teacher education and training) are not appropriate to modern requirements due to the rapid development of economic sectors and necessity for competence development in knowledge society. Latvian National Development Plan for 2007-2013 (Ministry of Regional Development and Local Government 2006) as the main tasks of solution determine the following: improvement the quality of higher education, modernization of studies, support to Master’s and Doctor’s study programmes, raise professional and research qualification of academic staff. In order to ensure and increase the competitiveness of higher education in Latvia, the Ministry of Education and Science in collaboration with state institutions and cooperation partners has developed the “Action Plan for Necessary Reforms in Higher Education and Science for 2010-2012” (Ministry of Education and Science 2010a), which is a short-term policy planning document and serves as a starting point for long-term structural reforms in higher education and science. The quality of higher education is determined by education programmes, their content and conformity with modern requirements and also by qualification of academic staff and faculty of tertiary education.

The purpose of the paper is to analyse the Latvian context of challenges for raising professional qualification of academics in higher education and describe the current opportunities and new challenges of raising professional qualification of academic staff in Latvia.

2 Latvian context of challenges for raising professional qualification of academic staff

2.1 The qualification of academic staff and its correspondence to the academic position in Latvia’s higher education institutions

By the Law on Institutions of Higher Education of the Republic of Latvia the academic staff are employees of the relevant institution of higher education elected

to academic positions such as professor, associate professor, senior researcher, docent, researcher, lecturer, and assistant. By the Law on Institutions of Higher Education of the Republic of Latvia the scientific and teaching qualifications of an applicant for the position of professor or associate professor shall be evaluated by the Council of Professors in the relevant subject area following the procedures prescribed by the Cabinet of Ministers. The scientific and teaching qualifications of an applicant for the position of docent, lecturer and assistant shall be evaluated by the Assembly of Faculty or the Council of the Institute. Senior researchers and researchers may be elected for the conducting of scientific research work in faculties and institutes in accordance with the Law on Scientific Activity and the constitution (articles of association) of an institution of higher education or an institute. Elections to an academic position affirm the correspondence of the academic and professional qualification of the person to the requirements of the corresponding branch of science and art both in the field of studies and research in a higher education institution and it is a validation criterion whose procedure is autonomous for each higher educational institution. Assessing the qualification of academic staff and its correspondence to the academic position in Latvia's higher education institutions usually take into account the following criteria:

- initial education and the qualification obtained, its correspondence to the academic position;
- awarded Master's and Doctor's degrees (Master's and doctoral studies);
- improved qualification and competences during further education (continuing education programmes, courses, etc);
- academic and practical work experience, its correspondence to the academic position and field of science, results obtained at workplace;
- recommendations from the previous place of employment or educational institution in which the applicant has raised the qualification (if applies for a definite position after the acquisition of education or is from other education institution);
- scientific research results (publications) as well as methodological materials (textbooks, teaching aids, programmes, curricula, syllabi, etc).

Thus when assessing the qualification of academic staff and its correspondence to the academic position, the most essential assessment criteria are education of the academic staff, continuing education, and experience of academic and research work.

2.2 Ageing of academic staff and lack of highly qualified new generation of academics

According to the statistical data provided by the Ministry of Education and Science of Latvia in 2006-2010 the age of about 50 per cent of academic staff in higher education was ≥ 50 years (see Table 1). In 2009-2014 with the support of European structural funds (ESF) 60 higher education programmes will be revised and 1,500 academic staff of higher education institutions will undergo professional development training according to the labour market demands and the new content of study programmes, etc (Ministry of Education and Science 2010b).

Table 1. Age structure of educators in Latvia's higher education institutions (2006-2010)

Age	in 2006-2007	in 2007-2008	in 2008-2009	in 2009-2010
< 30 years	8 % (n=341)	11 % (n=545)	11 % (n=595)	11 % (n=429)
30-39 years	20 % (n=899)	20 % (n=973)	20 % (n=1,035)	20 % (n=780)
40-49 years	21 % (n=938)	20 % (n=953)	19 % (n=999)	20 % (n=772)
50-59 years	25 % (n=1,134)	23 % (n=1,124)	23 % (n=1,171)	23 % (n=899)
≥ 60 years	26 % (n=1,176)	26 % (n=1,281)	27 % (n=1,417)	26 % (n=977)
Total:	100% (n=4,488)	100% (n=4,876)	100% (n=5,217)	100% (n=3,857)

Source: Ministry of Education and Science 2006-2010

There is a lack of highly qualified new generation of educators especially Doctor's degree holders and correspondence to qualification demands in the country. In 2009-2010 academic year the percentage of those studying in doctors' programmes was only 1.9 per cent in comparison with the percentage of 5-6 per cent in other European Union Member States. During the last years students show an increasing interest in Doctor's degree studies (for instance, in 2009 there were 2,152 doctoral students and 174 of them have been awarded Doctor's degree) but the rate of this increase is still unsatisfactory (see Table 2). To ensure the wholesome replacement of aged academic staff at least 300 students per year have to be awarded a Doctor's degree by estimations of the Ministry of Education and Science and experts. But 400-450 new doctors per year are necessary to increase a number of insufficient

scientific personnel. In 2009-2014 with the support of structural funds 1,600 (43 per cent of the total number of students of doctoral studies for the years 2009-2014) students of doctoral studies will receive grants for their studies and for the development of Doctoral Thesis (Ministry of Education and Science 2010b).

Table 2. Number of doctoral students and awarded Doctor's degrees in Latvia (2006-2010)

Analysis categories	in 2006-2007	in 2007-2008	in 2008-2009	in 2009-2010
Number of doctoral students	1,797	1,982	2,025	2,152
Percentage from the total number of students	1.4 %	1.6 %	1.6 %	1.9 %
Number of awarded Doctor's degrees	106	146	139	174
Percentage from the total number of awarded degrees	0.4 %	0.5 %	0.6 %	0.7 %

Source: Ministry of Education and Science 2006-2010

According to the statistical data provided by the Ministry of Education and Science in 2009-2010 the structure of the full-time academic staff was the following: 590 (12 per cent) professors, 622 (13 per cent) associate professors, 1,081 (23 per cent) docents, 1,279 (27 per cent) lecturers, 289 (6 per cent) assistants, 880 (19 per cent) researchers and senior researchers. Only 2,196 (46 per cent) of the full-time academic staff had scientific degrees in 2009-2010.

2.3 Need for unified system of continuing education and qualification validation

The state does not have a unified system of continuing education of academic staff. Lifelong learning system for educators does not ensure qualitative and appropriate further education opportunities for all pedagogic staff. There is not sufficient number of highly qualified trainers for continuing education; lack of unified validation system of educators, trainers and assessors' qualification. The continuing education curricula are dispersed and not target-oriented. Educators have no competences in educational treatment of diversity, in the application of new educational technologies and social networking. In 2011 it is planned to start the EU Structural fund project on professional development of higher education teachers. It will be in-service training

in enterprises as well as other higher education institutions and research centres in and outside Latvia (EURYDICE 2010). Recognising all forms of learning is a priority of EU action in education and training. In recent years, however, there has been a growing appreciation of the importance of learning in non-formal and informal settings. However, definitions and understandings of what counts as formal, non-formal and informal learning can vary between countries. At European level, the following definitions are used:

- Formal learning occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.
- Non-formal learning is embedded in planned activities not always explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view.
- Informal learning results from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is mostly unintentional from the learner's perspective (CEDEFOP 2009).

3 Current opportunities and new challenges of raising professional qualification of academic staff in Latvia

3.1. Formal continuing education programmes for the professional development

In 2006-2007 Riga Teacher Training and Management Academy (RPIVA) within the framework of ESF co-financed project "The promotion of professional competences of academic staff of Latvia's pedagogical higher education institutions in the field of research" worked out a continuing education programme for academic staff "The development of pedagogical research skills" (RPIVA 2007). Within the project a five-day continuing education programme (32 hours) was organized for the educators from seven higher education institutions of Latvia providing curricula in pedagogy. The topics covered the development of research skills and their implementation in their own research as well as at work with students, including application of IT technologies. Work at designing the programme for the development of research skills for academic staff was done. The course was organized in a form of interactive, theoretic and practical lessons.

In 2008-2009 within the framework of the project "Development and approbation

of topical, needs-based and improved programmes for developing critical thinking” (financially supported by the Soros Foundation – Latvia) IAC programme (The Education Development Centre) for the professional development and continuing education of university academic staff “The development and enhancement of thinking skills during the study process” (IAC 2008) was designed. The content comprises information, discussions, experience exchange on the needs of the society, understanding of values, life in multicultural society, as well as on the topicalities of a contemporary study process, the system of organizing learning and thinking principles, student-centred study process for the development of thinking skills. The programme helps educating specialists who are able to collaborate, work with information, evaluate and assess critically, analyse, find alternative solutions, form their argumentation, as well as make responsible decisions. Having acquired the continuing education programme of 32 hours, the course participants are issued certificates.

The University of Latvia offers several continuing education programmes for university academic staff annually (see Table 3). All these programmes are created in conformance with the article 2.7 of the regulations of the Cabinet of Ministers of the Republic of Latvia No.347 “Regulations on the requirements for education and professional qualification of pedagogues” which states the requirements of professional development programmes “regarding innovations in the system of higher education, didactics of higher education or education management for the duration of 160 academic hours (including at least 60 contact hours) by the end of the election period of academic staff” (Cabinet of Ministers 2000). Therefore all the programmes have a similarly scope, i.e., 160 hours. Those completing the programme are issued a certificate and get 4 credits (6 ECTS).

Table 3. The continuing education programmes for academic staff of Latvia’s higher education institutions implemented at the University of Latvia

The title of the continuing education programme	The description of the continuing education programme
Professional competence of academic staff for innovations in the European higher education space	The programme contains: <ul style="list-style-type: none"> • the new aspects which have been recently introduced in the European higher education space (frameworks of qualifications, competence-based education, internal providing of quality of the higher education institutions and programmes, etc); • development of professional skills of academic staff; • creating of cultural environment of communication, collaboration and partnership in higher education institutions and programmes.

The basis of pedagogical education of university academic staff: Didactics of higher education institutions	The target audience of the programme are assistants, lecturers without pedagogical qualification providing document and their work experience in higher education institutions is less than 3 years. The purpose of the programme is to promote the professional growth of academic staff, to provide an opportunity for enriching theoretical knowledge and to develop pedagogical work skills of management of academic studies and scientific work of students. The programme contains the basic theories in pedagogy of higher education institutions as well as the latest tendencies in higher education in the context of the European higher education space. The main themes: development of the programmes at the context of the Bologna process; orientation on the results of studies; process of student centred studies; e-studies.
Pedagogical improvement of university academic staff: Innovations in the system of higher education: Education management	The programme is envisaged for academic staff with pedagogical work experience in higher education institutions more than 3 years. During mastering of the programme academic staff masters innovations in the process of studies in higher education institutions, usage of modern information technologies in the process of studies, management of academic studies and scientific research work of students. The programme is oriented on approximating higher education process to the European higher education space. The programme contains the latest tendencies in higher education, management of learning and knowledge, modern environment creation and activity, various models of studies, role and activity of academic staff and students and actions in the modern environment in contemporary study process
Didactics of higher education institutions: contemporary theory and practice	The purpose of the programme is to improve academic work skills of academic staff in higher education institutions, mastering theoretical and practical knowledge. During the programme academic staff is acquainted with pedagogical and psychological background of modern process of studies oriented on student learning independence as well as with modern theories on didactics of higher education institutions. Pedagogical research skills of academic staff are improved, academic staff needs-based model of studies is jointly produced, presented and evaluated.

Geoff Goolnik emphasizes that “Successful programmes of continuing professional development are those that acknowledge staff wants, interests, hopes and varying amounts of availability” (Goolnik 2006: 9). In general the above mentioned continuing education programmes meet the subjective and objective needs of academic staff

for training and aim at updating and promoting their professional knowledge and skills of critical pedagogical thinking, educational research, study process facilitating, implementation of didactic innovations, etc. However, not all the important future-oriented competences are covered by the existing training curriculum in Latvia. Continuing education of academic staff for their professional development can be improved, systematised and made available in the following way:

- Applying the approach of conceptual change to staff development (Ho, Watkins, Kelly 2001), viewing communication from the transformative perspective, so not only students but also teachers are transformed as learners by means of their communicative activities (Pea 1994); providing the experience of being a transnational teacher and working in a culture very different to one's own forces reflection which can lead to 'perspective transformation' (Smith 2009);
- Creating an accessible high quality learning environment which is innovative, challenging and enterprising (Fleming et al. 2004); using the reflective processes, allowing to shape practice in an informed fashion within the workplace settings of the staff (Kahn et al. 2008); reflecting on tasks, analysing activities and promoting the establishment of respective competences in a systematic manner (Lattke, NuiSSL 2008).

3.2 Opportunities of non-formal and informal learning for the professional development of academic staff

In 2010-2011 academic staff of higher education institutions of Latvia have actively participated in designing of teachers' professional development programmes and implementation by participating in several ESF projects within the framework of the operational programme „Human Resources and Employment” 2007-2013: “Competence promotion of the mainstream subject teachers involved in vocational education” (2010-2012); “Innovative and practice-based teachers' education and professional development of mentors” (2010-2013); “Promotion of professional competence of the Latvian language, literature and bilingual education teachers” (2010-2011). During the projects teachers' professional development are promoted in a traditional as well as in an innovative form:

- by creating and implementing an innovative, flexible continuing education programmes and courses including blended-learning and face-to-face learning forms, creative workshops and teachers' master classes;
- by creating a support system in modern ICT-mediated and enriched learning environment using Moodle;
- by creating and implementing a modular second level professional higher education programme for the implementation of teachers' mentoring activity in

order to improve the efficiency of future teachers' pedagogical training and for the inclusion of new teachers into school environment.

Academic staff participating as teacher trainers and multipliers in the ESF supported projects widen opportunities of non-formal and informal learning for the professional development of academic staff such as learning for teaching, learning by teaching, learning from experience. Jody Daniel Skinner (1994) emphasizes that learning by teaching is not an exclusively modern didactic concept because Seneca wrote more than 2,000 years ago that we are learning if we teach (in Latin *docendo discimus*: "by teaching we are learning" or "we learn by teaching"), at the end of the 20th century Jean-Pol Martin did considerable research on a teaching technique he had developed and named *Lernen durch Lehren* ("learning through teaching"). (Skinner 1994) Originally it was students' learning by teaching based on the assumption that students are particularly well motivated, if they are regularly allowed to take on teaching assignments thus complementing their traditional student's role. Then Martin's work has been well received in teacher training as teachers' learning by teaching. Thereby future teachers, experienced teachers and academic staff as teacher trainers find themselves in changed roles.

Opportunities of informal workplace learning are analyzed as a case study during the implementation of the interuniversity Master's programme "Educational Treatment of Diversity" (2008-2011). The programme is being developed and implemented in four European universities (Spain, Czech Republic, Latvia, Germany). The successful graduates are awarded a joint Master's degree of educational sciences in pedagogy. The competences of the Master's graduates in all participating universities correspond to the requirements of EQF lifelong learning level 7. The main focus of the programme as an informal education for the professional development of university staff at workplace is to help experienced academic staff to understand and implement the shift of paradigms in higher education, to join European common education space and implement the Bologna process in the classroom (Gento, 2007). Work experience and continuing education of the academic staff are combined in this programme (learning at workplace). The real (non-virtual) learning environment of the Master's programme is based on face-to-face communication (for instance, lectures, seminars, workshops, conferences, etc). Virtual learning environment is based on computer-mediated communication (for instance, chat rooms, e-phone (Skype), e-mail, forums, etc). Students and academic staff interact with each other, learn through a dialogue based upon collaborative opportunities, authentic experiences, interpretation, and reflection of them. Both students and academic staff have an opportunity to design the enrichment of their experience of learning and teaching in virtual and real environment by making use of varied sources of information, new technologies, and several languages to reach a personally important goal. Many of academics of the interuniversity Master's

programme “Educational Treatment of Diversity” willingly share their experience when working as teacher trainers and multipliers in the ESF projects within the framework of the operational programme „Human Resources and Employment” 2007-2013. The interuniversity Master’s programme „Educational Treatment of Diversity” could be used as an example of effective informal workplace learning for the professional development of academic staff because it provides:

- modern information and communication technologies-mediated and enriched learning environment where students and academic staff interact with each other, learn through dialogue based upon collaborative opportunities, authentic experiences, interpretation, and reflection of them;
- communication from the transformative perspective, therefore both students and teachers are transformed as learners;
- academic staff mobility into different countries, which helps in understanding the paradigms of higher education in the multicultural and transcultural context of the common European education space.

3.3 Usage of current opportunities of raising professional qualification of academic staff in Latvia

The results of the online survey conducted in order to determine the existing opportunities of continuing education for the professional development of Latvia’s academic staff in the common European education space during the international research project (in 2006-2010) are summarised in the table below (see Table 4).

Table 4. The continuing education forms that promoted the professional development of the academic staff of Latvia’s higher education institutions (according to the opinion of academic staff)

Forms of continuing education	In 2006 (n=94)	In 2009 (n=36)	In 2010 (n=46)
Formal continuing education programme for the professional development of academic staff	20% (n=19)	25% (n=9)	11% (n=5)
Participating in international projects, conferences, academic staff mobility programmes, etc	14% (n=13)	44% (n=16)	35% (n=16)
Learning at workplace, learning by teaching and collaboration with students and colleagues	4% (n=4)	19% (n=7)	17% (n=8)
No answer	66% (n=62)	31% (n=11)	50% (n=23)

The main findings of the survey: in 2006 most of the respondents pointed at the opportunities of formal continuing education programmes for academic staff of higher education institutions, but in 2009-2010 most of the respondents pointed at the opportunities of participating in the international projects, conferences, academic staff mobility programmes, etc. The increasing rate of learning at workplace, learning by teaching and collaboration with students and colleagues was significant. Serious considerations are caused by the fact that a great deal of respondents have not answered about the form of their continuing education.

4 Conclusion

The analysis of the current situation in Latvia has identified the following major issues in the professional development of academic staff in higher education:

- ageing of academic staff;
- shortage of highly qualified new academic staff especially Doctor's degree holders and correspondence to qualification demands in the country;
- unsatisfactory activity of academic staff in the improvement of qualification;
- need for unified approach and system for organisation of higher education teachers' continuing education;
- need for training opportunities for assessors of qualification in the higher education area;
- need for unified validation system of professional qualification in lifelong learning context on national level.

The following solutions on increasing professional development of academic staff in higher education are determined at the national level in 2009-2014: supporting Master's and Doctor's study programmes; raising professional and research qualification and competence of academic staff with a view to innovations and knowledge-based economy, thus providing preparation of educated, highly qualified specialists according to the needs of national economy and attract new human resources to higher education, science and research, etc.

When assessing the qualification of academic staff and its correspondence to the academic position in Latvia's higher education institutions, the most essential assessment criteria are academic staff education, continuing education, and experience of academic and research work. The analysis of the data of online survey on determining the existing opportunities of continuing education for the professional development of Latvia's academic staff during the international research project (in 2006-2010) showed that in 2006 the formal education opportunities were preferable, but in 2009-2010 academic staff has given priority to non-formal and informal education opportunities.

In general formal continuing education programmes in Latvia meet the subjective and objective needs of academic staff for training and aim at updating and promoting professional competences of academic staff – critical pedagogical thinking, educational research, facilitating the study process, implementation of didactic innovations, etc. Academic staff participating as teacher trainers and multipliers in the ESF supported projects widens the opportunities of non-formal and informal learning for the professional development of academic staff such as learning for teaching, learning by teaching, learning from experience. In order to promote raising of professional qualification and future-oriented competences of academic staff, there is a need to provide the following opportunities for informal workplace learning: modern ICT-mediated and enriched learning environment, communication from the transformative perspective, authentic experiences and reflection of them, mobility into different countries.

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Strategies for Professionalization of Lifelong Learning Teachers in India

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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, skills 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 obstacles 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 streams 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 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

India being the second largest populous country in the world with strong democratic roots has a population of 1.28 billion. Out of them, 68.3 percent of them are below 35 years of age. India is a country with young population. It is classified as a medium developed country ranked at 134 out of 182 countries by the human development report 2009. Two thirds of its population is literates and 92.4 percent of them are working in unorganized sectors with low income of \$ 2 per day. It has a largest formal education system in the world with 431 universities and 20,677 colleges. In addition, there is a strong non-formal stream of educational institutions viz., community colleges, community polytechnics, open universities, virtual universities, institute of people's education, state resource centre, open schools etc., with a grass enrollment ratio of 11 percent covering wide spectrum of the population with different levels of education and needs.

The 61st round of NSSO report on employment and under employment indicates that educational institutions attendance rates (5-14 years) are dropped by nearly half and in the age group of 15-19 years by 86 percent after the age of 15 years. It also indicated that work participation rates raised sharply after the age of 14 years and reaches close to 100 percent at the age of 25-29 years. It also revealed that 38.8 percent of the Indian labour force is still illiterates, 28.9 percent of the labour force has had schooling upto primary level and the rest 36.3 percent has had schooling upto middle and higher level. They also revealed that about 80 percent of the workforce in rural and urban areas does not possess any identifiable marketable skills. Further, only about 2 percent are reported to have received formal vocational training and another 8 percent reported to have received non-formal vocational training indicating that very few younger persons actually enters the world of work with any kind of formal vocational training. It is true that majority of the population depends on primary sector for their survival which requires no / low education and skills. However, India also produces top order scientific manpower through its technical colleges and universities, and this manpower has been distributed globally and recognized for their efficiency.

Realizing that among all the resources, human resource plays a predominant role in accelerating the pace of the sustainable development of the country and in utilizing the natural resources effectively, the Government has taken initiatives to promote literacy, vocational skills, occupational training and increase the participation in higher education. All these measures are intended to increase the productivity of the workforce, qualify the masses as human resources and use these resources in the economy.

1 Lifelong learning

In order to improve the quality of manpower and to increase the productivity among the working population, initiatives have been taken up to popularize the various forms

of education among them so as to choose the system suitable to them to pursue their education throughout their lifespan. Hence, the education which has been acquired throughout the life voluntarily through all forms of education i.e., formal, non-formal and informal by the clientele to improve their knowledge, skills and competencies and for furtherance of their educational qualifications to improve their status is popularly known as lifelong learning.

Keeping in view of the needs of the population and the country, various forms of lifelong learning opportunities have been created. In the case of the illiterates, the programme of adult education at various levels i.e., Literacy, Post Literacy and Continuing Education is in operation for the last three decades in different forms for the benefit of the youth who are in the age group of 15-35 years. Vocational training programmes were designed to develop and to improve the occupational skills and competencies among the working population. Opportunities were also created for orienting the new entrants into the occupation and also to update the efficiency of those who have become obsolete through refresher courses.

Conducive educational environment was created to encourage and increase the participation in the higher education through establishing open schools under the aegis of National Institute of Open Schooling (NIOS), Open universities and in strengthening the existing distance education institutions. In order to enhance the productivity of the work force, the pre-serviced and in-service training programmes in the form of orientation and refresher courses have been organized and made them as mandatory for occupational mobility.

No doubt, all the above efforts were well chalked out to cater to the needs of various groups of people and to accelerate the pace of development of the country. However, the success of these efforts is largely depends on the teachers involved and their professional skills. Recognizing this, various attempts have been made to professionalize them through pre-service, in-service, orientation, refresher courses, conferences, seminars.

2 Importance of teachers in lifelong learning programmes

The teachers of lifelong learning are mostly volunteers and hired on part time basis. In the case of full time faculty, they are with varied educational levels, training and backgrounds and also work for several programmes at once, each requires different levels of knowledge, skills, competencies and also takes care of both academic and administrative work. In view of the complexity of the work, it is not surprised that there is a lot of turnover among the teachers of lifelong learning leading to the shortage of experienced and competent professionals. This is largely due to the low status and wages in the field in comparison with the status enjoyed by the professionals of similar professions. One of the reasons for this status is that the profession does not demand

for the formal qualification for entry. This has resulted in creating a wide scope for all to enter into the area of lifelong learning and diluting the process of its standardization. It is also true that the functionaries involved at higher levels have degrees or diplomas in their respective specializations but does not have certification in teaching the adults or matured students which is essential to make this as a discipline.

The success of any educational programme largely depends on the teachers, their competencies and skills. In the case of lifelong learning, there is a lot of responsibility on the part of the teachers as the clientele with whom they are dealing is not homogeneous group but, volunteered matured students with different backgrounds, levels of knowledge and needs. Hence, they should promote uniform aptitude among their clientele for the area, motivate and retain them till they complete the academic activity. This has necessitated for the specialized training for professionalizing the teachers of lifelong learning.

3 What is professionalization?

Professionalization has been defined as the movement of any field towards some standards of educational preparation and competency. The term professionalization indicates a direct attempt to use of education or training to improve the quality of practice; standardize professional responses; better defined a collection of persons as representing a field of endeavour and enhance communication within that field. (Shanahan, Meehan and Mogge 1994, p.1). The American heritage dictionary has defines a professional is as “one who has an assured competency in a particular field or occupation” and a profession as an “occupation or vocation requiring training in the liberal arts or sciences and advanced study in a specific field”. (Shanahan, Meehan and Mogge 1994, p.1)

It points out that the profession is an occupation which exists for the cause of common goal and is concerned with knowledge which is for the good of the society. It is intended to transmit the truth as for as knows it into social action. The professional is a conveyer of tested knowledge having a personal capacity to bring the highest quality of thinking to any practical situation. It involves commitment for constructive use of knowledge for the creation of better life. A real professional knows the objectives of his profession and possess basic values in realizing it. He recognizes the relevance, relationships, inter-relationships between the knowledge and practical implications of it and understood the complexity of its function. He is a trained person with set of competencies and willing to assist the community in social engineering.

From this perspective, the lifelong learning which is in operation in different forms under different labels is not currently highly professionalized and requires number of changes in terms of selection of the teachers and functionaries, their training, certification, continuous professional development and reforms.

4 Need for professionalizing the teachers of lifelong learning

Lifelong learning is a process wherein, an individual voluntarily acquires the knowledge, skills and competencies through suitable streams of education at his own pace to enhance his performance. The success of lifelong learning not only depends on the individual's motivation for it but also, largely depends on the teacher's who facilitate it. Hence, to popularize the lifelong learning, requires qualified, competent and committed teachers. However, the current scenario of the teachers of lifelong learning shows that adequate importance was not given for evolving criteria to choose the competent teachers but, those who are willing to work as teachers of lifelong learning have been chosen without insisting for any competencies on the ad hoc arrangement. It is true that there is no specialized and systematic training for the lifelong teachers and very few attempts have been made to systematize them. This has led to a situation where, the lifelong learning was not able to identify itself as a discipline and improve the quality of lifelong learning. Hence, there is a need to standardize the procedures for selection of the teachers in terms of pre-requisites, training, assessment, pay structure, certification etc., so as to justify its genesis and in attaining the objectives for which it has been originated. Hence, it is the right time to brainstorm and review the strategies to bring out the strengths and weaknesses in professionalizing the teachers of lifelong learning.

5 Strategies adopted for professionalization of the teachers of lifelong learning

The lifelong learning has been conceived as an instrument for human resource development and in accelerating the pace of the development of the individual and nation as a whole. Ofcourse, it is an alternative strategy of education, but, in the case of India, it is being treated as one form of formal education and adopted all the procedures of formal education in organizing the lifelong learning at various levels. In spite of formalizing the lifelong learning, efforts have been made to professionalize the lifelong learning teachers to improve their performance and to increase the efficiency of the system. Some of the strategies adopted in professionalizing the teachers of lifelong learning working at various levels are as follows:

1. Pre-service training programmes

The country has taken initiatives to promote human resource development in the area of lifelong learning by launching certificate, diploma, PG diploma and bachelor and post graduation degree courses in the areas of adult education, distance education, continuing education etc., for the benefit of those who are working in the concerned areas respectively. The

Indira Gandhi National Open University is organizing courses in distance mode at various levels for the last one decade. Of late, it has also initiated courses in adult education, continuing education and extension education. This has given ample opportunity for those who would like to venture into the area of lifelong learning not only for self acquisition but also to practice it as a profession.

In the case of adult education, the volunteers / adult teachers who are working at literacy, post literacy and continuing education have been exposed to the short stint of training in the instructional strategies in different spells of duration. Similarly, the teachers of vocational training programmes were also exposed to the short training programmes before putting them as instructional agents as majority of them does not have certification in their own profession, but adequate experience in their adopted profession for instance, maintenance of two wheelers, tailoring and dress designing etc.,

2. Orientation courses

One of the strategies adopted for the new entrants of the lifelong learning profession is organization of short term orientation programmes to expose them to the concepts, understanding the clientele, needs, instructional strategies, nature of assessment and the difference between the formal and non formal ways of lifelong learning delivery systems etc., This orientation programme not only exposes the clientele to the new system of education, but also, equip them with the required competencies and skills to discharge their new assignments. The University Grant Commission has established Academic Staff Colleges at University level to orient the new entrants of the profession so as to equip them with the necessary skills and competencies required in the field. Further, the District Institute for Education and Training, Institute of Advanced Study in Education, State Institute of Education, State Council of Education, Research and Training are some of the institutions contributing for the professionalization of teachers working at various levels to improve their performance.

3. Refresher courses

The other strategy adopted for increasing the efficiency of the personnel involved in the lifelong learning is exposing them to the regular refresher courses. The objective of the organization of refresher courses are to fresh up and update the knowledge, competencies in the field and also to

help the personnel to brainstorm the problem with what they have come across, strategies adopted to overcome and exploring the possibilities for replication and rectification.

4. Motivations and Incentives

order to popularize the practices of lifelong learning and to increase the participation of the teachers of lifelong learning, the Government has taken initiatives to motivate them by providing incentives in the form of certification, awards, cash awards, assigning special grants etc., Recognizing the services of institutions and individuals in the field of education and adult education at various levels of administration were awarded with the incentives and these were presented on the eve of Teacher's Day and International Literacy Day by the highest authority of the country.

5. Conducting research and dissemination of research finding

The individuals and institutions are involved in conducting research relating to the implementation of the lifelong learning programmes in the form of action research, surveys, experimental research, assessments at various stages of programme etc., to identify the performance of the programmes and the impact generated by them. The findings are disseminated among the practitioners and policy makers for replication and rectification. The academic bodies such as University Grants Commission, Indian Council of Social Science Research, Universities, State Resource Centre, Directorate of Adult Education at State and Central level and various ministries including Planning Commission funding the research projects. The Planning Commission and Ministry of Human Resource Development is also assessing the educational programmes on regular basis. The findings of the researches conducted by various agencies are being consolidated and disseminated. In this regard, Indian Adult Education Association is playing a pivotal role in documentation and dissemination of the best practices in the field and research findings.

6. Publication of Professional journals

One of the means of professionalization of the lifelong learning is publication of the professional journal which will act as a means of communication between the professionals in exchanging the information, dissemination of the experiences and findings of the experiments.

There are specialized journals in adult education viz., Indian Journal of Adult Education, Adult Education and Development, Indian Journal of Population Education, Indian Journal of Adult Education and Extension, Jan Saksharata, Journal of Extension Education etc., These are some of the important journals published in India. In addition to the above, all the journals of education and social sciences also publish the research findings, experiences and theoretical writings on adult education and lifelong learning.

7. Conduct of annual meetings

One of the qualities of the professionalization of an area is meeting the professionals on regular basis through one form or other. In the case of functionaries of lifelong learning, the professional bodies floated by the functionaries such as Indian Adult Education, Indian Universities Association for Continuing Education etc., conducting annual meetings on a particular theme and providing platform for the functionaries to exchange the ideas, share the experiences, disseminate the innovations and releases the prominent books written by the members.

8. Institution and celebration of international days

Instituting important days and celebrating them is also a part of the professionalizing the area. In the case of adult education, the functionaries are regularly celebrating the international literacy day on September, 8th every year wherein, the functionaries are being honoured for their efforts and awareness being imparted to the common people about the importance of literacy in their day-to-day life and efforts that have been made in promoting literacy. The other important day that is being celebrated is the Education Day which was instituted on the eve of birthday of Maulana Azad, an eminent educationist of the country on 11th November every year.

9. Organizing the professional meets such as seminars, conference etc.,

The professional meets such as seminars, conferences, workshops etc., are being organized by the individuals and institutions on various themes keeping in view the needs of the area. Various professional bodies such as University Grant Commission, Indian Council of Social Science Research, Indian Council of Historical Research etc., are also providing financial assistance to the individuals and institutions for organizing the above from

time to time. These are the platforms where the practitioners, planners and administrators could meet together to share the information, experiences and exchange their views and findings for the betterment of the area.

10. Documentation

The documentation of the experiences, researches that have been conducted in the area will enhance the quality of profession. These documentations facilitates the growth of the profession and acts as mile stones in the history of the growth of the profession. In order to promote the documentation, all the State Resource Centres have been provided a documentation centre to collect and preserve the documents relating to the lifelong learning and adult education. In addition to the above, the Departments of Adult and Continuing Education at the Universities, State and Central Directorates of Adult Education, National Council of Education, Research and Training at the National level, State Council of Education, Research and Training at the state level and District Institute of Education and Training at district level acts as nodal documentation centres at their respective levels.

11. Field trips

One of the best practices of professionalization is organizing the field trips for the professionals to exhibit the best practices of the field. In the case of lifelong learning, regular field trips are being arranged for the field functionaries working at various levels both during the pre-service training programme and in-service training programmes. These trips will enable the functionaries to understand various intricacies involved in organizing the activities and conducting the events in person.

12. Expert Lecture programmes

Organizing expert lecture programmes to update the knowledge and disseminate the best practices among the practitioners of lifelong learning in professionalizing the area is in vogue. These programmes are being organized on regular basis from time to time, and also in the special occasions by inviting experts in the field. This will also act as an exchange forum and also provides answers to the questions of the field functionaries.

6 Conclusions

Professionalization of an area depends on the body of knowledge created, practices adopted, opportunities for promotion of competencies, exchange and dissemination of information and extent of imparting of the training to the professionals. It is also so in the case of teachers in lifelong learning. The professionalization of lifelong learning in India is being taking place through Pre-service and in-service training programmes, Orientation and Refresher courses, Motivation and incentives, Research and dissemination of findings, Publication of Professional journals, Conduct of annual meetings, Institution and celebration of international days, Organizing the professional meets such as seminars, conference etc., Documentation, Field trips, Lecture programmes. With this, it can be concluded that the lifelong learning is also emerging as an area of profession.

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Enhancing cross-cultural competence among teachers in adult and lifelong learning in Southeast Asia

Atanacio Panahon II

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. 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 on how 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.

1 Introduction

Cross-cultural competence has become an important field of inquiry in the 21st century. It has evolved as the logical offshoot of the increasing relevance educators and policymakers place on multicultural education in the midst of fast-paced globalisation process. Its significance in fostering interpersonal relationships and interaction need to be analysed and understood so as to enhance its efficacy and practical application. In particular, adult and continuing education (ACE) in the context of lifelong learning need to place within its structure, framework, policies and program the relevant role that cross-cultural competence has to play. In Southeast Asia, the significance of this type of competence has become more pronounced in engaging adult learners who seek a higher level of competitiveness in the local and overseas job markets while confronting the profound influence of cultural diversity slowly encroaching in their communities and becoming more pervasive at the workplace.

It becomes imperative, therefore, that adult educators, teachers, and trainers enhance their own competence in understanding and communicating the dynamic nature of cultural diversity, so that adult learners entrusted to their care will be better equipped to meet the challenges of a globalizing world. Where a learning environment does not give due recognition to pervasive role of cultural diversity and the importance of cross-cultural competence, the quality and competitiveness of adult learners (workers) in the job markets will continue to stagnate, if not slide down further. While Southeast Asian migrant workers placed in an overseas assignment may have the technical competence to assume the desired job, a great number of them leave their home country with limited or inchoate understanding on how to deal competently with an alien culture in the host country. In some instances, these workers run afoul with the law, get into trouble with their superiors or colleagues due to culture ignorance, or simply wallow in a prolonged cultural shock.

In the past 30 years, there has been a general shift among higher education institutions (HEIs) in Europe and some parts of Asia, especially in business schools, to structure teaching, research, and service activities to international level (Stone, 2006; Beerkens & Derwende, 2007). This internationalization thrust has drawn a parallel interest in fostering intercultural competence in a classroom setting. Admittedly, the need to address the growing cultural diversity in the classroom, particularly in higher education institutions across countries, is necessitated by the fact that, if left unmanaged, such phenomenon can result in a hindrance to learning (Sandberg & Vincze, 2008). On the other hand, it can serve as an enriching avenue for the acquisition of cultural knowledge and skills. In fact, Sandberg and Vincze argue that diversity management through cross-cultural competence should result in higher learning efficiency and effectiveness, as shown in Figure 1 below:

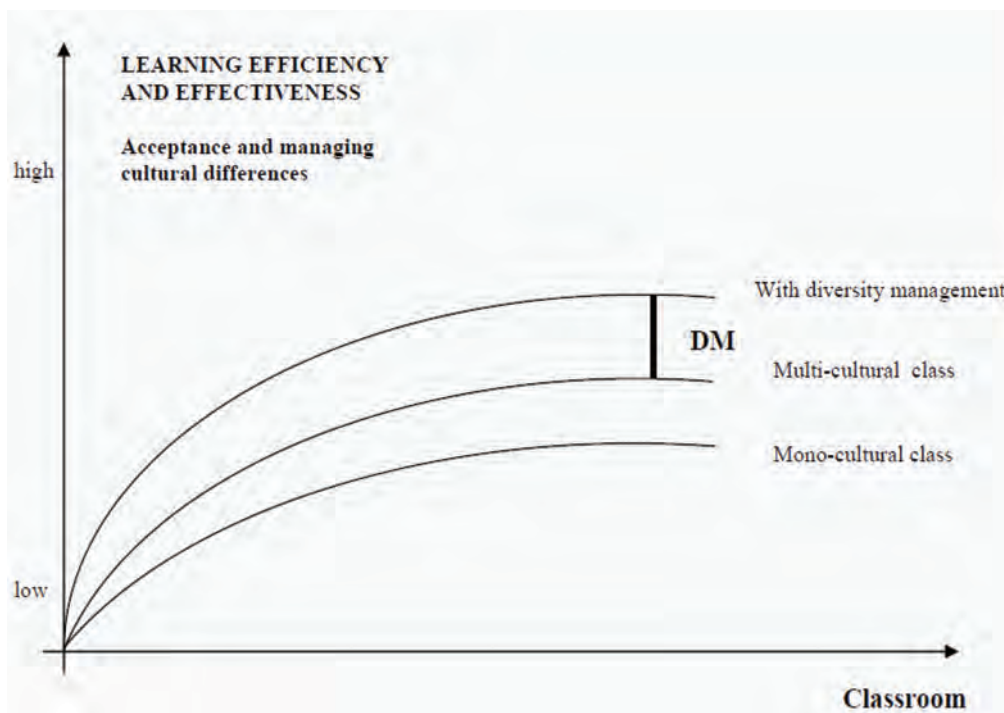


Figure 1: Diversity management increasing the level of learning in multicultural classrooms

Source: Sandberg & Vincze (2008)

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. Admittedly, while the capability of HEI faculty in handling cultural diversity in the classroom and equipping students with the necessary skills for eventual greater competence in the marketplace is being addressed through formal training and internationalization program, the issue of cross-cultural competence among teachers in adult and lifelong learning in Southeast Asia remains a big challenge for policymakers and other stakeholders in the field. Across the region, there is hardly a specific policy or program that directly supports the training of adult education teachers focused on developing the teacher's knowledge, awareness, and skills in cross-cultural dynamics. For example, a cursory look at the program and course offering of Technical Education and Skills Development Authority (TESDA), the agency in the Philippines responsible for TVET development, will yield negative result regarding any such offering that incorporates a study on national cultures, intercultural management, or cross-cultural communication.

Interestingly, the European Society for Research on the Education of Adults (ESREA), an association of European academic researchers on adult education, has categorically stated in its website as a preamble that “the changes in the economic and political environment have made it obvious that it is impossible to study adult education without cross-cultural and comparative perspectives”. This view should not be confined in the realm of research but likewise prevail in the actual practice of adult learning and adult education provision

Thus, this paper attempts to explore a framework and mechanism for effectively enhancing cross-cultural competence of teachers, trainers and other professional staff in adult and lifelong learning in southeast Asia that should result in better turnout of adult learners who are more adept at meeting the demands of responsible citizenship and the requirements of the job markets.

2 Drivers pushing demand for cross-cultural competence

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. The need for cross-cultural competence has evolved into a significant issue in the growing complexity of human development in the midst of these social, political, and economic changes. From the Southeast Asian perspective, a number of factors unique to the region serve as compelling reasons that demand cross-cultural competence as an embedded element in course content and a methodology approach in adult and lifelong learning. The most significant of these factors are the following:

2.1 The growing emphasis on multicultural education

Multicultural education is a process of school reform and basic education for all students involving changes in pedagogy, curriculum and instructional strategies, learning institutions and systems. Since it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (praxis) as the basis for social change, multicultural education is by its very nature an exponent of social justice (Nieto, 1996). Since its rise during the US civil rights movement in the 1960s, its scope and nature have evolved to include fundamental structural reform of the learning and teaching process within the context of larger societal and global dimensions of power, privilege, and economics, and their intersections. What started as small curricular shifts and additions has become a framework for reexamining both schools and society from a progressive and transformative framework (Gorski, 1999). A country that subscribes to the principle of democracy, social justice and

progressive transformation of its society must therefore accept, if not embrace, multiculturalism. And that includes the entire southeast Asia or the ASEAN region.

Southeast Asia has slowly come to grips with the need to strengthen multicultural education in all levels of formal education. In a recent research survey conducted across the ASEAN region (except Myanmar) with 486 various education stakeholders as respondents, it was determined that there was a need to introduce multiculturalism in education in southeast Asia through teacher education programs. Likewise, the said survey has shown that teaching material development and student motivation techniques are considered the urgent training contents for teacher training in multicultural education (Lee & Eom, 2007). Implied in this research is the compelling demand to have culturally competent educators, teachers, and trainers in the adult learning process.

2.2 The rise of internationalisation program in k-12 and tertiary education

International education has come about as a global phenomenon that is accentuated in the past 3 decades by the onset of globalisation. In southeast Asia, this phenomenon is made manifest through increasing number of partnerships between a local tertiary education and a university from OECD countries (e.g. Cornell University in partnership with Nanyang Technological University in Singapore). Likewise, with greater flexibility in the choice of reputable schools, more southeast Asian students complete their tertiary and graduate education abroad.

It is expected that there are spill-over effects of this phenomenon as regards adult education. For one, continuing education for certain professions, particularly in the business sector, allows participants opportunities to attend lectures by foreign experts – or interact with foreign participants through e-conference or actual interface.

2.3 The continuing migration of Asians to overseas destination.

UNESCO observes that the Asia-Pacific region continues to be the biggest source of migrants to OECD countries, estimated at 20 million for the period 1990-2010 (Kim, 2010). In some countries, e.g. the Philippines, the exodus of workers to foreign job postings is encouraged with direct public sector involvement on prospecting and deployment. However, proper orientation of outbound workers on the new environment and culture is hamstrung by the limited ability of trainers to impart appropriate cultural knowledge and skills that should necessarily equip these

workers. Per statistical data of the Philippine Overseas Employment Administration (POEA), the Philippine agency regulating and monitoring the deployment of Filipino workers overseas, there were approximately 8.2 million Filipinos abroad and an average of 1,000 hopefuls is being added to this population on a daily basis. The Philippines, Indonesia, India, Pakistan, and Bangladesh serve as a major source of skilled workers operating the burgeoning industries of the Middle East. But with so many reported cases of work abandonment and premature return trips home, one wonders if part of the reasons for these regrettable incidents may be traced to improper or lack of orientation on culture and language and poor training on basic communication and negotiation skills in the style of the host country.

2.4 The influx of businessmen, tourists and retirees.

Southeast Asia, with its natural attraction as a destination for leisure or retirement, has witnessed the influx of visitors from the West. Likewise, the relative economic growth of the region has spawned increased trade and investments, thus resulting in greater mobility of people into and within the region. In a UNESCO report (Kim, 2010), the ASEAN region has virtually doubled its stock of foreign population from 3.1 million in 1990 to 5.6 million in 2005, which is undoubtedly the highest growth rate in the entire East Asian Summit (EAS) region. Needless to say, these developments are a boon to the ASEAN business, particularly the hospitality industry. The message is clear: the challenges in increasing heterogeneous cultural mix need to be overcome by an effective mechanism designed to enhance cultural competence of dynamic nature.

2.5 The rise of multicultural social units in Asia.

Enterprises, religious institutions, and even family units have changed face in the last 30 years. Globalization has clearly shaped the denouement of this sociological shift. Years ago, it was quite inconceivable to see conservative Asian families having a “Caucasian face” as a member. To a degree, the last three decades have witnessed a marked cross-migration phenomenon, i.e. Europeans and North Americans build up their own residential communities in the so-called exotic places of the Far East, while Asians seek greener pastures in the Western world. The ease of travel and border control in and out of the region, the rise of the Internet social network, the changing values and perception on East-West divide, coupled with growing acceptance of mixed marriages in the 21st century all have conspired to make this phenomenon very visible.

2.6 The burgeoning lead of the services sector.

As economies in the ASEAN region continue to notch record growth, the services sector moved up from 53% to 58% in terms of its aggregate contribution to Gross Domestic Product (GDP) according to the study prepared by UNESCO (Kim, 2010). This structural shift towards the services sector implies greater challenges on cross-cultural issues among workers. An economy that generally depends on agriculture will have workers confined to highly domestic or parochial concern bereft of sophistication on social interaction. On the other hand, services-driven economies (such as in developed countries) operate on a higher level and more intensive aspect of people-to-people interaction.

2.7 The growing influence of institutional network at regional level (e.g. ASEM, SEAMEO, ASEAN, AUN, and UNESCO).

The development of institution-driven policy framework designed to arrive at strategic collaboration and complementation among countries in the region, particularly in the area of course/curriculum development, knowledge sharing, faculty/student exchange, and transfer credits augurs well for an evolving ASEAN education system, similar to what is obtaining now in Europe e.g. Bologna Accord, Erasmus Mundus, and Grundtvig.

All the foregoing developments are realities that impinge upon the contextualized policy formulation and trajectory of adult and lifelong learning system in southeast Asia. To be precise, they necessitate the introduction of cross-cultural competence as part of key competences that are unique to the region's requirements.

3 A Need for Construct Clarity

Requisite to an effective formulation of a workable model for cross-cultural competence in southeast Asia is a clear understanding on the true meaning of the concept.

The current literature on cross-cultural competence abounds with a myriad of definitions and interpretation of meaning. However, there is an apparent lack of consensus on what exactly constitutes cross-cultural competence (Johnson, 2006). A summary presentation of studies on cross-cultural competence shown in Table 1 below indicates this cacophony of conceptual approach. According to Johnson, it was Martine Gertsen in 1990 who first coined the term cross-cultural competence, which obviously is an etymological derivation from cultural competence, a term put forth by T.L. Cross et al. in their seminal work on competency in child care.

<i>Field</i>	<i>Authors</i>	<i>Concept</i>	<i>Definition</i>	<i>Content</i>
International business	Leiba-O'Sullivan (1999)	Cross-cultural competency	Knowledge, skills, abilities, other' attributes	Categorizes competencies as stable or dynamic
International business	Adler and Bartholomew (1992)	Global' or transnational' competence	Specific knowledge, skills and abilities	
International business	Gertsen (1990)	Cross-cultural competence	The ability to function effectively in another culture'	An affective dimension (personality traits and attitudes), a cognitive dimension (how individuals acquire and categorize cultural knowledge), and a communicative, behavioral dimension
International business	Black and Mendenhall (1990)	Effective cross-cultural interactions	Cross-cultural skills development, adjustment, and performance	Three-way taxonomy of skills development: self, relational perceptual
International business	Hofstede (2001)	Intercultural communication competence	None	Awareness, knowledge, skills and personality
Workplace diversity	Cross <i>et al.</i> (1989)	Cultural competence	...a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations'	Personal attributes, knowledge, and skills
Intercultural communications	Collier (1989), Imahori and Lanigan (1989); Kealey, (1989); Wiseman <i>et al.</i> (1989); Redmond and Bunyi (1993); Miller (1994); Lustig and Koester (1999)	Intercultural communications competence	To be appropriate and effective in the communication process that takes place between individuals from different national cultures	
Psychology	LaFromboise <i>et al.</i> (1993)	Cultural competence	None	Personality, knowledge, ability, skills, behaviors

Source: *Journal of International Business Studies* (2006)

In academic discourse and research, cross-cultural competence is observed as being applied interchangeably with intercultural competence, and in some instances, even with the basic construct, cultural competence.

Cultural competence is viewed as the original term referring to the ability to understand and handle cultural diversity existing in a local environment (e.g. schools, hospitals, workplace, or communities), where the presence of ethnic minorities is the main issue under consideration. Thus, research in the past, particularly in the US, would expound on cultural competence of nurses, counselors, and teachers interacting with patients or students belonging to the minority class, e.g. African-Americans, Latinos, Asians, Pacific islanders, or American Indians.

The use of the term, intercultural competence, gained prominence as a result of increasing inquiry on issues related to similarities and differences of attitudes and behavior of people from different (national) cultures. In recent years, however, the shift to the Gertsen-coined terminology has gained greater acceptance in academia and business. It is worth noting though that it is more difficult to find the equivalent

term of cross-cultural in other languages, unlike intercultural which can easily be translated as intercultural in Spanish, interkulturell in German, interculturale in Italian, and interculturel in French.

In his review of existing definitions, Johnson concluded that, for business application, Gertsen offers the most appropriate and relevant, yet simple definition, i.e. the ability to function effectively in another culture. Gertsen presents cross-cultural competence as constituting three (3) dimensions:

- an affective dimension (personality traits and attitudes);
- a cognitive dimension (how individuals acquire and categorize cultural knowledge); and
- a behavioral dimension (how a person communicates or relates himself in a multicultural environment).

It appears that, since the term was coined two decades ago, business practices and business schools have made a clear choice of using cross-cultural competence in confronting issues related to the ability of managers and employees to deal with cultural diversity in international business.

In recent years, the use of the term, cultural intelligence, has gained prominence in the business sector. This has largely stemmed from the empirical research of David Thomas and Kerr Inkson presented in their book, “Cultural Intelligence: Living and Working Globally”, which defines cultural intelligence (CQ) as being skilled and flexible in understanding a culture, learning more about it from the ongoing interaction with it, and gradually building cross-cultural skills and a repertoire of behaviors so that one can be effective in any intercultural situation (Thomas & Inkson, 2009). The three elements of knowledge, skills, and cultural mindfulness constitute cultural intelligence. Since the Gertsen’s three dimensions of cross-cultural competence closely approximate the Thomas and Inkson’s three elements of cultural intelligence, authors who have used the two terminologies interchangeably are considered justified in doing so. Mindfulness might be too limiting a concept, but it in fact leads to an appropriate behavioral response in a given cultural situation.

Understandably, cross-cultural competence in adult and lifelong learning is deemed to assume a context different from that of business. For one, the set of actors, priority considerations, and the social setting are different, even as it may be argued that the broad notion of adult education in developing countries such as TVET, out-of-school youth training, and continuing education is essentially a function of business or employment related issues.

Focusing on adult education in developing countries, teachers and trainers have to grapple with cultural issues with or without them being aware of their palpable presence. Such culture-related challenges may be seen in the training itself where participants come from different regional or cultural background and, when not properly managed, can actually negate efforts at enhancing the learning process of adult learners. Moreover, when teachers and trainers are not equipped in handling multicultural education process and have limited cross-cultural competence, there is obviously a restricted opportunity to introduce the adult learners in the nuances of cultural diversity and understanding cultures other than their own.

Unfortunately, a review of existing literature indicates that there seems to be no authoritative definition of cross-cultural competence which may be considered uniquely applicable or tailor-fit to adult education teachers and trainers. This suggests that the level of research and academic inquiry on the relevance and effectiveness of cross-cultural competence in adult education is at a nascent stage. In Europe, an adult education program that has quite remarkably incorporated cross-cultural competence in the training of teachers and trainers is the Grundtvig Multilateral Project known as Feel Like Migrant (FLAM). The FLAM Project aims to develop and implement a multicultural teaching approach by way of training teachers, trainers, and staff so as to make them more competent in handling migrant adult learners, thereby accelerating the latter's integration process in the host countries (FLAM, 2009). This objective is highly relevant to a region like the European Union, which is experiencing unprecedented influx of migrant workers from developing and underdeveloped economies. Obviously, southeast Asia may have to formulate an approach totally different from the European version, as the pervasive character of their adult education program is shaped more by economic or employment considerations for adult learners.

Paraphrasing the Gertsen notion of cultural competence and that of Cross et al., we can adopt the following definition of cross-cultural competence for teachers and trainers in adult education:

the ability of adult teachers and trainers to respond effectively in a multicultural environment and infuse among adult learners the necessary skills to think, act and behave in such an environment.

In the midst of internationalisation and globalisation, teachers and trainers are expected to gear themselves towards enabling adult learners to function effectively in a culture other than their own. Implied therein is the development of the learner's ability to interact adequately in a multicultural environment.

4 Towards the development of a cross-cultural competence framework for Southeast Asian adult educators

Considering that cross-cultural competence as an applied construct is location specific, any universal model need to be calibrated to reflect unique local requirements and conditions, thereby making its applicability on a regional, national, or local basis more authentic, resulting in greater relevance to the stakeholders concerned. The goal is to put in place adult educators and trainers who are adept at handling cultural diversity and capable in transferring knowledge and skills to learners who then accordingly gain cross-cultural competence in the process.

A review of existing models on cross-cultural or intercultural competence depicts a common pattern, i.e. these models show the different phases in the adaptation process to a different culture. They likewise show an interface between the so-called declarative knowledge and procedural knowledge. The former refers to a cultural fact (e.g. Filipinos speak Tagalog) while the latter talks about attitudes and behavior (e.g. your attitude to Filipinos' responses on your manner of speaking Tagalog).

While a number of models focus on personality and attitude, one particular framework addresses the behavioral aspect, i.e. addressing the gap between what individuals know to be interculturally competent and what those individuals actually do in multicultural situations (Ruben and Kearley, 1979).

Early on, Ruben identified seven components of cross-cultural competence, namely:

- Ability to express respect and positive regard for other individuals;
- Ability to respond to others in a descriptive, non evaluative, and non judgmental way;
- Ability to recognize and acknowledge that people explain the world around them in different ways with differing views of what is "right" and "true";
- Ability to put oneself in another's shoes;
- Ability to be flexible and to function in initiating and harmonizing roles. Initiating refers to requesting information and clarification and evaluating ideas for problem solving while harmonizing refers to regulating the group status quo through mediation;
- Ability to take turns in discussion and initiate and terminate interaction based on a reasonably accurate assessment of the needs and desires of others; and
- Ability to react to new and ambiguous situations with little visible discomfort. (Ruben, 1976,)

Elements from the early works of Ruben (and later, with Kearley) can be found in some models dealing in cross-cultural competence.

Sandberg and Vincze (2008) attempt to portray the dynamics of cultural diversity in a classroom, as shown in Figure 2 below:

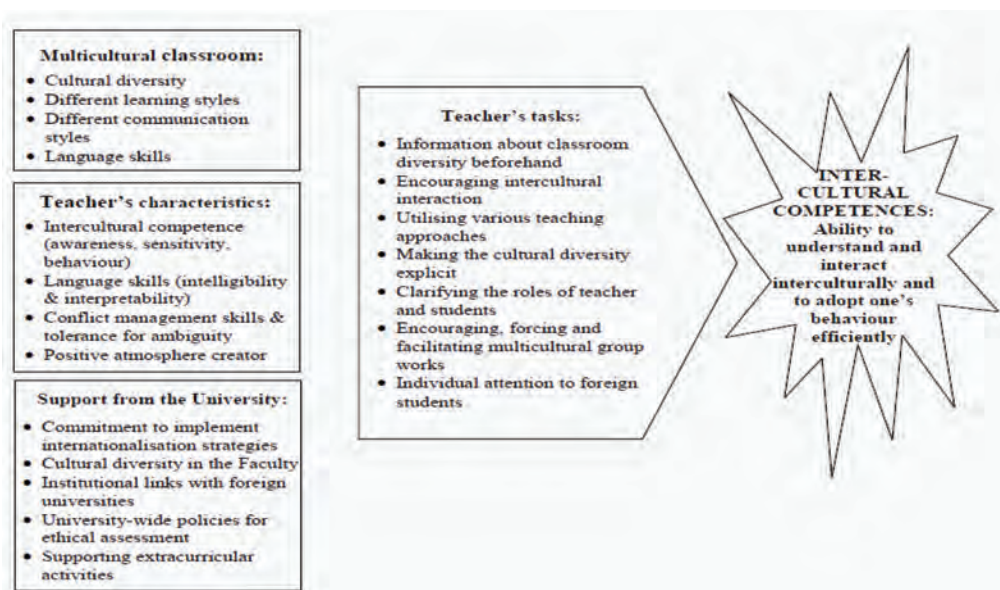


Figure 2: Sandberg & Vincze Model of Classroom-based Intercultural Competence

Source: Sandberg & Vincze (2008)

In the above presentation, Sandberg and Vincze argue that, for a multicultural classroom to yield culturally-competent students, it is essential that the teachers have cross-cultural competence in the first place, coupled with language and conflict management skills.

In order to achieve maximum efficacy in terms of methodology, Sandberg and Vincze propose that teachers should be familiar with didactic and experiential learning approaches. Accordingly, the students should be encouraged to join intercultural discussion groups. In any case, the progress of the students in achieving cross-cultural competence should be monitored and measured with metric systems tailor-fit to the requirements and objectives of the school.

5 A proposed model of cross-cultural competence for southeast Asian adult education

Adult education program in southeast Asia has to provide an environment where both teachers and learners achieve an increasing level of competence in handling cultural diversity. Even as the respective national aims and objectives of the different ASEAN countries with respect to adult education program might be divergent from one another, it cannot be denied that the effects of globalization and internationalisation permeating the shores of the region call for a more deliberate approach to incorporating strategies for installing cross-cultural competence in the different types of adult education such as continuing education, TVET, workplace learning, grassroots training, and adult literacy programs.

This report proposes a model of cross-cultural competence in adult education that is contextualized to southeast Asian setting, as presented in Figure 3 below:

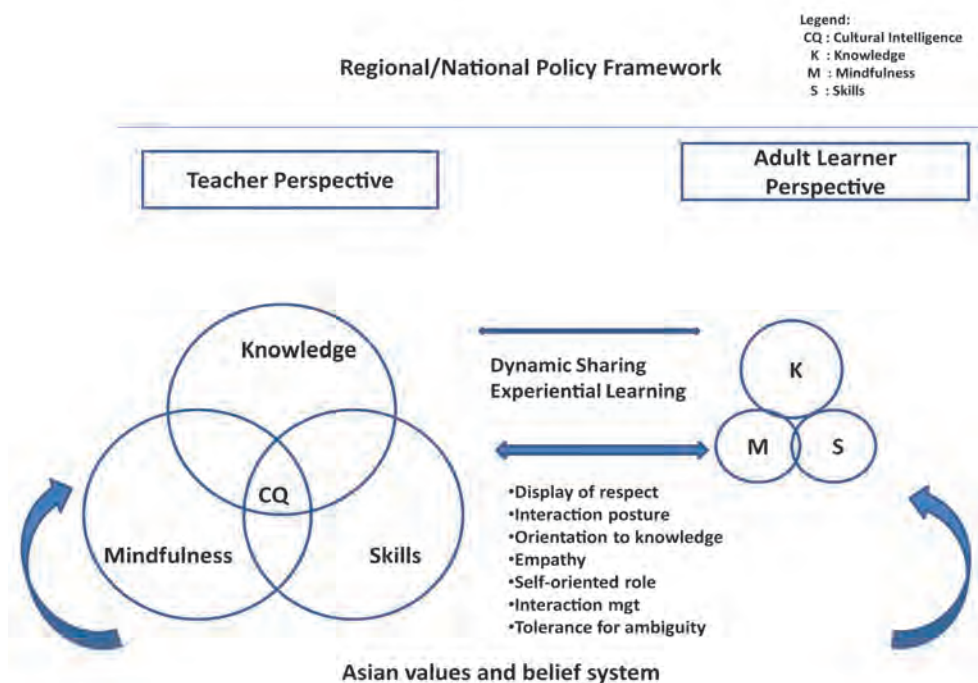


Figure 3: Proposed Model of Cross-Cultural Competence for Adult Education Contextualized to Southeast Asian Setting

The proposed model assumes that adult learners have their own limited level of understanding of cultural diversity, but without the ability to respond to a given cultural situation. Hence, it can be noted that there is a clear absence of an overlapping portion of the three circles, denoted in our model as cultural intelligence (CQ). The overlapping part of Mindfulness (M) and Skills (S) circles for adult learners implies that an adult learner may have natural skills and sensitivity that can generate a behavior appropriate in a given cultural situation, even as he/she does not have an a priori knowledge about the subject culture.

The teachers and trainers should necessarily have the necessary cross-cultural competence in terms of knowledge, mindfulness and skills, which have the seven components of behavior, as formulated by Ruben, as the minimum requirements.

The teacher's knowledge of culture should be shared with the learners interactively through lecture, storytelling, and case studies with particular emphasis on experiential learning process. Experiential learning pertains to active learning that is generated through experiential exercises.

As referenced by Zhao and Parks (1995) in their study, "Self-assessment of communication behavior: an experiential learning exercise for intercultural business success", the Kolb model of experiential learning process may be considered appropriate in enhancing communication in diverse cultures. Similarly, the said model may be used to introduce cross-cultural competence among adult learners. No doubt, an adult learner becomes more engaged in the learning process if he goes through the four phases of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Zhao and Parks explain these stages as follows: The learner begins with his concrete experience of a particular cultural diversity issue, followed by reflective observation in which participants rethink what occurred. The learner then enters the third phase, abstract conceptualization, where a small group discussion is conducted with a facilitator's debriefing to help the subject learner and his colleagues conceptualize from their experience. Needless to say, with the development of some abstract concepts about his experience, the learner will be able to consider alternative behaviors and test them in a new experience (Zhao & Parks, 1995)

The introduction of cross-cultural competence in adult education in southeast Asia should take into consideration the unique value and belief system of the region and the country within the region. For one, the self-effacing and non-assertive nature of some people in the region may have to be incorporated in the design of the learning program or learning modules so as to draw positive elements from this orientation. The type of participants and learning situation should likewise be factored in. For example, a TVET program can embed elements of cross-cultural competence in the teaching of a technical subject, by bringing the discussion on such subject in the context of a culturally diverse environment (e.g. Filipino welders working on a Danish

ship in a Middle East country).

Of course, the thrust of adult education in a given country should proceed from the stated aims and objectives of the national education system. In the Philippines, for example, most programs classified as adult education in the TVET category are largely catering to prospective workers intending to be deployed abroad. Obviously, the nature of training the learners in the field of cultural diversity will have something to do with the nuances of practices and human interaction in the target host countries.

In the long run and given a measurable monitoring of performance, the relatively small circles of K, M, S elements for adult learners should broaden to allow a healthy overlapping, giving rise the CQ element. Once a certain level of cultural intelligence is reached, this serves as a springboard for the learner to face the challenges of cultural diversity in the community, in his workplace, or even at home – making him indeed a person of cross-cultural competence.

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National Strategies for Lifelong Learning

Towards a Learning Society: Experience and Reflections from Shanghai

Jian Huang

Abstract

This paper analyzes the social background including the factors of history, economy and population, and the huge demands for a learning society. It makes a brief review of the indigenous efforts and achievements from six aspects of construction a learning society in Shanghai. Finally based on a theoretical analytic framework it gives reflections on Shanghai's experience through four perspectives, i.e. learning value, learning system integration, driving force mechanism, and learning function.

1 Background of building learning society in Shanghai

1.1 Historical background

Shanghai is an amazing city beside Huangpu River. Over the past 700 years, formed over the deposit of the rolling Yangtze River, the land has witnessed significant changes. Credit must be given to the hard-working and open-minded citizens of Shanghai, for it is them where the eminence of this new immigrant city stems from. Shanghai was once the cradle of national industry. As early as in the sixteenth century, it had already become the nation-wide industry center of cotton textile handicraft. In the mid-19th century, it further emerged into a bustling port attracting merchants from both home and abroad. Shanghai is also known as the birthplace of the Chinese Working Class, and is considered the pioneer of labor movement best illustrated by the famous 30 May Movement. After the founding of new China, it has become the Chinese economic heavyweight where the production of commodities once accounted for 60 per cent of the national market. Shanghai is also the place where high-grade, precision and advanced industrial products, such as airplane, large carrier rockets, satellites, supercomputers and automobiles etc., are successfully developed. Today, as the largest financial, trade and shipping center in Far East Asia, Shanghai is reckoned as the “Chinese flagship” exhibiting the great achievements of its reform and opening policy. On top of those, Shanghai is also an immigrant city with an embracing tolerance of multiculturalism. With a tinge of commercialism, creativity and its unique local culture integrating both traditional and western elements, Shanghai is on its way towards becoming a global metropolis.

1.2 Practical demands

From 1990s, the rapid economic development and transformation of Shanghai proposed new requirements for human resource supply, professionals’ competencies and labor force capacity. The significant changes in demographic indicators stimulated the learning demands on the basis of social inclusion. The great improvements in the living quality of ordinary citizens also brought a diversified learning need.

- o From 2008 - 10, the city’s demand for high-skilled workers increased with an annual growth above 5 per cent. (Xu 2008)
- o The scale of resident population increased rapidly from 14.74 million in 1999 to 19.21 million in 2009, among which the immigrants accounted for one third of the Shanghai’s total population. (Shanghai Municipal Bureau of Statistics, 2000,2010)
- o The trend of aging population in Shanghai accelerated, as for the year 2009,

the elderly population aged over 65 reached 2.21 million, accounting for 15.8 per cent of the total population. In 2009, the life expectancy of Shanghai citizens was 81.73 years old, with male at 79.42 and female at 84.06. (Shanghai Aging Science Research Center 2010)

- o The Engel coefficient dropped from 56.5 per cent in 1999 down to about 30 per cent in 2009 (Shanghai Municipal Bureau of Statistics 2000, 2010)
- o More than 80 per cent of citizens felt the urge to increase their cultural and educational consumption. They longed for a better adaptation to the changing society by constant improvement of their own caliber. (Xu 2008)

In a word, Shanghai is a dramatically expanding city which features rapid transformation of economic structure, technological advances, and growing globalization. It celebrates the convergence of Chinese and Western cultures on a daily basis, and witnesses the dramatic and complicated changes in individual lifestyles and social values. The city is brimming with vitality and challenges. For every citizen and every business in Shanghai, it has become an intrinsic and urgent need to learn for a sustainable development. At the same time, it has become an important mission of the municipal government to build a learning city and thus make the city life better than ever.

2 Exploration of Shanghai in the last decade

Shanghai's efforts to build a learning society started at the beginning of the century and already went through two important stages. The first stage was marked with The Education Conference of Meeting the 21st Century held in September 1999. At the meeting, the Mayor of Shanghai made the announcement of 'Making great efforts to build Shanghai into a learning city adapting to the new age'.(Xu 2001) The second stage is signified by the publication of The Guideline for Promoting the Construction of Learning City in February 2006 which was the substantive prelude of the same kind of efforts. In January 2011, Shanghai promulgated The Regulations on the Promotion of Lifelong Education. From then on, the exploration of building learning society will enter into a new stage. The following paper will retrospect the experience of Shanghai from 6 different aspects over the past twelve years.

2.1 Basic concept of lifelong education

During the process of promoting learning city, the concept Lifelong Learning as a borrowed idea gradually gained broad recognition from government, industry and public and was considered to be the guideline for educational reform and social development. The Guideline for Promoting the Construction of Learning City expressively considered it a key effort to 'effectively improve the caliber of

citizens and extent of urban civilization, promote the full development of human being, stimulate the innovation and vitality of the city, enhance the global economy competitiveness of the city, and promote a socialist harmonious society'. Published in 2010, The Long-term Educational Reform and Development Plan in Shanghai (2010-2020), for the first time, claimed it as the guideline for the future educational development to achieve the goal 'for each student's-including adult learner- lifelong development'. The newly issued Regulations of Promoting Lifelong Education in Shanghai, in regarded with 'meeting the needs of lifelong learning, and promoting the comprehensive development of human being', made it as the guiding ideological basis and developmental goal to promote lifelong education and learning society.

2. 2 Policy framework for learning society

Since 1999, the Shanghai Municipal Government has made great efforts to establish a policy framework for lifelong education and building learning society as well. Promulgated in 2006, The Guideline for Promoting the Construction of Learning City was an important policy document guiding the first phase of practical promotion. It set an ambitious goal of building the framework of a learning society in Shanghai by 2010, where "everyone can learn, at anytime, and anywhere ", and also expressed the necessity of issuing the local regulations of lifelong education.

In 2010, the local government published The Long-term Educational Reform and Development Plan in Shanghai (2010-2020). The concept of lifelong learning as the guiding ideology for future educational reform, economic and social development was established. It also proposed goals and priorities in the development of lifelong education and detailed the objectives, tasks, measures, and implementation of building learning society, illuminating the direction of developing lifelong education over the next ten years in Shanghai.

Promulgated in 2011, The Regulations on the Promotion of Lifelong Education is the first substantial regulation promoting the local development of lifelong education. It made clear that the right, as well as obligations and responsibilities of the government, enterprises, organizations and individuals in lifelong education. It verbally stipulated the scope of launching lifelong learning, the type of its implementation, management and institutional settings, funding sources, learning models, as well as the requirements of its practitioners. It aimed to integrate the resources in different government departments such as education, science and technology, economy, human resources and social security, and others from the whole society. The Regulations on the Promotion of Lifelong Education established the legitimacy of lifelong education in the aspects of finance, human resources, implementing institutions, degree and certifications, and provided a quite solid guarantee for the lifelong learning for all citizens.

2.3 Providing system of Lifelong learning

Shanghai has gradually integrated and optimized the existing educational resources into four types of lifelong education providers to offer the public with a variety of lifelong learning opportunities. These providers have laid an important foundation for the learning society. The first category are institutions administrated by the Municipal Education Commission to provide adults with secondary and higher education. Among them are television schools, Further Education Colleges and Universities, and county Amateur Universities. They mainly meet the needs of young adults for receiving bachelor degree, junior degree, middle-level general education and some vocational training.

The second category is the top-tiered community educational institutions all over the city's eighteen districts/counties. They are funded by the district government according to the size of local residential population, and carry out a variety of learning activities covering the themes of recreation, fitness, health care and vocational trainings. These are the important life-classrooms for the ordinary citizens, especially the aged and the non-natives.

The third category is the staff training institutions of major industries and enterprises in Shanghai. Both large and medium state-owned enterprises, government agencies, educational institutions, health agencies and other institutions are equipped with specialized training departments and training positions, responsible for staff training and learning. The Municipal Education Commission is also actively promoting various organizations in the city to exchange experiences and practice the idea of being learning organizations.

The fourth category is composed of various non-government funded learning institutions. Their learning programs cover a wide range of various vocational skills including computer lessons, foreign languages, poetry and painting workshops, leisure and entertainment, etc., to meet the diverse learning needs of the market. The Municipal Education Commission also guided them to sustainably improve the institute management and learning service quality.

2.4 Management mechanism for promotion

One of the biggest challenges each country faces in the practice of learning society is how to create a cross-sector and comprehensive management system that can integrate all levels and kinds of the education and learning resources and implement the scientific planning, guidance and management of all the lifelong educational activities. Through years of exploration, Shanghai has gradually established an integrated management mechanism by the Municipal Education Commission.

According to The Guideline for Promoting the Construction of Learning City (2006), the Municipal Government set up a Shanghai Municipal Committee on Promoting the Construction of a Learning Society (In 2010 the Committee changed its name to Shanghai Municipal Committee on Building a Learning Society and Promoting Lifelong Education), to assume the functions of planning, coordinating, policy making, guiding and supervising the construction of a learning society in Shanghai. It is led by Shanghai Municipal Education Commission with coordination from Shanghai Municipal Committee of Spiritual Civilization, Municipal Commission of Science and Technology, Municipal Development and Reform Commission, Municipal Human Resource and Social Security Bureau, the Municipal Civil Affairs Bureau, the General Labor Union, Youth League, Women's Federation and other relevant departments and organizations. The Committee also set up its Administrative office, affiliated to Department of Lifelong Education of Shanghai Municipal Education Commission which is responsible for building a learning society. Based on Shanghai Distant Education Group, it set up a Guide Service Center under the Office which taking the role of guidance, supervision, inspection, evaluation and other services for every district in order to help them improve the quality of their education providing service. It has been proven that this integrated management mechanism with cross-department characteristics can overcome the disadvantages of fragmentation management and finally formed the joint forces for building learning society. At present, the management mechanism is already recognized in , ensuring the legitimacy of the lifelong education system for the learning society.

2.5 Learning culture for a learning society

It is the most important inner motivation for building a learning society that the general public establishes the idea of envisions lifelong learning as a way of living. In recent years, based on the local rich cultural traditions and resources, Shanghai has well launched a series of popular and widely participated learning activities under the coordination and supervision of the above-mentioned management systems: the Week of Lifelong Learning for All, Shanghai Tourism Festival, Film Festival, Cultural Festival, the Book Fair and Reading Activities etc.

These learning activities characterized by distinct local features have changed the traditional concepts of learning which are defined as "learning is school-based activities", "learning is about gaining certificates and diplomas", and "learning is taught by a teacher" etc. A brand new learning culture has been gradually formed which emphasizes believes such as "everyone can be a teacher", "every living space can be a classroom", "learning is/for development", and "learning is life".

2.6 Digital platform for Lifelong Learning

The rapid development of information and communication technology (ICT) has also played an important role in promoting learning society in Shanghai, specifically with two main achievements. Firstly, as a preliminary high-quality resource repository for lifelong education, the lifelong education satellite network platform has been established through which an 8-hour live teaching program of broadcasting is accessible to every corner of the streets, communities, and houses/apartments. Secondly, the Shanghai Lifelong Learning Website has been launched to create inter-connections among streets, cities, counties, and villages, forming a cooperative mechanism in designing and developing web resources on this platform. In addition, a series of activities such as achievements showcase, book clubs, forums, award ceremonies etc. have been organized, creating a voluntary, flexible free and interesting learning atmosphere (Li 2010). The construction of a lifelong learning information platform has been also regarded as one of the future major projects for promoting learning society in The Long-term Educational Reform and Development Plan in Shanghai (2010-2020). In the soon future, Shanghai will make full use of mobile phones, digital TV, internet, and other learning technologies to create abundant and promising digital resources for lifelong learning.

3 Theoretic reflections on Shanghai's Experience

When we see the smiling faces of the elderly who are learning in the community classes, the confident and assuring expressions on the faces of the strong-spirited handicapped who take delight in contributing to the society, the eyes filled with hopes of the young migrant workers who strive to acquire vocational skills, the English learning passion of both the old and young who want to provide voluntary services for the 2010 Expo, and the scene of exotic friends learning Shanghai local culture and performing on the same stage with Shanghai citizens, we cannot help but feel proud of the achievements of building learning society in Shanghai. But as instructed by our predecessor's concept of development, 'Worries will soon come if people give no thought to a long-term plan'. (Confucius) It is necessary to reflect on Shanghai's experience through the theoretical framework and push forward a new round of development of learning society.

3.1 Analytic framework

In order to conduct a theoretical analysis of Shanghai's experience, an analytic framework is created as following (See Figure 1) which consists of four factors such as learning values, learning system, learning driving mechanism and learning function as well.

- Learning value: focusing on analyzing the value-orientations of constructing a learning society, e.g., is it considered just as an idea of educational reform, or as an innovative culture which promotes both educational reform and social change?
- Learning system integration: focusing on examining the degree of integration among formal education, informal education and informal learning in the lifelong education system.
- Driving force mechanism: regarding government, market, civil force, and lifelong education professional organization as four key driving forces for promoting learning society, focusing on analyzing their respective functions and strengths, and the balancing status of them.

Learning function: focusing on measuring the achievements of building a learning society with three indicators: economic achievements, improvement of individual life quality and social coherence.

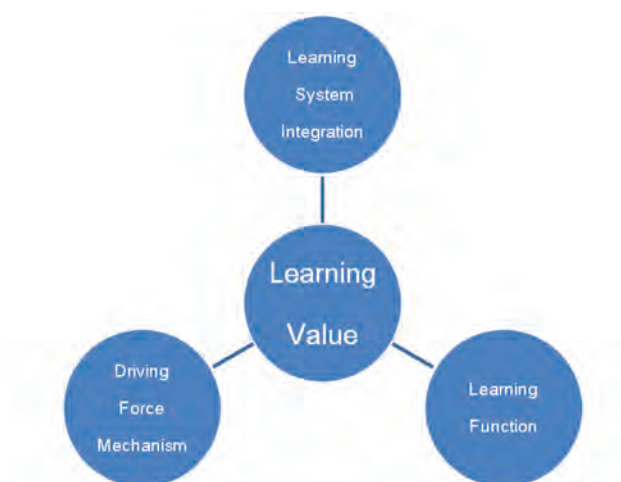


Figure 1 A theoretic analysis frame for reflecting results of building a learning society

3.2 Learning values

In Shanghai, the orientation of learning value is changing in according with the developmental phases of building a learning society. In the first phase, the learning value was viewed as a unitary concept of educational reform, especially as a guiding idea for the development of adult education. In the second phase, the learning value linked more closely to the economic goal of enhancing economic competitive advantages and a little concern about individual growth. It was usually viewed as a

transforming force to improve human resource quality as well as quantity, change the paradigm of economic growth, and encourage sustainable development of human beings. In the third phase, as influenced by the idea of building a harmonious society, the government has paid great attention to various emerging social contradictions and provided more and more learning chances and resources for the disadvantage groups, e.g. immigrants, unemployed, aged and handicapped people which indicate the inclusive values of construction a learning society. However, it is worthwhile to do further investigation which should include the degree of coherence between the value presented in the policy text and the level of actualized value.

3.3 Learning system

In retrospect of Shanghai's experience of building a learning society, great effort has been made since 2008 to encourage the development of four kinds of providing institutions of lifelong education. However, restrained by the traditional mode of stereotyped management, the substantive communication mechanism for education opening, learning resource integration, and learning outcome mutual recognition have not yet been established between various education institutions, and between schools and other kinds of social learning resources, e.g. libraries, stadium and specific facilities for aged people etc. In order to remove those fences between various educational institutions (general education, vocational education and adult education, etc.) in education system, in systematic perspective it should the multi-dimension communication mechanism among formal, non-formal education and informal learning system, and improve the utilization of various learning resource in the whole society. The recent research Project of Learning Credit Bank and Lifelong Learning Card System have potential to remove the fences inside the educational system and constitute a more open, flexible, tangible-virtual combined and accessible lifelong education system. Meanwhile the local government should enhance the integration between related governmental departments in terms of planning and resource allocation. The funding auditing and performance evaluation should be done as well.

3.4 Driving force mechanism

The building of a learning society is the basic, systematic and comprehensive social innovation. It requires not only extraordinary political intelligence, powerful governmental support, but also asks for certain dynamic mechanism constituted by some important social forces. Bushier indicated that government, market and civil forces constitute the driving mechanism which improves the development of a learning society (Boshier 2010). However, the balancing dynamics among the three will vary given the different cultural contexts in terms of time and space.

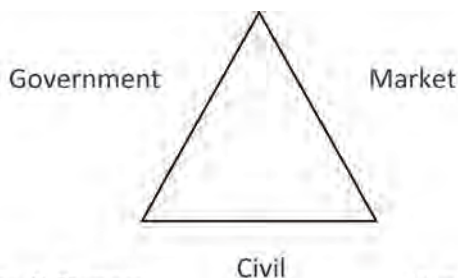


Figure 2 Dynamically building a learning society

In reviewing a decade's experience of building a learning society in Shanghai, we can perceive an ever strengthened role which the government and the market kept playing. In contrast to the weakest civil force, the driving power of the government has become the most prominent. Since most lifelong learning activities are organized and funded by government in a basipetal fashion, even the private educational institutions are often forced to face various survival crisis caused by biased policies. This erodes the essence of lifelong learning, such as impartiality, integration, participation, autonomic and voluntary Spirit.

Therefore, we should actively nurture the civil force in the future efforts which will further encourage the active participation in various lifelong learning activities. Beyond this effort it's more necessary than ever to encourage and support universities developing and providing academic program in lifelong learning that will promote more and more research work and production of professionals for lifelong learning enterprise. These initiatives will eventually form a collaborative driving mode comprising government, market, and civil as well as professional organizations.

3.5 Learning function

The achievement of building a learning society should not only reflect in the aspect of economic miracle, but more importantly also reflect in shaping the city's spirit, improving life quality for all and gaining overall social development. In Shanghai, it's necessary to develop a series of indicators for pursuing result appraisal of building a learning society. The economic development, individual growth and life quality improvement, and social coherence should be taken into consideration as the three key categories of indicators in the appraisal system, with which the important vision, "Better City, Better Life" of 2010 Shanghai EXPO, will be achieved.

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New solutions for eliminating barriers for lifelong learning: opportunities and challenges

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Abstract

The studies reveal the changes in the European labour market showing a significant demand for employees with high skills. This causes serious considerations on finding new solutions for promoting accessibility to lifelong learning to everyone in order to raise their competences. The paper analyses the adopted documents in the field of lifelong learning in Latvia and reveals the national context of lifelong learning, paying special attention to adult learning as a priority and providing an insight in the public financial support to adult learning. The best practice of Latvia in eliminating barriers for lifelong learning – the introduced ‘voucher’ system for the unemployed and employees in order to remain competitive in the labour market is provided.

1 Introduction

It is commonly known that there are six essential nutrients that body needs on a daily basis to function: water, carbohydrates, proteins, fats, vitamins and minerals. Excluding even one element will sooner or later result in health problems. Health of countries' economies depends on several mandatory elements as well. One of them is individual's competence: knowledge, skills and an ability to apply them in certain conditions. Understanding of the recent economic downturn of 2008 may not occur without realising that one of the most essential key competences is learning-to-learn that leads to learning lifelong, lifewide and lifedeeep.

The term lifelong learning itself pays attention to the time factor – it means education life long, which may occur independently or periodically (Ceļā uz mūžizglītību 2007) and in any form: formal, non-formal and informal learning. It may occur from cradle to old age and its mission is to help a person develop themselves, improve their life quality both for work and personal fulfilment.

The theory reveals different approaches to defining the term lifelong learning starting from popular 'life-as-education' concept by B. A. Yeaxlee, (Yeaxlee 1929) after World War I that described education as a continuum, which affects adults and certainly is not limited to knowledge acquisition in school; to the ones by P. Jarvis (Jarvis 1995, 1999) who defines lifelong learning as any activities planned, based on the principles of humanism, oriented towards the learning of the actors involved and as a result promoting their understanding.

Lifelong learning has become especially essential now with economies striving to overcome unemployment consequences of the current downturn. Europe has experienced a decline in employment since 2008. The fall in the period from 2008 to 2010 compared to 2007 constitutes 4.6%. The decrease in employment rate in Latvia was even more dramatic – 15.1% (Employment in Europe 2009). Simultaneously it is expected that in 2020 there will be a significant demand for highly qualified personnel – 'labour markets will increasingly rely on higher skill levels' (Leuven Communiqué 2009). The demand for high skills will increase from 29% to 35%, whereas with low skills there will be a drop from 20% to 15% compared to 2010 (Cedefop briefing note 2010).

Learning is a major means that shall be an integral part of resolving employability issue in the long term by upgrading the skills necessary in the labour market and using the right incentives for individuals and employers, bringing the worlds of education, training and work closer together, developing the right mix of skills, and better anticipating future skills' needs (New skills for new jobs 2010). The practical application of recommendations without certain pattern of best practice causes serious considerations for promoting accessibility of lifelong learning to everyone in order to raise their competitiveness in the labour market.

The goal of the paper is to reveal the lifelong learning context of Latvia and develop

the pattern eliminating barriers for lifelong learning and improving individuals' competences in order to make lifelong learning a reality. The following tasks were set forth in order to achieve the goal: 1) to reveal the Latvian national context of lifelong learning by means of analysis of relevant documents and data available, 2) to define the barriers, opportunities and challenges in the field of adult learning as part of lifelong learning strategy in the context of the current socio-economic setting, and 3) to develop the pattern eliminating barriers for lifelong learning deriving from the best practice example.

2 Lifelong learning concept of Latvia

A wish to learn and improve one's knowledge and competences is part of Latvian traditions. Popular Latvian proverb 'Live and learn' means: the longer we live, the more we learn, the more experienced we become.

In Europe the term lifelong learning became one of the key success milestones already in 2000 by giving it momentum and overarching status (A Memorandum on lifelong learning 2000). In Latvia, despite numerous discussions, the term lifelong learning is comparatively new. It became well known by adopting National Strategy for Lifelong Learning (2007-2013) and its implementation programme in 2007. The Strategy since then has become the main national policy document on lifelong learning. It defines lifelong learning as the learning process that takes place life long and is based on the people's changing needs to acquire knowledge, skills, experience in order to promote or change their qualification according to the requirements of labour market and one's own interests and needs and it develops one's natural abilities alongside with the promotion of new competences (Mūžizglītības politikas pamatnostādnes 2008:6-7). It is based on the concept that individuals' self-development and personal growth should be promoted during every stage and domain of life thus creating preconditions for the development of individual's initiative and adaptation skills in order to reach social cohesion, employability and active civic participation. The Strategy considers the barriers to lifelong learning such as underdeveloped infrastructure, low availability of second chance education, education to senior citizens and minors (Mūžizglītības politikas pamatnostādnes 2008:14-15). These barriers partly coincide with the findings of the study on the accessibility to lifelong learning in Latvia (Pētījums Mūžizglītības pieejamība un iespējas izglītoties Latvijā 2007) and those stated in the National Report of the Republic of Latvia on the development of adult learning and education (Šiliņa 2008), which revealed the specific target groups whose accessibility to lifelong learning has to be promoted: socially vulnerable groups that need special protection and attention, ethnic minorities (in particular Roma), the unemployed, disabled and handicapped, people with health impairments, elderly and below poverty rate, people in custody and others (immigrants, asylum seekers, etc.).

In the rapidly changing world the competences required, being an integral part of society and labour market, are changing inevitably and fast. That is a reason why flexible non-formal adult learning and consequently gained knowledge, developed skills and competence are becoming vital. Formal, non-formal and informal learning are crucial in the lifelong learning context and complement each other by promoting the learning culture, widening experience, increasing the learning environment at the micro, macro and mezzo level.

The revised in 2009 version of the Strategy emphasises adult learning as one of the least advanced education sectors in Latvia. This factor, as well as the aforementioned target groups for lifelong learning and the existing situation enabled the authors focusing on adult education and study it in detail.

3 Latvian adult education: current situation. The concept of adult learning, regulation and the situation in 2007-2009 and national policy until 2013

This part of the paper summarises information on the Latvian adult learning policy and legislative framework, participation rate in adult learning since 2002, analysis of public investments in non-formal adult learning in the period of 2007-2009 and until the year 2013 by sectors and target groups.

3.1. Why adults?

Knowledge economy requires more new and upgraded knowledge and skills and enforces individuals to return to learning process repeatedly as well as regularly adapt to the demands of the changing labour market.

In 20 years' period since 1990, when the population of Latvia was the biggest in the history of observations, the proportion of persons of 20 and more years of age compared to the total population in the respective years' group has increased by 8.21% (refer to Table 1).

Proportionally fewer youngsters' demographic situation in conjunction with overall demand for increasingly changing skills and knowledge for work and personal life bring up an issue of adult learning concept for lifelong learning to the top.

Promotion of any policy concept is based initially on the common understanding of the terminology used. Recent study on adult learning terminology (Brooks, Burton 2010) has promoted 67 key terms and their definitions on adult learning at the European level. There were substantial discussions, including in the Latvian Academy of Sciences, on each term, since research also provides translation of terminology into nearly all European languages. This, however, is only to reflect

briefly explanations of general understanding of the main definitions at the national policy level by means of interpretation:

Adult learning is a multidimensional learning process, which ensures the development of the individual and their ability to compete in the employment market, learning for work and personal fulfilment, other than initial training; no strict age limitations rule applies; can be formal, non-formal or informal.

Formal adult learning is adult education that includes acquisition of the programme that leads to a recognised by the state education or professional qualification document.

Non-formal adult learning is adult learning that does not lead to a formal qualification.

Informal learning is any learning process without a defined programme.

Table 1

Population age by groups in 1990 and 2010 in Latvia

Age	1990	2010	Trend
0-4	7.82%	5.08%	-2.74%
5-9	7.07%	4.45%	-2.62%
10-14	6.54%	4.22%	-2.32%
15-19	6.92%	6.39%	-0.53%
20-24	6.95%	8.13%	1.17%
25-29	7.83%	7.67%	-0.16%
30-34	7.48%	6.93%	-0.55%
35-39	6.86%	7.07%	0.21%
40-44	5.87%	6.78%	0.91%
45-49	6.67%	7.40%	0.73%
50-54	6.51%	7.15%	0.64%
55-59	6.07%	6.13%	0.06%
60-64	5.58%	5.25%	-0.33%
65-69	3.86%	5.12%	1.26%
>70	7.96%	12.24%	4.28%

Source: Central Statistical Bureau of Latvia

3.2. Policy documents and regulatory framework

In autumn of 2010 an analysis of different Latvian policy papers and legislation was carried out to establish a link between them and relativity to adult learning. The main results that show sufficient planning and regulation for adult learning are as follows:

- (1) The Education Law (adopted in 1998) regulates entitlement to develop and implement non-formal adult education programmes, and prescribes local government to implement adult education policy.
- (2) The Law on Local Governments (adopted in 1994) stipulates local governments to ensure education (any) of the residents.
- (3) Long-term conceptual document Latvian growth model: Human in the first place (adopted in 2005) foresees human capital as the main national resource.
- (4) Latvian sustainable development strategy Latvia 2030 (adopted in 2010) provides long-term priority for investment in human capital at all levels and stresses an efficient use of available resources.
- (5) The goal of the mid-term policy document Latvian National Development Plan 2007 -2013 (adopted in 2006) is an educated and creative person for economic growth and excellence.
- (6) Lifelong Learning Strategy 2007-2013 (adopted in 2008) and its implementation programme are the main policy documents for support of lifelong learning – to provide learning opportunities for anybody during lifetime for work and social cohesion.
- (7) Cabinet of Ministers (hereinafter – CM) Regulation No.166 ‘Regulation on active employment measures and preventive measures to reduce unemployment’ (adopted in 2008) supports job seekers and those who are at risk to become unemployed with up- and re-skilling, inter alia in non-formal programmes.
- (8) Business Competitiveness and Innovation Promotion Programme 2007-2013 (adopted in 2007) promotes up-skilling of human resources for business opportunities.
- (9) The Programme for Structural Funds Human Resources and Employment (adopted in 2008) provides public funding for the period of 2007-2013 of more than 186 million EUR for competences for pedagogues, social exclusion risk groups, current employees, unemployed, business start-ups and self-employed.

3.3. How to measure progress: the current situation and objective

Progress of adult learning policy can be measured twofold: by participation rate (internationally compared) and by the public funding trends of adult learning.

Based on the existing statistical data the tables comparing the data of the European Union and Latvia regarding participation rate in adult learning have been created (refer to Table 2 and Table 3).

Table 2

Participation in adult learning in Latvia and the European Union (average)

Coverage\ Year	2002	2003	2004	2005	2006	2007	2008	2009 (provisional)
European Union	7.2%	8.5%	9.3%	9.8%	9.7%	9.5%	9.5%	9.3%
Latvia	7.3%	7.8%	8.4%	7.9%	6.9%	7.1%	6.8%	5.3%

Source: Labour Force Survey, Eurostat. Lifelong learning by gender 2010

Table 3

Participation in adult learning in Latvia and the European Union (average): required progress

Coverage\ Year	2010	2011	2012	2013	2020
European Union	12.5%				15%
Latvia	9.0%	10.0%	11.0%	12.5%	15%

Source: Education and training 2020; Latvian Lifelong Learning Strategy 2007-2013

In the European Union participation in adult learning has increased by 2.1% since 2002; in Latvia at the same period it has decreased by 2%. According to the Eurostat data (Lifelong learning by gender 2010) provisional adult learning participation rate in Latvia in 2009 was 5.3%, meaning that 53 persons out of a thousand have responded positively to the question whether they participated in any learning for the past four weeks (refer to Table 2). This is less than participation rate in the European Union on average – 9.3% and it certainly does not support reaching the goal of 12.5% participation rate in 2010 and 15% – in 2020 (refer to Table 3).

Nevertheless, Latvia is committed to make every effort to reach annual 15% participation in adult learning by 2020. To do it, Latvia is among the countries that have increased financial incentives for adult non-formal learning even during the

economic downturn 2008-2010, in time when the total education budget decreased dramatically. This, however, may be considered as the first step only to a model of demographically fare redistribution of education funds by age cohorts (Schuller, Watson 2009).

The data of Table 4 reflect available information of the Ministry of Economics, Ministry of Education and Science, Ministry of Agriculture, Ministry of Culture and Ministry of Welfare representing the unemployed, job seekers, employees, business start-ups, culture sector, agriculture sector and education sector respectively that receive state financing for adult learning.

Table 4

State public financing for adult learning in 2007-2009 and 2010-2013 in Latvia

Sector	2007-2009				2010-2013			
	million EUR	%	persons	%	million EUR	%	persons	%
Ministry of Economics	2.86	6.74	2427	1.41	44.41	25.12	27173	5.70
Ministry of Education and Science	3.88	9.15	10400	6.06	39.14	20.74	37000	7.77
Ministry of Agriculture	1.18	2.78	28676	16.71	1.27	0.67	47524	9.97
Ministry of Culture	2.06	4.86	8946	5.21	2.95	1.56	8024	1.68
Ministry of Welfare	32.44	76.47	121162	70.61	97.98	51.91	356753	74.88
Total:	42.42		171611		185.75		476474	
Total per year:	14.14		57204		46.43		119118	

An analysis of the data shows the following trends:

(1) 2007-2009

It can be concluded that the major funding held by the Ministry of Welfare provided more than 70% of the total target group the opportunity to acquire additional knowledge and skills. This required 76% of the total public funding for

adult learning or 32.44 million EUR. On average 14.14 million EUR per year was spent on non-formal adult learning in all sectors.

(2) 2010-2013

It is envisaged that the funding for non-formal adult education will be increased substantially from 14.14 to 46.43 million EUR per year. This shall lead to an increase of the target group from 57 up to 119 thousand persons per year. At the same time expenditure per person is foreseen to increase from 247 to 389 EUR. The authors have not analysed the reasons for the increase in expenditure – whether it is due to increase of administrative costs of more sophisticated (expensive) programmes or due to a longer period of funded learning per person.

3.4. Funding by local governments

According to the Education Law (Clause 17(3) 22) local governments are responsible for implementation of adult learning policy, which is embedded in the Lifelong Learning Strategy 2007-2013. Policy foresees increased participation in adult learning. In 2009 CM defined specific focus of public funding for adult learning on knowledge and skills for the needs of the labour market, while also supporting eight key competences (Recommendation of the European Parliament 2005): communication in the mother tongue; communication in the foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning-to-learn; interpersonal, intercultural and social competences and civic competence; entrepreneurship; and cultural expression.

The Ministry of Education and Science in 2010 surveyed 118 local governments and received 81 responses. It may be concluded that in amalgamated municipalities (counties) average of 44 EUR (cf. state 247 EUR in 2009) was spent in 2009 for learning opportunities per adult per year providing learning opportunities in total to 29 069 persons or 1.3% of the total population of 2.23 million (cf. 57 204 state sponsored learning opportunities or 2.6% of the total population) (refer to Figure 1). The map shows that counties in the east, sometimes referred as 'depressed region', actively support adult learning compared to counties in the central part of Latvia, where either no response or no support dominates. This includes also the capital city Riga. Further deeper research should be conducted to elaborate the reasons for geographical distribution of support for adult learning in the regions of Latvia, including the distribution policy of municipal budget, demand for learning, demography and infrastructure.

Figure 1

Support for adult learning by local governments in Latvia in 2009



To conclude, on the one hand, broad policy contents and clear national goal reflecting also an agreement between member states at the European level by reaching 15% of participation of adults in learning by 2020 has been demonstrated. Roughly 86 thousand persons are involved in adult learning per year by means of adult learning investments both from the state and local governments. This means that 7.06% of all adults (1.22 million adults 25-64 years of age) in 2009 participated in adult learning in Latvia.

On the other hand, the continuity of learning process is not always ensured. The Eurostat (Lifelong learning by gender 2010) 5.3% participation rate that has been observed in adult learning during the four-prior-weeks and therefore includes the 'dimension of continuity' is less than national yearly observation rate of 7.06%, based on the provided funding. This means that most of nationally funded learning was only short-term and did not result in further individual's motivation to learn. In other words, the person, who uses state funds for adult learning does not continue learning using their own funds afterwards. Moreover, the Eurostat survey includes not only adult learning financed by public funds, but all adult learning, financed also by individuals and business, which raises even more substantial issue of how public incentives provide continuous or true model of lifelong learning.

4 The best practice of Latvia in eliminating barriers for lifelong learning

In this section the authors analyse an example of good practice in adult learning incentives that gives impetus for constructing the pattern for eliminating barriers for lifelong learning. The analysed practice from non-formal adult learning sector demonstrates a recent activity for Latvia introducing the voucher system in lifelong learning.

4.1 Voucher system as a tool for competitiveness and employability

'The financing of vocational further training and lifelong learning has undergone very dynamic development over the last ten years. New models have been introduced and tried out and partly abolished or modified in many European countries.' (Dohmen, Timmermann 2010:22) One of such developments is the created system of the so-called 'vouchers' that denote support for 'those taking part in further training through the direct payment of government benefits, i.e., they are direct payments of money designed to be used to finance adult learning' (Dohmen, Timmermann 2010:24).

Despite its popularity in the 'old' European Union member states, the system of vouchers has not been used very actively in the 'new' member states. The analysis of the data of 2008 (Cedefop 2009) showed that the only new member state (out of 12) that had introduced the system of vouchers was Malta.

Latvia has introduced vouchers by making use of the lessons and trends learnt from the 'old' European Union member states (Dohmen, Timmermann 2010; Dohmen 2007) that have been exploiting voucher system for longer period of time.

The State Employment Agency is the institution coordinating the functioning of the system of vouchers for learning. Although it has a range of various vouchers to offer and they are targeted to several categories of people, the authors have chosen the best practice that reflects an opportunity for individuals to participate in non-formal adult learning by means of vouchers.

The activity is conducted in the framework of 'Lifelong learning measures for the employed persons' (Mūžizglītības pasākumi nodarbinātām personām 2010). Its goal is to provide adults under the risk of unemployment an opportunity to participate in up-skilling or re-skilling in adult non-formal learning to become more competitive in the labour market. As non-formal learning is rather liberal in Latvia, the state formulated basic conditions in order to target financing and motivate individuals to make the best use of the voucher (Noteikumi par aktīvo nodarbinātības pasākumu un preventīvo bezdarba samazināšanas pasākumu organizēšanas un finansēšanas kārtību un pasākumu īstenotāju izvēles principiem 2008).

(1) Supporting eight key competences;

Public support for non-formal adult learning has been given a priority in eight key areas of competence: communication in the mother tongue; communication in the foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning-to-learn; interpersonal, intercultural and social competences and civic competence; entrepreneurship; and cultural expression. Vouchers are issued based on exactly the same priority competences.

(2) Support rather two persons one time than one person two times;

Efficient use of the available resources has been agreed by explicitly targeting maximum number of participants as a priority rather than maximum number of times that the same person can receive learning support. After the voucher has been issued the minimum of a two-year period has to pass before the person can apply for another voucher. This condition is applied to ensure that as many persons have received support with limited amount of financing available as possible.

(3) Individual's choice and motivation;

Person has to make a choice (1) whether to apply for a voucher; (2) what key competences to obtain, upgrade or update; and (3) where to learn. It is a decision of individual whether they need up-skilling or re-skilling, which is supported free of charge by the career counsellor. Person makes all necessary steps not only to apply, but together with the career counsellor responsible for evaluation of the necessary knowledge and skills decides whether they should be obtained, upgraded or updated. Since the person is free to choose an institution where to learn and costs for the same course in different educational institutions may vary substantially, the requirement of 10% of private co-financing is applied in order to motivate persons to make deliberate and conscious choice of the learning place and price. This co-financing also increases responsibility of individuals to successfully complete the current course and provides indirect incentives for individual further learning by means of self-financing.

(4) Limits;

Person is free to choose any institution that provides necessary learning and any costs requested by the institution will be respected by the state. However the state will finance only 90% of the maximum voucher limit of 355 EUR. This endorses the democracy principles of individuals and simultaneously serves as an individual's additionally developed competence.

(5) Special support for vulnerable groups;

Disadvantaged groups, such as, disabled people, persons with low income, and

employees in pre-retirement age, and parents of two children under the age of 18 are exempt of 10% co-financing requirement.

(6) Use of structural funds;

European structural funds are used to finance this initiative. This means that the European Union directly supports an increase of economic growth in the region through supporting adult learning. The planned financing for the initiative is depicted in Table 5.

Table 5

Distribution of financing of the initiative

Year	2010	2011	2012	2013
Financing in EUR	643 589	1 164 300	1 211 222	791 071

Source: the data of the State Employment Agency on 01.09.2010.

(7) Intervention.

It is planned to involve 20 200 people in adult learning programmes by the year 2013, 3 400 of them in 2010.

4.2 Pedagogical implications

In order to obtain information that will further the development of a particular initiative (the voucher system) by revealing the initiative's benefits as well as opportunities for its modification and improvement a formative evaluation research (O'Leary 2010; Scriven 2007) was conducted in Adult Education Centre of Turība University (Riga, Latvia), which shows active participation in providing non-formal adult education using the system of vouchers (713 adult learners using the voucher system have learnt there). The reason for selecting formative evaluation research lies in the premise that 'evaluation is now a key strategy for supplying decision makers with the data they need for rational, informed, evidence-based decision making' (O'Leary 2010:138) as well as that formative evaluation is a process evaluation.

Qualitative approach was chosen for the study because the application of qualitative methods enables the researcher understanding the differences of the phenomena (Hunter, Brewer 2003) as well as its use in the study also provides the researcher's close contact and interaction with the people involved in the study, which is an advantage in obtaining the research results. Another advantage of qualitative approach is its publicity (Freeman, deMarrais et al. 2007; Denzin, Ryan 2007).

The applied method was informant interviewing as it is of a more in-depth character than semi-structured or unstructured interviews and informant interviewing is applied 'with a small selected set of informants most often in a field setting' (Johnson 2004:493), as well as the sample is selected on the basis of their knowledge and experience (Johnson 2004).

The purposeful sample using the series method to target the whole range was composed (Leedy, Ormrod 2005; Geske, Gr̄infelds 2006). The sample was composed corresponding to the requirements of evidence-based evaluation research (O'Leary 2010) including 3 groups connected with the subject of exploration: experts (the well respected who are at the top of the field), insiders (the people who are actually involved in the process and are willing to share their experience) and the highly experienced (those with a rich depth of experience related to the subject of exploration). Experts were represented by two adult learning organisers (the administration level – the head of the department and the adult learners' coordinator), insiders were 7 people participating in adult learning using the received voucher, the highly experienced – 3 language teachers who have been working in adult education sector for more than 10 years, have been involved in teaching English to voucher groups since its introduction in the country.

At present the Adult Education Centre of Turiba University provides courses using initiative of the framework of the ESF project 'Lifelong learning measures for the employed' (Mūžizglītības pasākumi nodarbinātām personām 2010). 85 adults participated in this programme by December 2010.

The questions concerned the information available on the voucher system, adult learners' motivation to learn, advantages and disadvantages of the introduced system, suggestions for its improvement.

The findings could be systematized in the following groups:

(1) Information available;

Learners agreed that they had enough information on the initiative and the rules were easy to understand. However, they also admitted that the system of application was rather complicated and they suggested that the application process could be made easier if application could be done on the Internet instead of visiting the State Employment Agency for 3 times. Some learners also could not see the use of career counsellor in selecting the appropriate course as they themselves knew what competences they needed to enhance. They even suggested refusing from the use of career counsellor, which points to the fact that it is vital to raise the efficiency of counsellors' work.

(2) Offer of the programmes;

Both learners and administrators agree that the offer of the programmes is versatile and one can choose according to the needs and interests. One of the learners points out that she is really pleased that the initiative is meant for development not only for survival.

(3) Motivation to learn;

Both administrators and teachers agree that people are really motivated to learn. The key words in the answers are: employment, professional career, personal development. Learners recognised that the offered financial support in a form of voucher was a motivating factor, but they also admitted self-development both for work and personal satisfaction. This shows that the programme attains its goal.

(4) Benefits of the activity;

The usefulness and the return from the introduced system of vouchers may be summarised by the expressions of the head of the Adult Education Centre: 'At last people have started learning again. Because of the economic crisis continuing education was not popular (accessible for many) for the last years'. The idea is supported by the coordinator of voucher groups who meets learners on daily basis. She acknowledges that the course raises adult learners' qualification and increases their competitiveness in labour market. The English language teacher stressed that: 'Voucher system is an excellent opportunity for further qualification and improving language skills'. Thus analysing the benefits of the system it can be concluded that the initiative attains its goal.

(5) Drawbacks / barriers that should be eliminated.

Both administrators and learners suggested refusing from career counsellors: 'They do not consult but create only queues'. It seems that the well considered idea of helping people find out the drawbacks and help selecting the most appropriate programme, does not work in practice. Learners expressed an idea that the career counsellor might be needed for the unemployed, whereas the employed know what skills and competences they lack. Another aspect that causes consideration was the suggestion expressed by the head of the Adult Education Centre regarding the transparency of the initiative. He suggested publishing the information on the timetables of the lectures so that the institutions did not have an opportunity to cheat. One of the learners suggested that it would be more comfortable and it would save the time and money if people could learn at their workplace. Providing the transparency of the initiative is ensured, this suggestion might be considered. Moreover, learning in the workplace is among the priorities that have to be supported (Leuven Communiqué 2009; Learning while working 2011).

To conclude, both the analysis of the existing documents on introduction and

implementation of the voucher system, as well as the practice show its benefits and admit the necessity of further empirical studies in order to improve it.

5 Discussion

The analysis of the concept and current situation of Latvian adult learning – policy documents and regulatory framework and financial support provided for adult learning by the state and local governments show that in Latvia there is comprehension about the significance of adult learning but disregarding the fact that it is planned to increase the funding for non-formal adult education, it is not sufficient yet. However, it has to be pointed out that Latvia is striving for involving as many adults in lifelong learning process as possible.

Cedefop study mentions 'four driving forces for adult learning policies and strategies at the European, national, regional and sectoral level' (Learning while working 2011:7). One of the driving forces is 'public strategies that combine a range of support measures, services and incentives with the aim of [...] increasing adult participation in education and training, with guidance and counselling playing a fundamental role' (Learning while working 2011:7). The analysed best practice of Latvia in eliminating barriers for lifelong learning – voucher system, clearly reveals its contribution to adult learning. Apart from the provided financial support for adults it also provides learning support recommended by the Council of European Union (Resolution of the Council and of the Representatives of the Governments of the Member States 2008) in a form of counselling that might help adults overcome uncertainties of the present economic circumstances and help choosing the most appropriate courses for each individual.

Disregarding the fact that this initiative is comparatively new for Latvia, it is evident that it is successful. This best practice of Latvia caused considerable interest among the participants of Viet Nam Forum, especially from the Asian countries. The participants initiated a discussion on how to introduce the voucher system in the country, what kind of preparatory work should be done, how to select the programmes (courses) suitable for adult learning, what methodologies to use, how to inform the learners and how to find financial support for such kind of initiative. The discussions among the conference participants showed that representatives from China, Viet Nam and Thailand found this system useful for implementing in their countries and agreed that this could be a means how to eliminate barriers for lifelong learning in these countries, too.

6 Conclusion

Participation in adult learning decreases in Latvia as in the European Union. Provisional 5.3% of participation in Latvia and 9.3% in Europe in 2009 is less than in the previous year and does not support 2020 objective of reaching 15% of participation of adults in learning. There is clear policy and legislative support for promoting adult learning as part of lifelong learning concept in Latvia. State and local governments provide substantial financial support for non-formal adult learning. Roughly 86 thousand persons participated in fully or partially public-funded adult learning in 2009. 15.42 million EUR was spent. In 2010 support increased despite the economic downturn due to the support of European Union structural funds. The continuity of learning process after completing state-funded course is not always ensured by individuals using self-financing. The Eurostat 5.3% participation rate that has been observed in adult learning during the four-prior-weeks and therefore includes the 'dimension of continuity' is less than national yearly observation rate of 7.06%, based on the provided funding. This means that most of nationally funded learning was only short-term and did not result in further individual's motivation to learn. In other words, the person, who uses state funds for adult learning does not continue learning using their own funds afterwards.

The current practice of vouchers proved to be theoretically an efficient state intervention instrument in Latvia by supporting key competences, with defined policy priority of involvement on the 'first-time first-go' basis, a free choice of individuals and the balance between motivation and clear limits with special support for vulnerable target groups and career guidance. Due to limited or no data available on the impact of implementation of voucher system that only started in September 2010, further empirical research shall be conducted to provide evidence of impact of voucher system in Latvia to raising participation rate of adult learning. The conducted formative evaluation research might be considered as a pilot study that gives an insight in the situation and shows some positive and negative trends of the initiative that should be further studied in the whole country in order to eliminate the existing barriers and make the system more viable.

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Scenarios for Viet Nam education on the way of building a lifelong learning system

Pham Do Nhat Tien

Abstract

Building a lifelong learning (LLL) system is an indispensable trend on the way of moving forward of Viet Nam education. With the actual status of Viet Nam education, at least ten to fifteen years of continuous efforts from the state, the education sector, and the whole society are needed so that a genuine LLL system will be created. During that period, strong and unpredicted impacts of socio-economic factors will be able to turn aside the trajectory of Viet Nam education. Using the scenario approach, this paper is a rudimentary attempt to present some possible scenarios for LLL development in Viet Nam in view of helping policy makers to call attention to different LLL futures and to think outside the box.

1 Introduction

A LLL system is an education system in which the policy/idea of LLL becomes a reality. As such, a LLL system encompasses learning from early childhood to post-retirement; includes formal learning, non-formal learning and informal learning; and requires democratic participation as well as responsibility of the individual, civil sector, and employment world.

To be successful in building a genuine LLL system, a paradigm shift in education development is required. That is the shift from the traditional education system to the LLL one. However, it is a difficult shift with many obstacles in view of the actual status of Viet Nam education.

The analysis of those obstacles has already been presented in a previous paper (Pham 2009). Due to these obstacles, the move from the traditional education system to that of LLL proceeds slowly.

Building a LLL system is a trend and a goal of every education system in the world. Actually, there are not yet performance indicators to rank the position of each country on the route towards LLL¹. However, developed countries as well as many developing countries in the region have achieved important initial steps related to theoretical basis and legal framework for LLL development. Implementation has also been carried out from restructuring of the education system, new development of curriculum, improvement of the quality assurance system, to renovation of governance, administration and financing.

Where is Viet Nam on that movement? Unfortunately, although many have already been declared on LLL in Vietnam, we are still attached to the traditional model in terms of theoretical, legal, and practical framework.

The idea of building a LLL system has just been launched only by 2006 when the 10th Congress of Viet Nam Communist Party (VNCP) gave the following directive for education development: 'To gradually shift the actual education model to that of open education – the model of a learning society with LLL system, continuing training, and connecting all levels and sectors of learning –; to build and develop systems of learning for all and flexible modes of learning and practising, responding the needs of permanent learning; and to create different possibilities and opportunities for learners, ensuring social equity in education' (VNCP 2006: 95).

¹ In fact, from 2006, the Canadian Council of Learning has already developed the Composite Learning Index (CLI) to measure Canada and its more than 4500 community's progress in LLL. Inspired by that approach, by August 2010, the European Lifelong Learning Indicators (ELLI) Index for the EU has been achieved in view of assessing the state of LLL in the 27 EU member states.

One year later, after the entry of Viet Nam into WTO, it was decided at the highest level to develop an overall plan for education reform in view of successfully responding to opportunities and challenges in the context of deep and broad international integration (VNCP 2007). It seems evident that such a reform will be oriented to build a model of learning society with LLL system. That is we shall witness a paradigm shift from the existing education system to a genuine LLL system. Of course, there is still a long way to go before reaching that goal.

There is not yet any study as well as any directive about how long the actual Vietnamese education system will be truly a LLL one. However, based on the vision and goal of building a learning society in Viet Nam (The Government 2001; 2005), and compared to international experiences (See for example Ahmed 2009; EU 2003; Republic of Korea 2007), at least ten to fifteen years of continuous efforts from the state, the education sector, and the whole society are needed so that the shift to LLL system will be successful.

During that period, what will be the impact of socio-economic factors to the trajectory of Viet Nam education? In the context of a rapidly changing and unpredictable world as our present world, the study of such an impact to shed light on education futures is an urgent task in policy development (See for example Keri 2009; The Millennium Project 2009; Stephan 2004).

Actually there are many approaches in the study of education futures. The common point of these approaches is to consider the future as uncertain, no one can predict the future, but one can look forward to a range of possible futures. For policy makers and educational administrators the question is which of these possible futures are the most desirable for Viet Nam LLL development.

In this paper, the OECD scenario approach (CERI 2007) is used to illuminate what is possible for Viet Nam education in its trend of moving towards a LLL system. The impact of socio-economic factors will be analysed in section 2. On that basis, in section 3 some possible futures related to the formation of LLL system in Viet Nam will be presented. The conclusion in section 4 will suggest refinement of the study in view of obtaining robust scenarios so that they will form a sound basis for strategic development and policy making in building a LLL system in Vietnam.

2 Impact of socio-economic factors

According to OECD Center for Educational Research and Innovation (CERI 2008), trends shaping education can be classified into four major trends: (1) demographic trends such as increase in population, ageing population, mobility, living conditions; (2) economic trends such as growth model, labour structure, employability; (3) ICT trends related to digital technology, learning society; (4) political and societal

trends such as role of the government, family and society environment, sustainable development.

Adapting these trends to Viet Nam concrete conditions, we can discern the following: (1) formation of the golden stage of Viet Nam population; (2) paradigm shift of the economic growth model; (3) increased impact of ICT development and application; (4) trends in education market formation; (5) role of the state and the civil society.

2.1 Formation of the golden stage of Viet Nam population

While developed countries are facing challenges of an ageing population, Viet Nam is benefiting opportunities of the golden stage of its population, according to which corresponding to two people in the working age there is only one dependent people. This stage will last for about 30 years, offering our country a big opportunity for development owing to an abundant and young labour force. Whether this opportunity will turn into reality depends chiefly on the quality of the labour force. However, if we take the technical and vocational level as measure of the labour force quality, then the 2009 population census showed a big challenge: 86.6% of the population above 15 years old, that is about 55.6 million people, have not yet received professional training and remained unskilled (Central Steering Committee for Population and Housing Census 2009). Building a LLL system requires therefore restructuring the actual education and training system so as besides meeting the educational needs of 22 millions formal students, it has to respond effectively to the training needs of the above-mentioned 55.6 million people. This places education in face of the traditional problem of quantity versus quality, but at a higher level of complexity than before.

2.2 Shift of the economic growth model

Entering the new stage of development, Viet Nam needs to change its growth model and to restructure the economy. It is stipulated in the Socio-Economic Strategic Plan for 2011-2020 that: 'Viet Nam has to shift from the growth model based chiefly on extensive development to that of rationalisation between extensive and intensive development'. As such, Viet Nam will gradually give up the advantage of cheap labour to promote that of professional human resources. Rapidly developing human resources, especially high quality human resources, is now a strategic breakthrough in development. This entails a corresponding paradigm shift in education development model. The traditional learning model which has already contributed actively to the previous economic growth model, is now considered as an obstacle to socio-economic development in this new stage, and therefore needed to be replaced by a new one, that of LLL learning.

2.3 Increased impact of ICT development and application

The ICT revolution differs from all other previous technological revolutions in that it is so strong and broad that to penetrate the living of everyone, everywhere, and at any time. We are witnessing new generations of computers which are faster, smaller, cheaper, stronger, with an expanding world wide web, progressing towards web 2.0 in which Internet users do not passively download information more but participate actively in the creation of new content, ranging from the creation of a personal blog, sharing ideas within social networks like Facebook, to the creation of an on-line encyclopaedia (Wikipedia). Education has already carried out its first move towards computerisation of teaching, learning, and school management. However, the digital revolution is raising a lot of questions related to a radical change of teaching and learning, ranging from curriculum content to teacher role, school organisation, educational networks for LLL, etc... In these last few years, access to Internet connection has been successfully implemented at all educational institutions in Vietnam. ICT application is strongly encouraged; however the overall picture is still standing with the introduction of computers into the learning setting. Even compared to countries in the region, for example Malaysia with its program of developing electronic schools in the whole country, Viet Nam seems to be still embarrassed on its way of educational modernisation based on ICT infrastructure development. It is therefore urgent to carry out studies and then make decisions so that the new educational development model takes advantage of the full potential which ICT revolution will bring in educational organisation and operation, especially in LLL.

2.4 Trends in education market formation

Almost everywhere in the world, the notion of education market is strongly objected by people in the education sector as well as the civil society. However, education market was already a reality by the end of the 1980s in some countries such as USA, UK, Australia, Chile, and New Zealand. With the approval of the General Agreement on Trade in Services (GATS) in 1995, WTO officially recognised the education market and laid down a regulatory framework so that it became an international one. In Vietnam, even before the entry into WTO, with the issuance of Decree Nr 06/2000/ND-CP regulating the establishment of for-profit foreign educational institutions in Vietnam, and the issuance of Resolution Nr 05/2005/NQ-CP recognising the for-profit mechanism in operation of non public schools in Vietnam, we have implicitly opened the door for the entrance of market into some segment of education. With GATS commitment, we have officially agreed for foreign investors to have market access in professional, tertiary, and adult education. Therefore, an education market is being emerged, it is actually still precarious but able to grow strongly in future in line with LLL system development. The point is that instead of refuting it, it is necessary to recognise its reality in view of trying to manage it, regulate it, and bring into play its positive effects. Some studies

in the world consider it only as a quasi-market. In China, it is called as state-oriented market. Our studies related to education market are still petty, unsystematic, and unprofessional. We have not yet developed any policy and institutional framework vis-à-vis the education market. Yet, when starting the renovation process in our country with the shift from centralised economy to socialist-oriented market economy, our primary important task is to build an institutional framework for that economy. Until now, the task of improving the institutional framework for socialist-oriented market economy is still a key one in development orientation. From that viewpoint, institutionalising the education market in Viet Nam may be considered as an urgent task in view of laying down a legal framework for a successful development of education towards LLL system building in a more complicated context.

2.5 Role of the state and the civil society

It is stipulated in the Viet Nam Education Law that: 'The State shall give priority to the investment for education...The State budget shall play a key role in the total resources invested in education' (National Assembly 2005: Article 13). In other words, in Viet Nam the State remains the big patron responsible in conducting education development. However, the state budget cannot keep in pace with education development. Limiting only within the traditional learning model, Viet Nam education is always facing the big contradiction between educational development high objectives and poor financial resources. This contradiction will become more critical during the shift to LLL system when the problem of quantity versus quality does not limit more to the school age but includes also the working age. The actually agreed solution for overcoming that contradiction is promoting social participation to education. Basically, that is the formation of a flexible and efficient public-private partnership, in which the State takes main responsibility in financing compulsory education, assuring social equity in education, and supporting other fields of education. This partnership requires a wise treatment of interest in education development between three sectors: the State, the market, and the civil society. The State makes every effort in assuring education as a public good, the market attempts to treat education as a private good, and the civil society endeavours to contribute to education development on a non-profit basis. In Vietnam, although the civil society is still young, but its role in education is growing stronger and stronger, ranging from resources contribution to social defence, participation to decision-making process, and policy supervision. In the context of education market formation and development in line with the implementation of GATS commitment in education, the enhancement of the role of the State and the civil society will have an important impact on the shaping of LLL system in Vietnam.

3 Possible scenarios for LLL system in Viet Nam

3.1 Opportunities and challenges

The impact of the above-mentioned factors leads basically to the creation of opportunities and challenges. Taking advantage of the opportunities and overcoming challenges play key role in decision making for shaping LLL system in the future. Therefore it is necessary to list opportunities and challenges as follow:

Nr	Opportunities	Challenges
1	Entrance to the golden stage of population.	The problem of quantity versus quality becomes critical.
2	Shift from the extensive economic growth model to the intensive one.	A new model of education development in accordance with the new economic growth model is needed.
3	Theoretically, ICT application to educational organisation and operation is strongly encouraged.	Practically, ICT application in education is lagging behind compared to countries in the region and the world.
4	Viet Nam entry into WTO and GATS commitment in education may open new opportunities for education development.	The issue of education market is chiefly got round and has not yet been considered satisfactory.
5	The State plays a key role in providing resources for education development.	A dynamic balance of interests between three sectors – the State, the market, and the civil sector – is needed for LLL system development.
6	The civil society is playing more and more active role in education development, ranging from resource contribution to social defence and policy supervision.	The civil society in Viet Nam is still young and limited in financial contribution to LLL system development.

3.2 The scenario approach

What will be the LLL system in future depends on the policy making and implementation so that positive effects of the socio-economic factors are brought into play. In the worst case, if challenges are not overcome then the future educational picture will be similar to the existing one, and education go on lagging behind compared to economic development of the country and to other advanced education systems in the world. In the best case, if opportunities are fully exploited, then

Viet Nam education will truly shift to a new stage of development with its genuine LLL system, thus playing as a driving force and breakthrough for socio-economic development. In reality, a complex interplay of opportunities and challenges will lead Viet Nam education to some middle position.

To explore the futures of education, the scenario approach is usually used as an appropriate tool for reflection. In this approach, both logic and imagination are used to provide 'outcome-based' snapshots of the future, many of which might be left unnoticed in the extrapolation-based traditional approach. Therefore, with the scenario approach, one can overcome the familiar shortcoming which is extrapolation in the process of strategy development. However, scenarios are not predictions for strategy development. They are only descriptive of possible futures in view of opening minds to consider new possibilities, and therefore stimulating policy debate before coming to strategic decision.

Theoretically, one can generate an infinite variety of scenarios. However, for the sake of simplicity and for a good selection of possible futures, education is usually represented as a two-dimension space. The identification of these dimensions depends on the aim of the study. For example, for the construction of scenarios for LLL development in Europe, the European Center for the Development and Vocational Training (CEDEFOP) distinguished between three contextual environments for training (Sellin 2002). They were respectively 'the economy and technology', 'employment and the labour market', and 'training, skills and knowledge'. Each contextual environment was characterised by two appropriate dimensions, on that basis four sets of provisional scenarios were proposed and analysed, facilitating the process of strategy formation for vocational education and LLL in Europe.

3.3 Proposed scenario approach for LLL system in Viet Nam

With the socio-economic trends as analysed in section 2, we can distinguish different contextual environments for scenario development similar to the approach carried out by CEDEFOP. Within the limitation of this paper, in view of a preliminary exploration of some possible futures, we shall introduce only one contextual environment, which is 'the economy and technology'.

Hence, the two dimensions will be: 1/ model of educational delivery (or the economic dimension); 2/ model of educational organisation (or the technological dimension).

Along dimension 1, the direction of educational delivery moves from the quasi-monopoly model to that of quasi-market. The quasi-monopoly model is the one in which besides the key role of the State in education delivery, there is also the participation of organisations and individuals, but there is not yet competition. If the competition mechanism is created and activated, then it is the quasi-market model.

Along dimension 2, the direction of educational organisation in technological terms moves from the traditional model to that of computerisation. Increased application of ICT will be the main driving force in this move. Of course, this will be a gradual move from little computerisation to comprehensive computerisation, starting with the introduction of computers and Internet connection in the learning setting as we are now doing, then carrying out the formation of electronic schools, exploitation of open source software, facilitating e-learning, m-learning, developing educational networks so that everyone can learn, everywhere, every time.

This produces the four scenarios in the following matrix:

Quasi-monopoly model in education delivery	Quasi-market model in education delivery
<p>Sc1. Offer does not meet demand in LLL. Persistent difficulties in connectivity and streaming. Formal education remains the first choice. Non formal education is still left behind. Informal education is not yet considered. No satisfactory solution for the quantity versus quality issue. Halfway formation of the LLL system.</p>	<p>Sc2. Some progress in meeting education demands. Opportunities for learners in choice for where and how to learn. Linkage between training market and labour market. Positive change in education quality due to competition. Formation of a LLL system with risks related to inequity, brain drain, and fraud in education.</p>
<p>Sc3. Basic changes in education system structure, institutional network, method of teaching and learning. Increased access in LLL can be met. Difficulty in implementation of the model due to big demands in financial resources, advanced ICT infrastructure, and modern management. Trade-off between quantity and quality. Slow and unsustainable formation of the LLL system.</p>	<p>Sc4. The LLL system is a whole societal network with strong linkage between education institutions, research organisations, and enterprises. Competitive mechanism and technology progress create diversification in education organisation and activities. Financial resources are mobilised strongly from the civil society and market. Faster formation of the LLL system with risks related to inequity and fraud in education.</p>

3.4 Scenario choice

Actually, the Viet Nam education system corresponds to scenario 1, according to which the education provision is quasi-monopoly, and the educational organisation is still the traditional one with little computerisation.

According to the above-mentioned four scenarios, we can explore different options for Viet Nam education futures on its way of building a LLL system, either keeping its status quo as in scenario 1, or shifting to other scenario, may be scenario 2, 3, 4, or something in the middle.

With the actual manifestation of Viet Nam education, its trend seems to move to scenario 2 with the introduction of competitive mechanism in educational activities². The modern education model with comprehensive computerisation has not yet received any significant stimulus in policy setting as well as in scientific research. This may be linked to different obstacles related to the awareness, the management ability, and the capacity of implementing the computerisation policy of different authorities in Vietnam. Among which, the most critical one is that until now the restructuring of the education system towards a LLL system has never been put in the agenda of educational policy-makers, even when the policy of building a LLL system has already been stipulated in the Resolution of the 10th VNCP Congress. In the next decades, when human resources training are considered as a strategic breakthrough in development, it is imperative to shift Viet Nam education system from the traditional model to that of comprehensive computerisation in order to open effective ways in solving the problem of quantity versus quality in LLL system development. Therefore, the move to scenario 3 or 4 is needed. However, taking into account the formation and development of education quasi-market in Vietnam, it will be desirable and practical to move to scenario 4, which is enhancing both the strength of market mechanism and benefits of ICT revolution.

4 Conclusion

The aim of this paper is to use the scenario approach in an attempt to explore some preliminary possible futures for LLL system development in Viet Nam over the next 10 to 15 years. This is of course a rudimentary attempt since to have reliable and robust scenarios the methodology requires a systematic development process, involving as many stakeholders as possible, with large amounts of quantified data (Jonas 2004). Therefore, scenarios presented in this paper should be considered only as exploratory in view of helping policy makers to call attention to different LLL futures and to think outside the box.

However, from scenarios analysis, we can deduce the following remarks: 1/ No genuine LLL system can be achieved under the present rigid financial mechanism and backward educational organisation; 2/ New drivers in LLL system development,

² In the 16th draft dated April 27, 2010 of the Viet Nam Education Strategic Development for 2011-2020, it is stipulated that: 'the development of educational services and enhancement of healthy competition within the education system is among the driving forces for education development'.

namely the market mechanism and ICT advance, have to be considered and enhanced actively.

Of course, once well-designed, robust scenarios are created on basis of thorough analysis of trends in education, the socio-economic environment and the international context, we are able to discover unexpected realms of the possible future, thus enabling policy-makers to have solid and fruitful backgrounds for LLL system strategic development.

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Opportunity for participating in lifelong learning activities of workers in Thailand

Sumalee Sungsri

Abstract

This research was carried out in order to study the present opportunity of the workers in Thailand in obtaining lifelong learning and to identify their needs for lifelong learning. Then a guideline for providing lifelong learning for these workers was proposed. 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 percent of them had chance to attend 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.

1 Introduction

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 2009-2016 (Office of National Education Commission 2010) and the Proposals for the Second Decade of Education Reform year 2009-2018 (Office of National Education Commission 2009) 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 the Act and these policies, every sector, whether government or non-government agencies or educational institutions or local organizations are encouraged to provide or take part in providing and promoting lifelong learning to every group of people.

However, one of the main target groups which need very high attention is the workers. Because this group has direct effect upon economic development of the country. The number of workers were increased year by year. For example in the year 2000, there were about 37 millions of workers out of 62 millions of the whole population. (Office of National Statistic 2000).In the year 2005, there were about 43 millions workers out of 63 millions of the whole population.(Office of National Statistic 2005). But most of them still had low education background. For example approximately 70 percents or 31 out of 43 millions of them still have only secondary education or lower (Office of Non-formal Education Administration 2005). Moreover, a number of them did not have any vocational knowledge background before entering the labour market. Once they entered the labour market, they had very rare chance to attend any kind of vocational training or obtain any kind of education because of their tight work schedule.

The study on preparing young women to enter the labour market also found that about 77 percent of women workers had no vocational background before entering the labour market. These young women showed high demand to obtain related knowledge both before and during working in the labour market. They stated that related knowledge could help people who about to enter labour market get good jobs and could help those who were already in the labour market get better positions and earned more incomes. (Sungsri,S. and Piratchapan,P. 2000). This means that low education and no vocational knowledge background were found in both groups, those before entering and those who have already been in the labour market. The number of low education background workers seems to be accumulated year after year. Eventhough the government has paid highly concerned to this situation but it changes rather slowly. In the year 2008, it is still found, through the research and development project for upgrading knowledge and skills of workers by distance education, that approximately 65 percent of workers had only early secondary education or lower. (Sungsri,S. and others 2008).

In the situation of high competitive labour market both within and outside the country and the rapidly change of economic, social and environment as at present, the labour force of the country should not have only this level of education background. They need not only upgrading their educational background to higher level but also continuously improving their vocational knowledge and skill to meet with the changes and the demand of labour market in every period. Education and training provided for them should serve their needs. They should be more flexible and different from the conventional class room. Methods and strategies for providing education for them should fit with their nature and their tight schedule of work. For example, they may be able to study at their own convenience time without having to leave their jobs. The most important thing is it should be a lifelong learning process.

In order to come up with a suitable approach for providing lifelong learning opportunity to these workers as mentioned, the author has conducted a study in the year 2010.

2 Objectives of the study

This study was carried out with the following objectives:

- 1) To study opportunity of workers for obtaining lifelong learning at present.
- 2) To identify need of workers for lifelong learning.
- 3) To propose a guideline of providing lifelong learning for workers.

3 Method of the study

The study was carried out in 3 provinces around Bangkok which is the main industrial area.

The samples of this study consisted of 2 groups:

- 1). 600 factory workers. The researcher firstly randomly selected 6 factories from 3 provinces, 2 from each province. Then from each factory, 100 workers were randomly selected.
- 2). 30 factory administrators and 90 worker's supervisors. From each of the 6 sampled factories, the researcher purposively selected 5 administrators and randomly selected 15 supervisors. The total sample of administrators were 30 people and the total sample of supervisors were 90 people.

The total samples of this study was 720 people.

Research instruments employed were 2 sets of questionnaires, one for the workers

and another one for the administrators and the supervisors. The researcher with the assistance of the Directors of the Provincial and the District Non-formal and Informal Education Centres in the sampled provinces asked for permission from the administrators of each factory for data collecting. Apart from collecting data by questionnaires, the researcher also interviewed 10 workers, 2 administrators and 3 supervisors for additional information. For data analysis, quantitative data were analyzed by frequency, means, percentage and rank of order. Qualitative data were analyzed by content analysis. After all data were analyzed, they then were synthesized to form up a guideline of providing lifelong learning for the workers.

4 Main findings 4.1 General information of the workers

The study showed that approximately 60 percent of the workers were female and 40 percent were male. For their age, about 46 percent were between 20-30 years old, 33 percent were 31-40 years old and the rests were over 40 years old. For their home town, approximately 79 percent came from rural areas. For their education background, about 33.4 percent finished primary education or lower, 33.2 percent finished 9 years basic education, 20.2 percent finished 12 years secondary education, 4.6 percent finished 12 years vocational secondary education, 3.6 percent finished associate degree and 3 percent finished bachelor's degree. Most of them had monthly income between 4,001-8,000 baht (47.4 percent). (30 baht is about 1us. dollar). Next were lower than 4,000 baht (26.6 percent) and 8,001-12,000 baht (17 percent) respectively. Most of them (72 percent) worked as workers or labours whilst about 18 percent were specialist or technician and the rests did administrative work. Most of them (44.7 percent) worked 54 hours per week. Next worked 48 hours (23 percent) and 60 hours (17.2 percent) respectively.

4.2 Opportunity of workers for obtaining lifelong learning at present

4.2.1 Information from the workers

Approximately 59.5 percent of the workers stated that they received pre-job training when they started work at their factories while 39 percent said no. The period of time for training that they received most was 1 day (27.3 percent). Next were 2 days (24 percent), 3 days (21.4 percent) and more than 3 days (18.7 percent). Approximately 46.3 percent of them agreed with the usefulness of the training that they received while 32.7 percent more than agreed and only 5 percent stated rather disagree. The most important topics which they were trained by their factories last year were company policies (36.7 percent), company's new products and services (13 percent),

strengthen existing occupational skills (12 percent) and computer literacy (9.8 percent). For training which were not organized by their own factories, only 13.3 percent of the workers stated that they had chance to attend some while 86 percent stated no opportunity.

4.2.2 Information from factory administrators and supervisors

Approximately 35 percent of factory administrators and supervisors stated that the employees should be already trained well before start working whilst 59 percent stated that the employees should received additional training while working. About 41 percent of these factories had prepared special budget for additional education and training for the workers. Approximately 62 percent of these factories provided training for their employees while about 38 percent did not provide. For training duration, about 21 percent provided 1 to 2 days training while 15 percent provided about 10 days training. For those factories which did not provide training for their workers, the reasons they gave were having no time (29 percent), no budget (23 percent) and no demand from the employees (16 percent).

4.3 Needs for lifelong learning of the workers

The workers stated that types of knowledge and skills that most important for their current jobs was computer skills. Next were foreign languages, creative thinking skill, communication skill, management skill and reading and writing skill respectively. Approximately 71 percent of the workers stated that they needed additional training or education. The reasons for additional training and education were: to progress at the current jobs (43 percent), to obtain more salary (29 percent) and not to loose jobs (23 percent). The workers said that obstacles which prevented them from additional education or training were having no time because of too heavy workload (31 percent), expenses of training (13 percent), training places were too far (9.3 percent) and got no information (9.2 percent). Scope of education or training that they needed were basic skills (45 percent), vocational skills (30.3 percent) and basic education (22.8 percent). In case of face to face training, places that workers preferred to attend training were local schools (24.3 percent), government training centres (16.3 percent), private training centres (14.5 percent) and distance training centres (14.1 percent).

Most of factory administrators and workers' supervisors agreed that lifelong learning was very necessary for the workers. They stated that the workers need continuously education or training in order to keep them up to date with the demand of labour market. They stated that types of skills and competencies which factories required most was teamwork skills. Next were occupational skills, literacy skills, self learning

skills, management skills, communication skills, creating skills, problem solving skills, computer skills and foreign language respectively.

4.4 A guideline for providing lifelong learning for workers

After the researcher analyzed and synthesized all data obtained for serving research objective 1 and 2, then all data were synthesized to propose a guideline for providing lifelong learning for workers as follows :-

1) Necessity of lifelong learning for workers.

Most of the respondents, both workers and factory administrators and supervisors agreed that it is very necessary for workers to obtain lifelong learning . Therefore all concerned agencies, education institutions, local organizations and industrial sector should co-ordinate and cooperate to provide lifelong learning for the workers through out the country.

2) Objectives for providing lifelong learning to the workers.

Lifelong learning activities provided for the workers should cover knowledge and skills which enable them to :- (suggested (in order) by the workers)

- (1) progress at their current jobs
- (2) obtain more salary
- (3) have knowledge for further education
- (4) have extra jobs
- (5) have knowledge and information useful for their day to day living

3) Types of knowledge and skills which should provide for the workers. (in order)

- (1) Professional skills
- (2) Computer skills
- (3) Foreign language skills
- (4) Social welfare and labour law
- (5) Basic education
- (6) Communication skills
- (7) Problem solving skills
- (8) Work discipline

4) Methods or strategies which should be employed for delivering knowledge and skills for workers were: (in order)

- (1) organize training or workshop
- (2) organize face to face teaching or training
- (3) organize face to face training together with distance learning
- (4) use distance learning method only

5) In case of delivering knowledge and skills through printed media, form of printed media preferred were: (in order)

- (1) booklets with pictures
- (2) newspapers
- (3) posters
- (4) journals

6) In case of providing knowledge and skills through electronic media, electronic media preferred were: (in order)

- (1) television
- (2) computer
- (3) video
- (4) radio
- (5) CD/VCD

7) In case of providing knowledge and skills for workers through face to face training, location preferred were: (in order).

- (1) at their own companies
- (2) at local schools or education institutions
- (3) at government training centres
- (4) at private training centres

8) Support required from the factories. The workers required the following support from their own factories. (in order)

- (1) providing training or workshop within the companies/factories
- (2) allow workers to further study or training
- (3) flexible working time for workers to study
- (4) giving financial support
- (5) providing related information or establishing library within the companies.

5 Conclusion

The results of the study showed that education background of most of the workers was rather low. For example 33.4 percent finished primary education or lower, 33.2 percent finished early secondary education and 20.2 finished secondary education. Moreover, most of them had no vocational background before entering labour market. Even though, while they were working in their factories some of them (e.g. 59 percent) received additional training but most of the available training were in a short period of time, only 1 or 2 days. Apart from the short period training which made available by their own factories, most of the workers(86 percent) said they had no chance to obtain any other additional education or training. The main reason was they had no time because of the heavily workload. In fact they still needed more knowledge and related skills through out their working live. Factory administrators and supervisors also suggested the same point.

This findings reflected a high demand of education or training to serve these workers. At the present situation which the world social and economic are changing rapidly and also the high competition of the labour market, only this level of education background of the workers is not enough. They need more knowledge and related skills in order to help them face with the changes and the demand of the labour market. This should be in the form of lifelong learning process.

To upgrade knowledge and skills for these workers, co-operation of all related agencies whether government or private agencies and factories are required. Short-term and long term plan for developing these workers are needed. This study also provides a guideline for providing continuously education and training or another word lifelong learning for these workers. The guideline composes of objectives of providing lifelong learning, knowledge and skills required, method of delivering knowledge and skills, etc. The researcher believes that the results of this study could be useful for all agencies, institutions and factories which involve with upgrading and developing education of workers as mentioned above. With appropriately applied and administered, this guideline could significantly help workers in Thailand obtain lifelong learning opportunity.

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Core Competences

Enhanced Competence: A Need in a Risk Society

Patcharawalai Wongboonsin and Kua Wongboonsin

Abstract

Based on the risk-society and demographic-dividend nexus, this research paper addresses the current and future socio-economic and demographic challenge to highlight the need to strengthen attempts to enhance competence of human resources in both the stock and flow of the labor market. It highlights the experience of ASEM member economies in their transition from the first modernity to second modernity and its effect on their move from the first demographic transition to the second demographic transition. It raises the challenge of their opportunity of transition from the first demographic dividend to the second demographic dividend, while maintaining that enhanced competence of the human resources in both the stock and flow of the labor market is a key strategy to turn the risk of ageing societies to sustained economic benefits rather than an onus.

Key words: Competences, Human resource development, Labor productivity, Demographic dividend, Demographic transition, Risk society, Individualization, DINK society, SINK society, Second modernity, Ageing society

1 Introduction

Based on the risk-society and demographic-dividend nexus, this research paper addresses the current and future socio-economic and demographic challenges to highlight the need to strengthen attempts to enhance competence of human resources in both the stock and flow of the labor market. Based on an archival research, this research paper is divided into four parts. After the introduction, it discusses the current and future socio-economic and demographic challenges in the context of a risk society, while drawing attention to its linkage with the notion of the transition from the first modernity to second modernity, and that from the first demographic transition to the second demographic transition. While covering the experiences of ASEM member economies, those of Thailand and the Republic of Korea are highlighted in a comparative perspective. Then, to turn a threat into an opportunity, it discusses the need for the strategy to enhanced competence of human resources. This is to open an opportunity for second demographic dividend rather than a demographic onus once the first demographic dividend is over. While the case studies of Thailand and the Republic of Korea are highlighted, the current attempt in the European Union, as an ageing society to pave the way for the sustained development and competitiveness of the member economies, is also relied upon. In the concluding part, it raises the need to strengthen attempts to enhance competence of the human resources in both the stock and flow of the labor market is a key strategy to turn the risk of ageing societies to sustained economic benefits rather than an onus.

2 Risk Society from a Socio-economic and Demographic Perspective

One may not deny that the current world is, in certain aspects, much better than it was decades ago. Among others, UNDP in its Human Development Report 2010 (p. 3) maintains that dramatic improvements in an aggregate term have incurred to many people around the world in key aspects of their lives, including life expectancy, school enrolment, literacy and income, given an 18 percentage increase in the world's average human development index (HDI) since 1990, with a narrowing gap of human development between poor and rich countries.

Against such a positive the notion of world development, concerns have arisen across the globe about several factors negatively affecting the path towards better human development, human security and sustainable development. Among those factors, the following intensified threats serve particularly as a highlight among policy makers, public officials and mass media: global climate-change hazard, natural disasters, financial and economic crisis, unemployment, terrorism, transnational crimes, as well as newly emerging diseases and illnesses. From a demographic

perspective, there are also rising concerns about the divergent trends of population growth, to worsen living conditions for the current and future generation, and depopulation to negatively affect sustained development of the economies and intergenerational justice.

The current concerns about the above mentioned threats and hazards to affect the future of the society and the safety of human beings are very much relevant to the notion of a risk society. The term “risk society” has been introduced since the 1986, firstly by sociologist Ulrich Beck¹, and developed further by himself and his associates². The notion of risk paradoxically represents unintended consequences of the current development when a society becomes modernized on a radicalized basis, or the so-called second modernity, a concept of second modernity developed by Beck and his associates³ to reflect a new stage of human civilization under a cosmopolitan paradigm of liberal capitalism, globalization, opening and knowledge economies, as well as informatization and cyberspace manipulation of life forms.

At the public-sphere level of a society, the first modernity’s nation-state society, the notion of a citizenship of a nation-state, the central role of bureaucratic-authoritarian state, and the institutionalized collective identities of classes, families and ethnicities are being challenged by the dominating forces of industrial, political and cultural globalization in the second modernity. At the intimate-sphere level of the society, the first modernity’s enshrined notion of nationality, rule following, as well as male and female identities in a nuclear family are being challenged by the trend of radical individualization, rule finding, each individual people are trying to run their own ways of life, trying to cut loose the relationship from his/her social bonds, status-based class, status fate. This reflects in the trend of an individual’s self-culture, individualized lifestyles, gender revolution, flexible identities of male and female in flexible families with fewer less clear guidelines and responsibilities in families, the notion of citizenship without borders, and a virtual community as a social pattern. In the labor market, the class culture of work, the notion of permanent employment-social identity link, the routine and discipline-base of work, and the ideology of full employment are being challenged by flexible work hours, decentralization of work sites, flexible and self-programed workers. Meanwhile, underemployment and/or unemployment turn structural in the labor market⁴.

¹ See: Ulrich Beck (1992). *Risk Society: Towards a New Modernity*. New Delhi: Sage. (Translated from the German *Risikogesellschaft de Risikogesellschaft* published in 1986.

² See for example: Anthony Giddens (1990) *Consequences of Modernity*. Cambridge: Polity Press; (1999) “Risk and Responsibility” *Modern Law Review* 62(1): 1-10; Ulrich Beck and Elizabeth Beck-Gernsheim (2002). *Individualization: Institutionalized Individualism and its Social and Political Consequences*. London: Sage; Ulrich Beck and Edgar Grande (2010). “Varieties of Second Modernity: The Cosmopolitan Turn in Social and Political Theory and Research.” *British Journal of Sociology* 61 (3): 409-443.

³ Beck and Beck-Gernsheim (2002) *Ibid*; Beck and Grande (2010) *Ibid*.

From a demographic perspective, there are two major imbalance trends to affect human development and sustainable development in years to come: population explosion in simultaneous with depopulation. The former is reflected in the notion that the global population rose from 3 billion in 1960 to estimated 6.8 billion in mid-2010 and is expected to reach 9.2 billion in 2050⁵. Such an increase in global population is mainly attributable to developing countries, which have yearly added over 80 million to the population, and 20 million of which are from the poorest of those countries⁶. While such a notion of growing population at the global front affects concerns in terms of threats towards sustainable development and exacerbating poverty, particularly in Africa and West Asia⁷, there is also concern about to the trend of depopulation in developed countries across the globe. The latter leads further to following concerns: a shrinking proportion of working-age populations, and an enlarging proportion of the elderly, posing threats as a major obstacle to economic and social development. This is particularly in terms of the impact on intergenerational justice, the possibility for a demographic burden on the society, and economic development on an unsustainable basis⁸.

The authors maintain that the second trend of depopulation reflects many parts of the globe being shifting from the first to second demographic transition. The first demographic transition refers to the historical declines in mortality and fertility, as witnessed from the 18th Century onward in several European populations, and continuing at present in most developing countries. The end point of the first demographic transition was supposed to be an older stationary and stable population corresponding with replacement fertility (i.e. just over 2 children on average), zero population growth, and life expectancies higher than 70 years. As there would be an ultimate balance between deaths and births, there would be no “demographic” need for sustained immigration. Moreover, households in all parts of the world would converge toward the nuclear and conjugal types, composed of married couples and their offspring⁹.

⁴ The Sociology Hub. Available from <http://sociology.wetpaint.com/page/Ulrich+Beck>. Retrieved on 24/12/2010.

⁵ United Nations Population Division (2009). *World Population Prospects: The 2008 Revision*. New York: United Nations Population Division.

⁶ Population Reference Bureau (2010). “World Population Data Sheet” 28 July.

⁷ “The Seventh Billion.” *The Economist Online*. November 22, 2010. Available from www.economist.com/blogs/multimedia/2010/11/world_population; Population Reference Bureau (2010). *Ibid*.

⁸ See for example, Wolfgang Lutz and Vegard Skirbekk (2008) “Low Fertility in Europe in a Global Demographic Context,” pp. 3-19, in Joerg Chet Tremmel (Ed.) *Demographic Change and International Justice*. Springer; Teresa Toguchi Swartz (2009). “Intergenerational Family Relations in Adulthood: Patterns, Variations, and Implications in the Contemporary United States,” *The Annual Review of Sociology* 35, pp. 191-212.

⁹ Lesthaeghe, R. (2010). “The Unfolding Story of the Second Demographic Transition.” *Population and Development Review* 36 (2): 211-251.

The second demographic transition, on the other hand, expects no such equilibrium as the end-point. Unlike the first demographic transition, where the decline in marital fertility was contributed by reductions at old ages and lowering mean age at first parenthood, during the second demographic transition one would notice fertility to further decline, due mostly to postponement in marriage, a multitude of living arrangement other than marriage, the disconnection between marriage and procreation, and increasing mean age at first parenthood. Structural sub-replacement of fertility and declining sizes of population accordingly turn into the key feature of the second demographic transition, unless there is replacement migration¹⁰.

Very low fertility is not limited to Europe and other Western Countries. It is increasing so in East Asia and such Southeast Asian countries as Singapore and Thailand. They are now experiencing a further decline in fertility, continuously from the early 1960s.

ROK, for example, had been recorded with a high total fertility rates (TFR) of 6 prior to 1960. Two decades after the introduction of an aggressive family planning program, ROK completed its first period of fertility transition in the 1980s with TFR dropping to a below-replacement level. Since the late 1990s, ROK has turned to the lowest-low level of fertility. In 2001, it was 1.3 and further accelerated to 1.08 in 2005. Meanwhile, a previous study maintains that the TFR in Thailand is expected to have fallen from 6.3 children per woman in 1964-1965 to a below replacement level of 1.54 children per woman in the current period of 2010-2015, eventually reaching a TFR of 1.35 between 2025 and 2030.

Such a rapid fertility decline from the 1990s onward in ROK and Thailand is a trend associated with the afore-mentioned remarkable changes in marriage and family patterns in both societies as well as changes in economic structures.

The fertility declines in both societies are expected to lead to a higher proportion of the ageing population as well as a higher dependency ratio. Against the dwindling curve of the proportion of the population below 15 and between 15–59 years of age in the twenty-first century, Table 2 shows that the proportion of the ageing population is increasing quickly in both ROK and Thailand, with the former being relatively intense.

¹⁰ Lesthaeghe (2010). Op Cit.

Table 1: Population Trends, Medium Projection

	ROK				THAILAND			
	1950	1980	2020	2050	1950	1980	2020	2050
Total Population (N)	20,357	38,124	51,893	51,275	20,010	46,718	70,975	74,188
Children (0-14) (%)	41.7	34.0	17.8	16.0	42.5	40.0	19.8	16.8
Working Age (15-64) (%)	55.3	62.2	70.0	59.3	54.5	56.5	70.1	60.2
Retirement (65+) (%)	3.0	3.8	12.3	24.7	3.0	3.5	10.1	23.0

Source: Based on The DemoTools software: Tool #1 - Population Projections (conceptualized, designed and programmed by Gerhard K. Heilig. Copyright © 2000 by Gerhard K. Heilig).

3 Enhanced Competence of Workforce: From First to Second Demographic Dividend Rather than Demographic Onus

Economic growth in Europe, East Asian, and such Southeast Asian countries as Singapore and Thailand during the economic miracle period relied on large cohort of baby boomers. ROK and Thailand also relied upon a pool of surplus workers from rural areas.

East Asia, Singapore and Thailand were among the seven tigers of the Asian economies in the 1960s-1990s. As in Europe, previous growth in those economies was contributed by a high proportion of the population in the labor-force age, particularly the youth adults. Such contribution of the so-called “demographic dividend” was through productive employment, asset creation, and investment.

For a better understanding, one may note that a demographic dividend is the economic benefits that derive from demographic change. To be more specific, during the course the demographic transition the proportion of the population at labor-force ages will peak. At this stage, a society has the highest proportion of its population at labor-force ages and the lowest proportion at dependent ages. It is therefore in a position to reap economic benefits resulting from these changes in the age structure. Such benefits can accrue at the individual and societal levels. The dividend can result in an increase in the standard of living, opportunities for individuals to earn higher income for consumption, higher savings and investment, and possibilities for a society to have a more productive workforce leading to higher economic growth during the period of the dividend and thereafter.

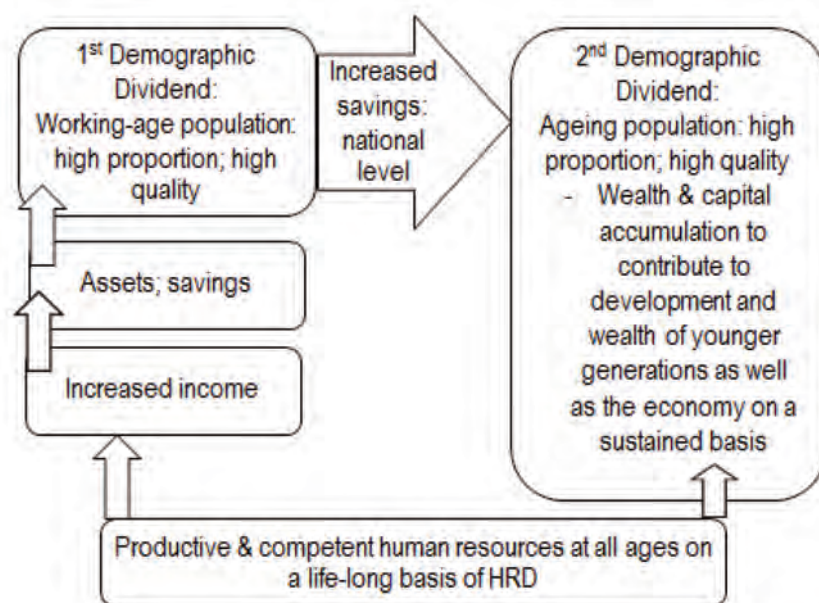
A demographic dividend may occur only once during a demographic transition and lasts for just a few decades. Based on the notion of the concept of the second demographic dividend, it can arise through the increased savings rate that comes with the anticipation of increased proportion of the population at elderly ages. However, this dividend is very much a part of the first dividend. The opportunity for a nation to attain a demographic dividend depends on the availability and inter-connectedness of the following conditions¹¹:

- 1) Demographic conditions: Combination of a decline in mortality, fertility and dependency ratio
- 2) Timing of the demographic transition: Only occurs in the middle phase of demographic transition
- 3) Existing human-resource conditions: Both quantity and quality terms
- 4) Policy conditions for a more productive workforce:
 - a. Economic policy: Open markets
 - b. Labor policy: Flexible labor market
 - c. Human resource development policy:
 - i. High-quality health care
 - ii. High-quality education and training
 - d. Financial System: Investment and saving incentives

Given the availability and inter-connectedness of the above-mentioned conditions, the authors maintain that the human resource condition is the most strategic, as shown in Figure 1. High-quality human resources should be well secured while the opportunity for the first demographic dividend is open, and further strengthened on a life-long basis throughout the life cycle of each human resource, even after retirement.

¹¹ Kua Wongboonsin and Philip Guest (Editors) (2005). *The Demographic Dividend: Policy Options for Asia*. Published jointly by College of Population Studies, Chulalongkorn University, Asian Development Research Forum, and Thailand Research Fund in cooperation with International Development Research Centre, Canada. Bangkok: Chulalongkorn University Printing House; Patcharawalai Wongboonsin and Joannis Kinnas (2004). "Maximizing the Demographic Dividend via Regional Cooperation in Human Resource Development." In Wongboonsin and Guest (Editors). *Policy Synthesis on Demographic Change and Demographic Dividend in Asia*. Published jointly by College of Population Studies, Chulalongkorn University, Asian Development Research Forum, and Thailand Research Fund in cooperation with International Development Research Centre, Canada. Bangkok: Chulalongkorn University Printing House, cited in Patcharawalai Wongboonsin and Kua Wongboonsin (2010). "Global Economic-Demographic Challenges: Role of Institutions of Higher Learning toward Competent and Productive Workforce," pp. 101-107, in SoongHee Han (Ed.) *Managing and Developing Core Competences in a Learning Society*. Soul: Soul National University Press.

Figure 1: From 1st Demographic Dividend to 2nd Demographic Dividend



Source: Patcharawalai Wongboonsin (2010)

Source: Patcharawalai Wongboonsin (2010)

There are concerns expressed in previous studies in Europe about the possibility of intergeneration justice in terms of welfare policies affecting human development in an ageing society, with a bias against the young generations. In their study on policies to create and destroy human capital in Europe, Heckman and Jacobs (2009) argue that there are also trends in skill bias and weak incentives to utilize and maintain skills over the life-cycle in Europe, while urging reinvention of human capital policies to avoid welfare state dependency among the unskilled and to ensure efficiency in the formation of human capital. Given the above-notions, the authors maintain that a trade-off between welfare and human-capital formation does not contribute to the second demographic dividend but would rather result in a demographic onus in Europe. Recognizing that Europe is an ageing society and in the process of depopulation, the authors encourage an efficient implementation of the following key competences set out by the Commission of the European Communities (2005) towards personal fulfillment and development of European human resources at both the national and European levels, while expecting the younger generation to be a competent workforce in their adult life and to further develop as part of lifelong learning: communication in the mother tongue; communication in the foreign languages; mathematical competence and basic competences in science

and technology; digital competence; learning to learn; interpersonal, intercultural and social competences and civic competence; entrepreneurship; and cultural expression.

In economies which have just entered an ageing society while the 1st demographic dividend is still available to a certain extent, such as ROK and Thailand, they are even further more in need of enhancing competence of the population in both studying and working ages, while incorporating the concept of lifelong learning in HRD policy for all. This is to strengthen competence of the human resources not only those in both the stock and flow of the labor market to be competent and productive in the labor market, but also the elderly to run a healthy and productive life, so as to facilitate the possibility for the 2nd demographic dividend in the near future.

ROK is on its way to build a system to integrate various lifelong learning programs provided by various institutions using a national HRD framework, and to expand higher education opportunities for adult learners through the Credit Bank System, Self-Study Program and cyber universities.

Given the shortage of technical manpower in Thailand to prevent its opportunity to increase its market share and to move towards higher-valued manufacturing, Thailand is yet in need of more appropriate policy environments to capitalize on the bulging working-age population to attain sufficient growth to provide resources for the future. Otherwise, Thailand can be expected to face a demographic burden rather than a dividend. While Thailand is already in the process of upgrading the quality of human resources at the higher education level and to cope with the mismatching problem of graduate profiles and national development requirements and directions, it is necessary for vocational education and workplace learning to be even further strengthened years to come.

4 Conclusion

This research paper argues that a number of ASEM member economies are in a risk society while trying to secure their competitiveness and sustained development in the second modernity. They are also shifting toward the second demographic transition. It raises the challenge of their opportunity of transition from the first demographic dividend to the second demographic divided, while maintaining that enhanced competence of the human resources in both the stock and flow of the labor market is a key strategy to turn the risk of ageing societies to sustained economic benefits rather than an onus.

The authors encourage an efficient implementation of the key competences set out by the Commission of the European Communities while supporting the ROK's

attempts to expand higher education opportunities for adult learners through the Credit Bank System, Self-Study Program and cyber universities. It argues that it is necessary Thailand to expand its scope of quality education from the current effort at the higher-education level to include effective strategies for quality vocational education and workplace learning in years to come.

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

Patcharawalai Wongboonsin

Abstract

Workplace learning is a critical part of skill development along a lifelong learning process in Thailand. Based on a structured questionnaire delivered on line and by post, this study investigates the demographic background of the respondents in automotive parts and hotel industries there, their work status and workplace, and their perception regarding workplace learning, their experience and effects of workplace learning incurred to them.

Along a multi-stage random approach, there are 144 workers across the nation participating in the survey, or 48 of the target population. They include 66 workers from the automotive parts industry and 78 from the hotel industry. Majority of the respondents in the automotive parts industry and all of the respondents in the hotel industry belong to a private-sector company. The organization itself is of a varied size, ranging from big to small size. While the big-size firm is found the majority in the automotive parts industry, those in the hotel industry participating in this survey are mainly from a medium-size firm. In both industries, the particular workplace of the respondents is of a varied size, ranging from 1-5 employees to 21 and over.

In both automotive parts and hotels industries, the study finds workplace learning being considered part of the strategy of the employers to upgrade their competitiveness. The employers in the both industries have offered different courses to their employees. The study also finds the employees in both industries recognizing the contribution of workplace learning activities, particularly in terms of productivity and the quality of their outputs or performances. They 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 implies the need for government-private sector partnership to further encourage workplace learning for all along a lifelong learning approach.

1 Introduction

Located in the heart of Southeast Asia, Thailand is a middle-income economy in the process of repositioning itself towards a higher level of the 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 ASEAN, while moving toward a more competitive, productive, and open economy. As part of the efforts, Thailand has been trying to move away from low skilled labor-intensive to a value-added and competitive industry based on identity, managerial expertise and higher technical skills of the workforce. Workplace learning is a critical part of skill development along a lifelong learning process in Thailand.

This study is based on an archival research and a field survey along a structured questionnaire under these issues for the respondents to answer anonymously in about 20 minutes:

- (1) Respondents' Demographic Background
- (2) Respondents' Work Status and Workplace
- (3) Workplace Learning
- (4) Workplace Learning Provided and Used in Respondents' Organization

The survey was carried out during March and April 2010, simultaneously with other surveys carried out in each ASEM member economy participating in ASEM LLL Research Network II. Yet, during that time Thailand was suffering the political turmoil in Bangkok and beyond, across the territory. Such an episode explained the low rate of returned questionnaires. Given such an unexpected circumstances, the study cannot claim that the responses to the survey are representative, in spite of the multi-stage random sampling.

While aiming at an approximate of 300 employees in both industries, almost 1,000 establishments were enlisted according to a multi-stage random approach. Respondents were given assurance of confidentiality through a covering letter with the questionnaire. The surveys were collected and stored anonymously while being handled also confidentially. A total of 144 responses were received, comprising a response rate of 48 percent of the target population. Percentages and mean scores of each response to the inquiries as well as a multiple regression were calculated.

This paper is an abridged version of the full report of the study. After the introduction, which includes the rationale, the objectives, and the methodology of the study, a literature review is provided to identify the Thai context in the scope of workplace learning. This is followed by the summary of the findings of the field survey, and a concluding remark.

2 Literature Review

Developing countries, especially those in ASEAN, are less active in workplace learning studies while lacking updated information. Thailand is one of the cases. Based on a literature review during 1990-2005, Wongboonsin and Rojvithee (2007) argue that workplace learning is an emerging, but not yet pervasive, trend in Thailand. Case studies in this paper served as good practices. Such good practices should be extended to cover a wider coverage of workplaces and workers.

Located in the heart of Southeast Asia, Thailand is a middle-income economy in the process of repositioning itself towards a higher level of the 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 ASEAN.

In first quarter of 2010, the Thai economy recorded a growth of 12.0 percent from 5.9 percent in the previous quarter. One may expect a high annual growth rate with a widespread expansion in its key drivers, particularly exports and tourism. Yet, economic forecast for 2010 limits itself to a range of 3.5-4.5 percent. Besides high uncertainties in domestic political situation, the global economic recovery is also uncertain. The latter may cause the Thai economy, which is dependent on foreign investment and trade, to grow at a lower-than-expected rate (NESDB 2010).

The current National Economic and Social Development Plan has emphasized that Thailand's path is to move toward a more competitive, productive, and open economy. In the manufacturing sector, the economy has aimed at the promotion of knowledge and innovation based industries to become one of the region's, and possibly even one of the world's production bases for high-end products, while strengthening its economic restructuring process. In the services industry, tourism is planned to be further developed as a destination of environmentally friendly and culture-focused hospitality. This is in response to the plan for the service sector to be expanded in both regional and global arena to strengthen the country's competitiveness.

As part of the efforts, Thailand has been trying to move away from low skilled labor-intensive to a value-added and competitive industry based on identity, managerial expertise and higher technical skills of the workforce.

The Skill Development Promotion Act B.E. 2545 (A.D. 2002) and a Skill Development Fund have been launched under the purview of the Department of Skills Development, Ministry of Labor, to encourage the private sector to play a vital role in upgrading skills and knowledge of the workforce and to set up their own training centers for workplace learning. A tax deduction up to 200 percent of the cost of training is provided. The government has also incorporated the promotion of decent work, a peer-learning process, and provisions of standardization of qualifications in the private sector. This is in response to the global and national recognition of the

role of skill development.

Based on the findings of a previous study (Wongboonsin, 2006), workplace learning has accordingly recently turned into a growing trend in Thailand. Six factors, shown in Table 1 are found to have affected the drive for training and enhanced learning within firms.

Table 1

Factors Affecting Workplace Learning in Thailand

Dimension	Factors
Entrepreneurial provision of WPL	Governmental policy initiatives and supporting mechanisms
	The challenge of globalization, regionalization, and the knowledge economy
	Market Pressure affecting prospects for profit making and/or business survival, leading to redefinition of firm performance
	International trend and growing use of international standards as well as quality accreditation systems
	Technological, product, and organizational change within firm
	Vision, leadership and commitment at the top-management level within firm
Employees participation in WPL	Data not available

Source: *Wongboonsin (2006).*

Despite the notion that research in the area of workplace learning is still at an early stage in Thailand, the following briefs what one may learn from previous studies (Puapongsakorn et al. 1992; Lawler et al. 1997; Jongpid, 2000; Kongsanchai, 2001; Phuteska, 2001; Siengthai and Bechter, 2005; Wongboonsin, 2006; Wongboonsin et al. 2006; Wongboonsin and Rojvithee, 2007):

- (1) WPL is an emerging, but not yet pervasive, trend.
- (2) Among those businesses with WPL programs, WPL is considered part of business strategies to meet the challenges of globalization, and its recognition of the rise in knowledge-based economy as well as the growing trend of dependence on international standards, either in manufacturing or services industries. Accordingly, requirement of professionalism of the workforce is the trend in businesses.

- (3) WPL is expected to increase competency of the workers on working, and to result in an increase in productivity, a reduction of the operation cost, profit maximization gained by the company, and a higher level of company's competitiveness.
- (4) The vision, leadership and commitment at the top-management level within firm have played an important role in workplace learning in Thailand. Effective learning cultures that sustains through time are more driven by business needs and leadership commitment than by policy initiatives.
- (5) WPL in Thailand tends to follow two approaches: formal training courses; on-the-job mentoring activities.
- (6) Training is mostly divided into two types of skills: basic and specific skills. Incidence of training arrangement was higher in large than in small plants.
- (7) Emotional quotient development for happiness and success in work is a new trend of training in business organization.
- (8) In manufacturing sector, these types of workforce are more of opportunities for training than others: well-educated employees with a relative long period of employment; and those at the position of the chief of staff; those working in a big company with a good HRD system.
- (9) A training program can be considered beneficial to both employees and the business in terms of the quality of work life and work performance.
- (10) The recognition of the benefit of WPL depends on the acceptance of the top management, the administrative level or the role of the Human Resource Manager of each establishment to manage the workplace to be the learning centre for the workers in that establishment.

Further investigation of the current situation of workplace learning in Thailand and benefits perceived by the individual workforce remains needed, in both manufacturing and services sectors. This is particularly the case for these two niches industries, in which workplace learning is still an issue of marginal research: automotive parts industry in the manufacturing sector and hotel industry in the services sector.

Automotive Parts Industry

As part of manufacturing production, which expanded by 22.8 percent in the 1st quarter of 2010, the automobile industry, which is employing more than 300,000 people, recorded a growth rate of 86.6 percent (NESDB, 2010). Given such a notion, Thailand is considered well on the way to solidifying its status as the 'Detroit of the Asia,' according to Board of Investment (2005; 2010). From the start of one automotive assembly plant in 1961, the automotive industry has turned to be one of

the biggest manufacturing sectors in the kingdom, with a steady growth in terms of sales of automobiles and motorcycles in response to the demand in the domestic market (Bangkok Post, 2008). It has attracted virtually all of the world's major automakers, assemblers, and parts and component manufacturers. They are, for example, Ford, General Motors, BMW, DaimlerChrysler, Mitsubishi, Mazda, Toyota, Isuzu, Honda and Nissan, which altogether produced nearly 1.4 million vehicles in 2008 (Board of Investment, 2010). According to Thai Automotive Institute, by 2012, vehicles production is expected for a double increase from 1.0 million units in 2005, and a further increase to reach 2.5 million vehicles by 2016 (Bangkok Post, 2008).

Besides a production base for manufacturers of vehicles, Thailand has also turned itself into a production hub, with approximately 1,800 suppliers, for both local consumption and overseas of automotive parts and components. They include fuel injection pumps, transmissions, injection nozzles, anti-lock braking systems, and central locking systems, and many other products (Board of Investment, 2010).

With the largest vehicle assembling capacity and the highest quality parts manufacturing capability in the ASEAN region, demand for Thailand-made automotive parts is growing. Over the past five years, exports of auto parts have grown 386 percent, largely following the overall growth of automotive sector in Thailand. The value of auto parts exported from Thailand exceeded US\$4.6 billion in 2008, the fifth consecutive year of double-digit growth (Board of Investment, 2010).

According to the Board of Investment (2010), the revenue for the automotive parts and products, automotive accessories, and automotive equipment and machinery industries in 2010 is expected to increase 12 percent year-on-year to an estimated value of US\$ 16.8 billion or 560 billion baht. This is largely contributed by three factors. Firstly, the government is pushing Thailand into the top ten automotive producers worldwide by 2010. Secondly, a rise in demand is expected for vehicles and auto parts in ASEAN. This is attributable to the elimination of import duties on automobiles and parts under the ASEAN Free Trade Area (AFTA) scheme, with removal on January 1, 2010, of a 5 per cent tax on CKDs and parts traded among six ASEAN member countries -- Thailand, Malaysia, Indonesia, Brunei, Singapore and Philippines. Thirdly, Thailand's free trade agreements with China, Japan and India are expanding in scope.

By 2016, a demand for 200,000 more workers is expected in automotive parts industry, according to the director-general of the Industrial Economics Office, as cited in Bangkok Post (29 June 2008). This is particularly the case for higher-skilled workers so as to help support the industry to make quality products and increase productivity, while being better able to absorb new manufacturing engineering and technology.

Hotel Industry

Hotel industry is part of the tourism industry in the trade in services sector. Thailand has become a major player in the worldwide tourism industry, in which the hotel business has played a very important role. Since 2000, Thailand has targeted tourism as a growth industry. According to a previous study, international tourist arrivals exceeded 10 million persons for the first time during 2001 (Ratanavirakul, 2008).

According to Thailand Trade Policy Review (WT/TPR/S/191, 2007, P. 132-133), several factors could have contributed to the slowdown of tourism growth in Thailand, including the Severe Acute Respiratory Syndrome threat in 2003, ongoing unrest in three southernmost provinces, the impact of the tsunami in 2004, and the Thai Government developments in 2006 (Bangkok Post, 2006; Bank of Thailand and World Bank, 2007). The share of tourism to GDP registered a slight drop in 2005, before returning to its 5 percentage level in 2006. The number of tourist arrivals at the end of 2006 was estimated at 13.82 million (10 million in 2003), generating B 481 billion (B 309 billion in 2003); most tourists were from East Asia (Tourism Authority of Thailand, 2006). The Committee for National Tourism Policies (Committee for National Tourism Development until 2005), chaired by the Prime Minister, a Tourism Master Plan aims to promote foreign tourists arrivals targeting an increase of not less than 6 percent per year and revenue growth of not less than 10 percent per year; the annual targets for Thai tourists travelling within the country, are 3 percent and 7 percent, respectively. The Board of Investment has offered tax and other investment incentives to both domestic and foreign investors in certain types of accommodation, such as retirement homes.

Based on data from the Office of SME Promotion, there were a total number of 4,637 hotels in Thailand during the year 2004. After the Tsunami, which destroyed several small hotels and resorts along Andaman coastline, several resorts were rebuilt and reopened while new hotels were launched, it was estimated that in 2006, there were approximately 4,800 hotels located all over Thailand with approximately 285,000 guest rooms (Ratanavirakul, 2008).

In the first quarter of 2010, the total number of foreign tourists recorded a historical high of 4.7 million persons, or expanded by 28.4 percent compared to the same period of last year. Most of the tourists came from China, Taiwan, South Korea and Japan. The occupancy rate also improved from 53.4 percent in the first quarter of last year to 60.7 percent in this quarter. This compares to the average hotel room occupancy rate of 53.78 percent in 2006 (Thailand Trade Policy Review, WT/TPR/S/191, 2007, P. 132-133). Hotels and restaurants, as a result, experienced an expansion of 15.5 percent in the first quarter of 2010 (NESDB, 2010).

Hotels in Thailand expanded 15.5 percent in the first quarter of 2010 compared

to the same period of the previous year following the economic recovery of major counterparts such as China, Taiwan, and Japan. Average occupancy rate was 60.7 percent, up from 54.1 percent in the previous quarter. In addition, average room rate also rose by 37.1 percent; the increasing rates were revealed in all area but the central region. Nevertheless, number of tourists in March started to slow down, decreasing from 41.9 percent in February to only 18.0 percent. Such decline was mainly due to the political protest within the metropolitan area which commenced since the 12th of March. In addition, several countries have already issued a warning, suggesting their citizens to avoid travelling to Thailand (NESDB, 2010, p. 10).

Meanwhile, the Hotel Act B.E. 2547 (2004) introduces a hotel grading system in order to establish a consistent standard for hotels and resorts in Thailand. To increase Thailand's competitive potential on the international stage, the Thai hotel industry considers it important to raise overall standards by adopting internationally recognized practices, such as the introduction of a 'precise, accurate and reliable' hotel standard and certification process that would enable Thai hotels to compete with world-class hotel properties on an equal footing.

3 Findings on Motivation and Benefits in Automotive Parts and Hotel Industries in Thailand

While the automotive parts industry is male dominated, it is the other way around in the hotel industry. In both cases, there are more male holding administrative positions than female (Figure 1). The mean age of the respondents in the automotive parts industry is a bit higher than that in the hotel industry (Figure 2)

Figure 1:

Respondents by Gender and Job Category

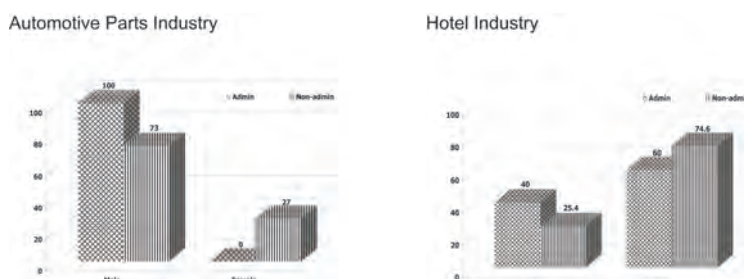
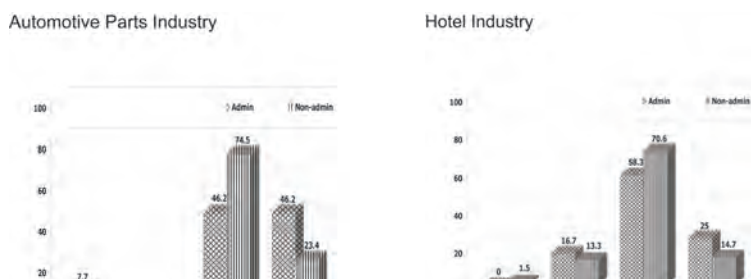


Figure 2:

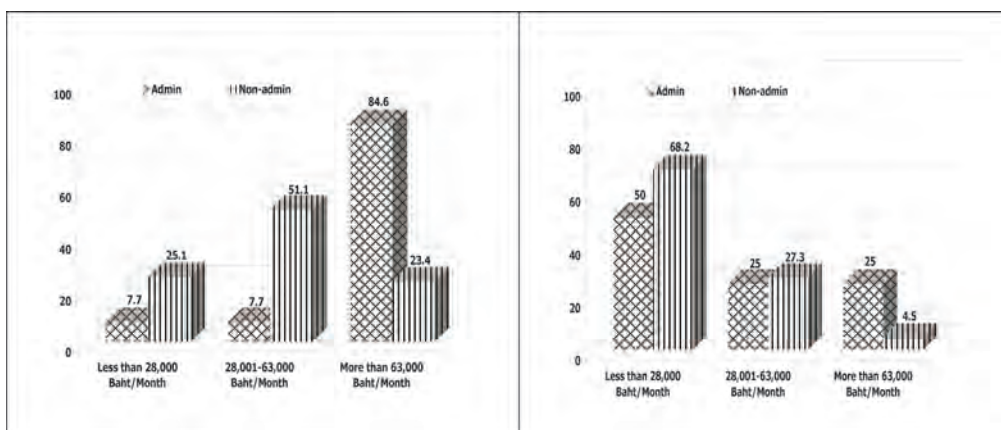
Respondents by Gender and Job Category



Majority of the respondents in the automotive parts industry are from a big city. However, the case is different for the hotel industry. Most of the respondents in both industries completed education at least at the bachelor degree level, which is higher than their parents, and have served as a full-time worker at the workplace. Those in the automotive parts industry mainly earn above TB 63,000 per month while those in the hotel industry mainly earn less than TB28,000 per month. In both industries, there are less administrative than non-administrative/ technical than respondents (Figure 3)

Figure 3:

Respondents by Income



Majority of the respondents in the automotive parts industry and all of the respondents in the hotel industry belong to a private-sector company. The organization itself is of a varied size, ranging from big to small size. While the big-size firm is found the majority in the automotive parts industry, those in the hotel industry participating in this survey are mainly from a medium-size firm. In both industries, the particular workplace of the respondents is of a varied size, ranging from 1-5 employees to 21 and over.

The respondents in both industries have acquired at least a bachelor degree. The study finds the respondents in both industries mainly consider their education and qualification match well with their current job. This is particularly the case for those in the hotel industry. Yet, 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 statements with which the respondents in the automotive parts industry most frequently agree is: "I feel appreciation for the work I'm doing" Meanwhile, the statements with which the respondents in the hotel industry most frequently agree is: "I work only for the reason that my work provides the means to survive."

With regards to the perception of the respondents concerning learning at work, these statements are the most common response shared between both industries: when employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job; and employers have the right to insist that employees follow certain courses and obtain certain qualifications.

Given the notion that people can learn new things in different situations, this study finds one half of the respondents in the automotive parts industry consider the following approach to offer the best opportunity to learn new things at work: "When something unexpected is happening and you try to manage by trying things out." Meanwhile, those in the hotel industry mainly choose this option: "When leading other people and telling/teaching them what to do." The study finds the respondents in both industries would feel encouraged to learn at work if they know it will bring them concrete benefits, and if they consider that their workplace is the best place to improve job-related knowledge and skills.

With regard to the contribution of learning at work from the respondents' perspective, this study finds the respondents in both industries mainly share that learning inevitably contributes to the productivity and output of employees, and that when people can decide for themselves about learning, they learn more and get better results.

Given the notion that employers may offer their employees opportunities for work-related education and training that takes place at the workplace, the study finds the employers in the both industries offering different courses to the employees. The

most popular approach in the automotive parts industry is the short workshops/seminars now and again that last for one day or less, followed by courses that are held in special places on the company premises to improve job related knowledge and skills, courses to make sure that all employees have basic skills, spontaneous meetings with your colleagues to resolve new and special issues and problems, respectively. Meanwhile, they are mainly courses that are held in special places on the company premises to improve job related knowledge and skills, and those to make sure that all employees have basic skills. The study also finds that the respondents in the administrative position in the both industries mainly take part in work-related courses in working time.

Yet, when investigating the role of employers in the provision of learning opportunities from the employees' perception, the case of those in the automotive parts industry are different from those in the hotel industry. The statements with which the respondents in the automotive parts industry most frequently agree is that "the employer offers them more learning opportunities compared with employees at lower levels of the organization/company," while it is that "the employer gives recognition to employees who improve their knowledge and skills" in the hotel industry.

In recognition that employers may respond differently if the employees decide themselves to pursue work-related learning, the study find the following as the most popular choice of answer shared in both industries: it takes place in working hours, their employer would want to see its relevance for their job. In the automotive parts industry, this is followed closely by this notion: If it costs a lot, my employer expects me to show why it is important for my job. The respondents in both industries mainly report that during the past 12 months they have taken part in education and training courses that they chose and their employer supported in some way. The courses taken by the respondents in both industries in the past twelve months are mainly directly or closely related to their current job. Among those required to take work-related courses, there is a relative high proportion of regular training courses provided by my employer at the workplace in both industries.

In both industries, the study finds various reasons for the employer to require the respondents to pursue work-related learning. In the automotive parts industry, most of the respondents maintain that it isn't mainly an obligation or compulsory, but the respondents are strongly advised by their boss to do so. Meanwhile, those in the hotel industry mainly argue that it isn't really compulsory, but I know that I need to keep my knowledge and skills up to date.

Against the notion that sometimes people decide for themselves to take work-related courses, in the automotive parts industry, only non-administrative/technical respondents give answers to this part of the questionnaire; and only four choices of answer are provided. They are: induction course for new employees; regular training courses provided by my employer at the workplace; short workshops/seminars

lasting one day or less in my department/section; and courses leading to a formal qualification provided by colleges, polytechnics or universities. However, no answer is provided by the respondents in the hotel industry.

The respondents in both industries mainly share that workplace learning activities enable employees to come up with good ideas to improve their work and help them do their job better. The latter is particularly the case among the non-administrative/technical respondents in the automotive parts industry and the administrative respondents in the hotel industry.

Based on a multiple regression analysis, the study confirms that it is appropriate to analyze each industry by job category of the respondents. Despite the notion that the demographic, work status, and workplace variables explain variation in the respondents' perception on the issues under investigations, job category of the respondents serves as the prime factor explaining variation in certain aspects of the perception, while being the second prime factor explain variation in some others.

Table 1

Role of Employers in Providing WPL Opportunity (q16)

Respondents' Background	β	t
1. Gender	0.161	1.029
2. Age	0.003	0.242
3. Educational Level	0.136	0.609
4. Job Category	-0.319	-1.393
5. Income	0.092	0.498
6. Length of Employment	0.013	1.072
7. Length of Service in Current Position	0.000	-0.329
8. Number of Employees at Workplace (Size of Workplace)	0.000	-0.823
9. Number of Employees in Whole Organization (Size of Firm)	0.000	-0.689
R = 0.281 R ² = 0.079 F = 0.902		

Table 1 shows that demographic, work status and workplace background variables explain variation in the perception of the respondents regarding the role of employers in providing an opportunity for employees to obtain workplace learning by 7.0%. Among all independent variables job category is the prime factor explaining variation

in such perception of the respondents ($\beta = -0.319$), followed by gender ($\beta = 0.161$), educational level ($\beta = 0.136$) and income ($\beta = 0.092$) of the respondents. The following independent variables to carry no explanatory power on such variation: length of service in current position; number of employees at workplace (size of workplace); and number of employees in whole organization (size of firm).

Table 2

Employers' Role in Voluntary-Based WPL (q17)

Respondents' Background	β	t
1. Gender	-0.044	-0.366
2. Age	0.002	0.270
3. Educational Level	-0.129	-0.766
4. Job Category	-0.390	-2.299*
5. Income	-0.082	-0.597
6. Length of Employment	0.003	0.322
7. Length of Service in Current Position	0.000	-0.533
8. Number of Employees at Workplace (Size of Workplace)	0.001	0.131
9. Number of Employees in Whole Organization (Size of Firm)	0.000	-0.087
R = 0.284 R ² = 0.081 F = 0.936		

The study also finds demographic, work status and workplace background variables explaining variation in the perception of the respondents regarding the role of employers in voluntary-based workplace learning by 8.1%. Among all independent variables identified in Table 2, job category is the prime factor explaining variation in such perception of the respondents ($\beta = -0.390$), followed by educational level ($\beta = 0.161$), income ($\beta = -0.082$) and gender ($\beta = -0.044$). The following independent variables lack such explanatory power: length of service in current position; and number of employees in whole organization (size of firm).

Table 3

Perception Concerning Current Situation at Work (q9)

Respondents' Background	β	t
1. Gender	0.122	1.120
2. Age	0.008	0.965
3. Educational Level	0.022	0.141
4. Job Category	-0.200	-1.310
5. Income	0.122	0.981
6. Length of Employment	-0.008	-0.985
7. Length of Service in Current Position	0.000	-0.990
8. Number of Employees at Workplace (Size of Workplace)	0.001	0.855
9. Number of Employees in Whole Organization (Size of Firm)	-4.453	-0.288
R = 0.224 R ² = 0.050 F = 0.557		

In Table 3, the demographic, work status and workplace background variables explaining variation in the perception of the respondents about their current situation at work by 5.0%. When considering the effect of each independent variable, the study finds the number of employees in the whole organization or the size of firm to be the prime factor explaining variation in the perception of the respondents ($\beta = -4.453$), follows by the current job category of the respondents (administrative, non-administrative/technical) ($\beta = -0.200$), gender ($\beta = 0.122$) and income ($\beta = 0.122$). It also finds the length of service in their current position ($\beta = 0$) and the number of employees at the respondent's workplace (size of workplace) ($\beta = 0.001$) to play no role in explaining the variation in the perception of the respondents about their current situation at work.

Table 4

Nature of WPL Activities as Perceived by Respondents (q24)

Respondents' Background	β	t
1. Gender	0.193	1.810
2. Age	-0.003	-0.396
3. Educational Level	-0.083	-0.520
4. Job Category	-0.098	-0.632

5. Income	-0.018	-0.149
6. Length of Employment	-0.013	-1.555
7. Length of Service in Current Position	0.001	1.238
8. Number of Employees at Workplace (Size of Workplace)	0.000	0.711
9. Number of Employees in Whole Organization (Size of Firm)	0.000	-0.923
R = 0.280 R2 = 0.078 F = 0.842		

In Table 4, the demographic, work status and workplace background variables explain variation in the perception of the respondents regarding the nature of workplace learning activities by 7.8%. The study finds gender the prime factor explaining variation in such perception ($\beta = 0.193$), followed by job category ($\beta = -0.098$), and educational level ($\beta = -0.083$). The following independent variables do not explain the variation: length of service in current position; number of employees at workplace (size of workplace); and number of employees in whole organization (size of firm).

4 Concluding Remark

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. It is based on a structured questionnaire jointly designed by researchers from ASEM member economies participating in Research Network II “Competence Development as Workplace Learning” within an ASEM Lifelong Learning Hub.

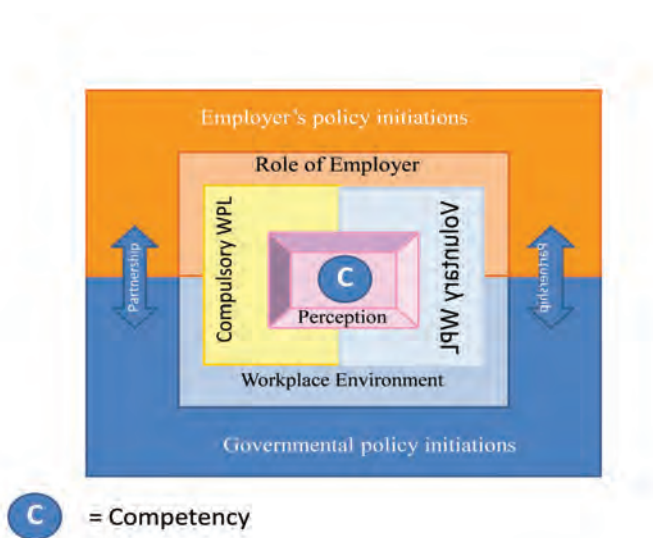
To reach the target of 300 returned questionnaires, the total of 1,000 sets of the questionnaires launched across the Thai economy along a multi-stage random approach in March and April 2010 simultaneously with those launched in other ASEM member countries. Yet, due to political turmoil across the territory, the project received only 144 returned questionnaires, of which 66 questionnaires returned from the automotive parts industry and 78 from the hotel industry. The answers are processed, stored and analyzed on a confidential basis.

The responses provided by the respondents in this survey may not well represent the perception of all employees in Thailand, and even of those in both industries under investigation. This is due to the limited response from the respondents, which was

affected by the political turmoil taking place while the surveys were launched.

Despite such limitations, this study finds in 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 recognized the contribution of workplace learning activities, particularly in terms of productivity and the quality of their outputs or performances. They 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.

Figure 4 What Should Be: HRD Approach



The study implies the need for government-private sector partnership to further encourage workplace learning for all along a lifelong learning approach as shown in Figure 1. Accordingly, it invites further research to explore, implement and evaluate intervention strategies for workplace learning on a lifelong basis.

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Dimensions of counseling older adults for employability

Prof. Dr. Vaiva Zuzeviciute, and Monika Miliusiene

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 .

1 Introduction

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. The lifestyle of every person reflects changes in technology: we use email, book trips on the internet, deposit money to interest accounts or transfer money to family members abroad, if a hotel turned out more expensive than planned. Every colleague at work notices these simple, and sometimes very considerable, changes. For instance, more and more work is done by international teams. It is agreed that under the conditions of changing environment, the obvious changes caused by science and technology, the changing economic, social and political conditions, we need to change, too, that is to learn. However, it is not as widely discussed that, paradoxically, we are becoming hostages of these changes. We are changing our world faster than we ever did; therefore, we need to change faster than we had ever done .

Changes are also related to a longer life span of a human being : we have more time to learn, to share, to learn, to err, to warn others, to look for our path, to learn, to contribute to the growth of our family, city and country. However, it also means that we experience constant stress, as we are learning how to do banking, to fulfill the expectations of the employer and the colleagues and to participate in the life of the community and the country. Lifelong learning is a responsible, continuous, expensive, stressful work; it can produce ordinary outcomes as well as outcomes that can impact our lives, the lives of our families and even those of our organizations and our communities. It is namely this paradoxical (the fact that we sometimes are hostages of changes) situation that makes us constantly learn. However, it is only one of the motives. People learn because they desire fulfillment; they desire to accomplish more than they have and to find out what else they are capable of creating.

The purpose of this paper is to present some data from an international study, targeted at identifying the needs of older people (and other vulnerable groups) to secure employment or to join the labor force. The study was completed under the framework of the Socrates Grundtvig 1 project LIGHT .

The object of the study is subjective perceptions of older adults towards the needs of older people (and other vulnerable groups) to secure employment or to join the labor force.

Methods of critical analysis of references and qualitative research (focus groups (Learners Commissions) discussions) were employed for the completion of a study.

2 Specificity of counseling Older adults and Employability

Supporting adults, especially in the older age to cope with the challenges, and especially, in work environment, somehow changes the traditional profile of human resource developer and of career counsellor. If traditionally career counsellor was perceived as mainly working for the benefit of young people, today the role changes dramatically, and the new functions are being attributed to the role: counselling of migrants, counselling of spouses and counselling of unemployed to name a few. Counselling of older adults, who are either at face of the need to change careers because of health reason, or because at the threshold of retirement they feel the need to try out new pathways in their activities, or, in worse cases, who found themselves being made redundant just before retirement and who struggle to still afford living, comprises today a major part of the role of career counsellor.

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. As studies reveal, older adults have needs that are specific in comparison with a mature or young adult (Rimavičiūtė, 2006).

It is interesting to note that there are several theoretical perspectives on ageing.

Perspective of social conflict considered conflict to be an absolute fact of social life, moreover, conflict is considered to be an engine of major changes. In some instances the changes are positive, in other instances these changes cause major social, economical and even political whirlpools. The conflict between generations is inevitable, and the same applies for relationships in labour force, according to this perspective, certain tension between older and younger colleagues is both inevitable, and at times even needed in order to develop professional activities, and professions at large. Perspective of life-cycle emphasizes the interdependence between ageing and social changes, that is an older person participates in social and economic process differently, and at the same time the social and economic context, people around an older person display a different approach to an older person. Moreover, with the changes in demography (less young people; longer life span), the relation between generations becomes more complicated than it ever was. For example, there is a pressure for older people to remain in work force, because there is not enough labour force (less children are born, less young people come into labour force. On the other hand, young people may sometimes consider older people to be obstacles for their promotion). Perspective of feminist theories emphasizes at least two issues. One of them is the fact that since 1970s women has become a major

player in labour force, accounting for 25 – to 50 percent of labour force in some countries. Therefore, the ageing influences profile of society to a great extent from the point of view of professions and the income that families loose. With two people (spouses) leaving employment, the change of family budget may become more drastic. Another issue to be considered is the fact that with the longer life span, the caring becomes needed more than ever in history. Women, as primary (traditionally) care givers, may find themselves at disadvantage: being themselves older people, they are still considered by families and wider societies to be the ones who should take care of their old and needy family members. Therefore, at the age of 60 -70, women may find themselves struggling with a general expectation to take care of their parents in their 80s or 90s without much support. The employment therefore may not be an option for them, even of women in their 60 would want to continue careers or start other pathways (start a small business, change occupation that fits aspirations better, etc.).

The short overview of perspectives on ageing reveals two issues. Firstly, all perspectives agree that an older person and older works struggles with major challenges in socio-economic context. Secondly, some perspectives agree that there either the conflict is inevitable, or the conflict has more impact on certain groups of older people (eg, women) (Berg, Hallberg, Blomquist, 2006; Franklin, Ternesdet, Nordenfelt, 2006). Therefore counselling of older people is rather a team work of social worker, psychologists, educationalist and career counsellor, that a solo career counsellor acts (Kidd, 2006).

Some of the studies in the field are initiated by counsellors themselves, some are triggered by either unexpected changes in labour market (Lithuania would be the case with an emigration rate exceeding 6 percent in 2009, and therefore, losing the labour force at a greater rate than an average in some other similar countries). Studies also might be triggered by a pro-active prognostic thinking (many studies, financed by the EU would represent the latter case).

3 Methodology

To achieve Lisbon Strategy objectives on social inclusion all partner countries are using top-down approach by implementing national programmes of social protection and social inclusion. It will be achieved by introducing new learning pathways for increasing their social mobility, which is associated with an individual's opportunities and capacities for progression to overcome the social exclusion. Project provides the social mobility model, which could help to achieve the main purpose – to increase the capacity of older adults and other vulnerable groups such us migrants, unemployed women. The mobility models has three main components: groups social mentoring, role modelling and visual workshops.

This model seeks to give the possibility for disadvantaged persons to develop their civic competencies on equal opportunities and non-discrimination in order to adapt to diverse and changing society and labour market and to protect their human rights. This possibility will promote their social mobility and help them to move from social exclusion to inclusion. Multilanguage video set on “Role models” will be created and used as an educational tool for learners to learn from personal experience of people who have overcome social exclusion. Workshops “Equal opportunity and non-discrimination” aims to help senior citizens, unemployed and migrants to improve their civic competencies on gender equality and equal opportunities and to facilitate their adaptation to diverse and changing society.

Learning commissions were created. These commissions are comprised of 5 -7 adult learners from selected target groups (unemployed, migrants, older adults) in each country (Lithuania, Germany, Spain, Great Britain, Czech Republic), which is involved in the project’s implementation and evaluation processes. Main aims of Learners commissions’ are: To gain feedback on project outcomes to ensure that they are more “user friendly”; To ensure the direct involvement of learners (end-users) in the development of project products; To inform the internal evaluation about the progress at a national level; To ensure relevance to the needs of target groups; To ensure a user-led approach to encourage disadvantaged people to move from social exclusion to inclusion; To evidence that we are fulfilling the aims of the project to good quality; To gain input from learners.

First round table discussion with Learners’ commissions was implemented in spring, 2010 in 5 participating countries (Lithuania, Great Britain, Check Republic, Spain, and Germany). These expert groups were groups of 6 to 9 adults were asked to share their ideas.

As we mentioned earlier, there were participated not only older adults, but other people from vulnerable group (migrants, unemployed women). There was prepared the questionnaire and qualitative approach was chosen. Learners Commissions’ groups were organized according to 9 open-ended questions, to name a few: Have You ever participated in trainings, concerning prevention of discrimination for socially disadvantaged people, e.g, and older people?; or: Would trainings for prevention of discrimination for socially disadvantaged people, e.g, older people, be useful for you? and other. Professional issues, particularly, employability, were addressed rather than also social and professional that older adults might need counseling on.

Qualitative research methodology has gained the credibility within the scientific community in recent decades, and however, some of the issues remain the object of discussions. One of them is the possible impact of the study because in almost all cases (except document analysis, and the like) the contact is much more intense than in the case of quantitative research (Marshall, Rossman, 2006). Moreover, some of the qualitative research is even orientated towards the impact (as, e.g.,

participatory action research (Marshall, Rossman, 2006; 7)).

As Somekh (2006) states, action research is one of the most demanding types of the research, because it directly aims at impact: “My approach is to work within the system and aim to educate policy makers by engaging them in research in some form, even if it is no more than as members of project steering groups “ (Somekh (2006; 5). In the case of LIGHT project that is exactly the case, as respondents are selected according to the reputation they have within their communities. Somekh (2006) enumerates several characteristics of action research:

- Action research integrates research and action in flexible cycles, holistically involving collection of data, interpretation and introduction of action research strategies to bring about positive changes and evaluation of these strategies, that is - data collection again. The main idea of the initiative is to bring about positive changes in labor market for senior citizens.
- Action research is conducted by a collaborative partnership of participants and researchers, whose roles are fluid and mutually strengthening.

This characteristic is of extreme importance in our case, because the opinions of reputable participants, experts in our case, enable introduction of measures practical and valid within the habitus and the field of senior citizens themselves (Bourdieu, Wacquant, 2003). Action research starts from a vision of social transformation and aspirations for greater social justice for all – no doubt this characteristic diminishes objectivity, and however, it also illustrates well the specificity of the local case study. Action research involves a high level of reflexivity – even this paper demonstrates that reflection is constant - researchers do not merely record what they witnessed: they also share their opinions as to how they witnessed that and why they interpret these situation they way they do, and what are possible dangers. Action research triggers powerful learning of participants: both researchers and respondents. Action research always locates study within the social, cultural, historical and economic context. That is exactly what is done in this project (Somekh, 2006; 7-8).

4 Results

According to respondents' answers, majority of the Learners commissions' members (25) have never participated in trainings concerning prevention of discrimination for socially disadvantaged people. Because of that it is necessary to involve these target groups in trainings, which would help them to feel safety in our world.

Participants highlight, that trainings would be useful for them (Chart 1).

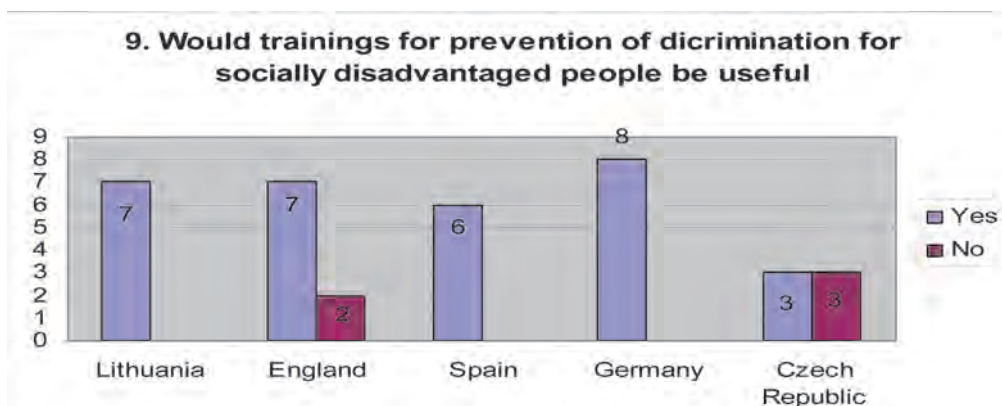


Chart 1. Use of trainings for social exclusion prevention

Respondents expressed their opinions about the mentoring and role model methods for overcoming social exclusion. It is important to highlight that not all respondents know (23 respondents do not know) about mentoring as a tool for overcoming social exclusion. Further they express the opinion, that they have never been involved in mentoring process (28 respondents). But the majority of respondents (32 respondents) agree that mentoring is important for such target group.

Respondents were also asked to tell their opinion about the Role model benefit for such target group as older adults, unemployed women, migrants. They identified such ideas that role model: 1) Provides the inspiration to improve their lives; 2) Provides a good “true” example, which is very similar to themselves; 3) Provides the ideas for realistic ways for solution of problems; 4) Increases the motivation to invest efforts to change something.

They also highlight benefits of the mentoring: possibility to discuss their own problems with an experienced person and other people with the same problems; possibility to get support from mentor and other mentees (in learning language, laws and etc.); possibility to feel that they are not alone and have the guide, who inspires them; possibility to get an advice

Finally, the benefits from trainings, which respondents see:

- Knowledge about the laws and their rights;
- Knowledge about the opportunities to re-/enter to the labour market;
- Better integration into society;
- Personal development (trust, self-confidence, language skills and etc.);
- New contacts and friends in similar situations foster relationships.

5 Conclusion

Analysis of data reveals that older adults (such as other vulnerable groups) do feel threatened in labour market, and socially. They repeatedly report that even if they do not know about mentoring, or trainings for such target groups, they agree that it is important and it would help them to integrate to the society. They univocally agree that the support, mentoring and counseling have both therapeutic impact (strengthens self-confidence, helps to see 'big picture', is crucial for fighting against helplessness).

Therefore, it seems, the subjective dimension of counseling is perceived as a more important for older adults themselves. Nevertheless, an importance of objective dimension was also evident. An impact of increased employability in the form of acquiring information about the diverse opportunities, which otherwise might escape the focus of attention of older adults, was emphasized by respondents in almost all groups.

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Raising professional qualification of academic staff: the key issue nowadays in Latvia

Svetlana Surikova and Irina Maslo

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 and its unsatisfactory activity in the improvement of qualification as well as shortage of new graduates of Doctor's degree who could qualify for academic positions in Latvian universities and who could be involved in the education of young specialists. The purpose of the paper is to analyse the Latvian context of challenges for raising professional qualification of academics in higher education and describe the current opportunities and new challenges of raising professional qualification of academic staff in Latvia.

1 Introduction

The gap between supply and demand of labour market needs and validation and assessment of qualification of educators and trainers remains a key problem for Latvia, leading it to focus more than ever on higher education with modernising universities and retraining academic staff. In the National Strategic Reference Framework for 2007-2013 (Ministry of Finance 2007) and operational programme “Human Resources and Employment” (Ministry of Finance 2010) 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 academic positions in Latvian universities and who could be involved in the education of young specialists. Also the qualification of academic staff in some study programmes (especially in engineering sciences and technologies, teacher education and training) are not appropriate to modern requirements due to the rapid development of economic sectors and necessity for competence development in knowledge society. Latvian National Development Plan for 2007-2013 (Ministry of Regional Development and Local Government 2006) as the main tasks of solution determine the following: improvement the quality of higher education, modernization of studies, support to Master’s and Doctor’s study programmes, raise professional and research qualification of academic staff. In order to ensure and increase the competitiveness of higher education in Latvia, the Ministry of Education and Science in collaboration with state institutions and cooperation partners has developed the “Action Plan for Necessary Reforms in Higher Education and Science for 2010-2012” (Ministry of Education and Science 2010a), which is a short-term policy planning document and serves as a starting point for long-term structural reforms in higher education and science. The quality of higher education is determined by education programmes, their content and conformity with modern requirements and also by qualification of academic staff and faculty of tertiary education.

The purpose of the paper is to analyse the Latvian context of challenges for raising professional qualification of academics in higher education and describe the current opportunities and new challenges of raising professional qualification of academic staff in Latvia.

2 Latvian context of challenges for raising professional qualification of academic staff

2.1 The qualification of academic staff and its correspondence to the academic position in Latvia’s higher education institutions

By the Law on Institutions of Higher Education of the Republic of Latvia the academic staff are employees of the relevant institution of higher education elected to academic positions such as professor, associate professor, senior researcher, docent, researcher, lecturer, and assistant. By the Law on Institutions of Higher Education of the Republic of Latvia the scientific and teaching qualifications of an applicant for the position of professor or associate professor shall be evaluated by the Council of Professors in the relevant subject area following the procedures prescribed by the Cabinet of Ministers. The scientific and teaching qualifications of an applicant for the position of docent, lecturer and assistant shall be evaluated by the Assembly of Faculty or the Council of the Institute. Senior researchers and researchers may be elected for the conducting of scientific research work in faculties and institutes in accordance with the Law on Scientific Activity and the constitution (articles of association) of an institution of higher education or an institute. Elections to an academic position affirm the correspondence of the academic and professional qualification of the person to the requirements of the corresponding branch of science and art both in the field of studies and research in a higher education institution and it is a validation criterion whose procedure is autonomous for each higher educational institution. Assessing the qualification of academic staff and its correspondence to the academic position in Latvia's higher education institutions usually take into account the following criteria:

- initial education and the qualification obtained, its correspondence to the academic position;
- awarded Master's and Doctor's degrees (Master's and doctoral studies);
- improved qualification and competences during further education (continuing education programmes, courses, etc);
- academic and practical work experience, its correspondence to the academic position and field of science, results obtained at workplace;
- recommendations from the previous place of employment or educational institution in which the applicant has raised the qualification (if applies for a definite position after the acquisition of education or is from other education institution);
- scientific research results (publications) as well as methodological materials (textbooks, teaching aids, programmes, curricula, syllabi, etc).

Thus when assessing the qualification of academic staff and its correspondence to the academic position, the most essential assessment criteria are education of the academic staff, continuing education, and experience of academic and research work.

2.2 Ageing of academic staff and lack of highly qualified new generation of academics

According to the statistical data provided by the Ministry of Education and Science of Latvia in 2006-2010 the age of about 50 per cent of academic staff in higher education was ≥ 50 years (see Table 1). In 2009-2014 with the support of European structural funds (ESF) 60 higher education programmes will be revised and 1,500 academic staff of higher education institutions will undergo professional development training according to the labour market demands and the new content of study programmes, etc (Ministry of Education and Science 2010b).

Table 1. Age structure of educators in Latvia's higher education institutions (2006-2010)

Age	in 2006-2007	in 2007-2008	in 2008-2009	in 2009-2010
< 30 years	8 % (n=341)	11 % (n=545)	11 % (n=595)	11 % (n=429)
30-39 years	20 % (n=899)	20 % (n=973)	20 % (n=1,035)	20 % (n=780)
40-49 years	21 % (n=938)	20 % (n=953)	19 % (n=999)	20 % (n=772)
50-59 years	25 % (n=1,134)	23 % (n=1,124)	23 % (n=1,171)	23 % (n=899)
≥ 60 years	26 % (n=1,176)	26 % (n=1,281)	27 % (n=1,417)	26 % (n=977)
Total:	100% (n=4,488)	100% (n=4,876)	100% (n=5,217)	100% (n=3,857)

Source: Ministry of Education and Science 2006-2010

There is a lack of highly qualified new generation of educators especially Doctor's degree holders and correspondence to qualification demands in the country. In 2009-2010 academic year the percentage of those studying in doctors' programmes was only 1.9 per cent in comparison with the percentage of 5-6 per cent in other European Union Member States. During the last years students show an increasing interest in Doctor's degree studies (for instance, in 2009 there were 2,152 doctoral students and 174 of them have been awarded Doctor's degree) but the rate of this increase is still unsatisfactory (see Table 2). To ensure the wholesome replacement of aged academic staff at least 300 students per year have to be awarded a Doctor's degree by estimations of the Ministry of Education and Science and experts. But 400-450 new doctors per year are necessary to increase a number of insufficient scientific personnel. In 2009-2014 with the support of structural funds 1,600 (43 per cent of the total number of students of doctoral studies for the years 2009-

2014) students of doctoral studies will receive grants for their studies and for the development of Doctoral Thesis (Ministry of Education and Science 2010b).

Table 2. Number of doctoral students and awarded Doctor's degrees in Latvia (2006-2010)

Analysis categories	in 2006-2007	in 2007-2008	in 2008-2009	in 2009-2010
Number of doctoral students	1,797	1,982	2,025	2,152
Percentage from the total number of students	1.4 %	1.6 %	1.6 %	1.9 %
Number of awarded Doctor's degrees	106	146	139	174
Percentage from the total number of awarded degrees	0.4 %	0.5 %	0.6 %	0.7 %

Source: Ministry of Education and Science 2006-2010

According to the statistical data provided by the Ministry of Education and Science in 2009-2010 the structure of the full-time academic staff was the following: 590 (12 per cent) professors, 622 (13 per cent) associate professors, 1,081 (23 per cent) docents, 1,279 (27 per cent) lecturers, 289 (6 per cent) assistants, 880 (19 per cent) researchers and senior researchers. Only 2,196 (46 per cent) of the full-time academic staff had scientific degrees in 2009-2010.

2.3 Need for unified system of continuing education and qualification validation

The state does not have a unified system of continuing education of academic staff. Lifelong learning system for educators does not ensure qualitative and appropriate further education opportunities for all pedagogic staff. There is not sufficient number of highly qualified trainers for continuing education; lack of unified validation system of educators, trainers and assessors' qualification. The continuing education curricula are dispersed and not target-oriented. Educators have no competences in educational treatment of diversity, in the application of new educational technologies and social networking. In 2011 it is planned to start the EU Structural fund project on professional development of higher education teachers. It will be in-service training in enterprises as well as other higher education institutions and research centres

in and outside Latvia (EURYDICE 2010). Recognising all forms of learning is a priority of EU action in education and training. In recent years, however, there has been a growing appreciation of the importance of learning in non-formal and informal settings. However, definitions and understandings of what counts as formal, non-formal and informal learning can vary between countries. At European level, the following definitions are used:

- Formal learning occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.
- Non-formal learning is embedded in planned activities not always explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view.
- Informal learning results from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is mostly unintentional from the learner's perspective (CEDEFOP 2009).

3 Current opportunities and new challenges of raising professional qualification of academic staff in Latvia

3.1. Formal continuing education programmes for the professional development

In 2006-2007 Riga Teacher Training and Management Academy (RPIVA) within the framework of ESF co-financed project "The promotion of professional competences of academic staff of Latvia's pedagogical higher education institutions in the field of research" worked out a continuing education programme for academic staff "The development of pedagogical research skills" (RPIVA 2007). Within the project a five-day continuing education programme (32 hours) was organized for the educators from seven higher education institutions of Latvia providing curricula in pedagogy. The topics covered the development of research skills and their implementation in their own research as well as at work with students, including application of IT technologies. Work at designing the programme for the development of research skills for academic staff was done. The course was organized in a form of interactive, theoretic and practical lessons.

In 2008-2009 within the framework of the project "Development and approbation of topical, needs-based and improved programmes for developing critical thinking"

(financially supported by the Soros Foundation – Latvia) IAC programme (The Education Development Centre) for the professional development and continuing education of university academic staff “The development and enhancement of thinking skills during the study process” (IAC 2008) was designed. The content comprises information, discussions, experience exchange on the needs of the society, understanding of values, life in multicultural society, as well as on the topicalities of a contemporary study process, the system of organizing learning and thinking principles, student-centred study process for the development of thinking skills. The programme helps educating specialists who are able to collaborate, work with information, evaluate and assess critically, analyse, find alternative solutions, form their argumentation, as well as make responsible decisions. Having acquired the continuing education programme of 32 hours, the course participants are issued certificates.

The University of Latvia offers several continuing education programmes for university academic staff annually (see Table 3). All these programmes are created in conformance with the article 2.7 of the regulations of the Cabinet of Ministers of the Republic of Latvia No.347 “Regulations on the requirements for education and professional qualification of pedagogues” which states the requirements of professional development programmes “regarding innovations in the system of higher education, didactics of higher education or education management for the duration of 160 academic hours (including at least 60 contact hours) by the end of the election period of academic staff” (Cabinet of Ministers 2000). Therefore all the programmes have a similarly scope, i.e., 160 hours. Those completing the programme are issued a certificate and get 4 credits (6 ECTS).

Table 3. The continuing education programmes for academic staff of Latvia’s higher education institutions implemented at the University of Latvia

The title of the continuing education programme	The description of the continuing education programme
Professional competence of academic staff for innovations in the European higher education space	<p>The programme contains:</p> <ul style="list-style-type: none"> • the new aspects which have been recently introduced in the European higher education space (frameworks of qualifications, competence-based education, internal providing of quality of the higher education institutions and programmes, etc); • development of professional skills of academic staff; • creating of cultural environment of communication, collaboration and partnership in higher education institutions and programmes.

The basis of pedagogical education of university academic staff: Didactics of higher education institutions	The target audience of the programme are assistants, lecturers without pedagogical qualification providing document and their work experience in higher education institutions is less than 3 years. The purpose of the programme is to promote the professional growth of academic staff, to provide an opportunity for enriching theoretical knowledge and to develop pedagogical work skills of management of academic studies and scientific work of students. The programme contains the basic theories in pedagogy of higher education institutions as well as the latest tendencies in higher education in the context of the European higher education space. The main themes: development of the programmes at the context of the Bologna process; orientation on the results of studies; process of student centred studies; e-studies.
Pedagogical improvement of university academic staff: Innovations in the system of higher education: Education management	The programme is envisaged for academic staff with pedagogical work experience in higher education institutions more than 3 years. During mastering of the programme academic staff masters innovations in the process of studies in higher education institutions, usage of modern information technologies in the process of studies, management of academic studies and scientific research work of students. The programme is oriented on approximating higher education process to the European higher education space. The programme contains the latest tendencies in higher education, management of learning and knowledge, modern environment creation and activity, various models of studies, role and activity of academic staff and students and actions in the modern environment in contemporary study process.
Didactics of higher education institutions: contemporary theory and practice	The purpose of the programme is to improve academic work skills of academic staff in higher education institutions, mastering theoretical and practical knowledge. During the programme academic staff is acquainted with pedagogical and psychological background of modern process of studies oriented on student learning independence as well as with modern theories on didactics of higher education institutions. Pedagogical research skills of academic staff are improved, academic staff needs-based model of studies is jointly produced, presented and evaluated.

Geoff Goolnik emphasizes that “Successful programmes of continuing professional development are those that acknowledge staff wants, interests, hopes and varying amounts of availability” (Goolnik 2006: 9). In general the above mentioned continuing education programmes meet the subjective and objective needs of academic staff for training and aim at updating and promoting their professional knowledge and skills of critical pedagogical thinking, educational research, study process facilitating,

implementation of didactic innovations, etc. However, not all the important future-oriented competences are covered by the existing training curriculum in Latvia. Continuing education of academic staff for their professional development can be improved, systematised and made available in the following way:

- Applying the approach of conceptual change to staff development (Ho, Watkins, Kelly 2001), viewing communication from the transformative perspective, so not only students but also teachers are transformed as learners by means of their communicative activities (Pea 1994); providing the experience of being a transnational teacher and working in a culture very different to one's own forces reflection which can lead to 'perspective transformation' (Smith 2009);
- Creating an accessible high quality learning environment which is innovative, challenging and enterprising (Fleming et al. 2004); using the reflective processes, allowing to shape practice in an informed fashion within the workplace settings of the staff (Kahn et al. 2008); reflecting on tasks, analysing activities and promoting the establishment of respective competences in a systematic manner (Lattke, Nuisl 2008).

3.2 Opportunities of non-formal and informal learning for the professional development of academic staff

In 2010-2011 academic staff of higher education institutions of Latvia have actively participated in designing of teachers' professional development programmes and implementation by participating in several ESF projects within the framework of the operational programme „Human Resources and Employment” 2007-2013: "Competence promotion of the mainstream subject teachers involved in vocational education" (2010-2012); "Innovative and practice-based teachers' education and professional development of mentors" (2010-2013); "Promotion of professional competence of the Latvian language, literature and bilingual education teachers" (2010-2011). During the projects teachers' professional development are promoted in a traditional as well as in an innovative form:

- by creating and implementing an innovative, flexible continuing education programmes and courses including blended-learning and face-to-face learning forms, creative workshops and teachers' master classes;
- by creating a support system in modern ICT-mediated and enriched learning environment using Moodle;
- by creating and implementing a modular second level professional higher education programme for the implementation of teachers' mentoring activity in order to improve the efficiency of future teachers' pedagogical training and for the inclusion of new teachers into school environment.

Academic staff participating as teacher trainers and multipliers in the ESF supported projects widen opportunities of non-formal and informal learning for the professional development of academic staff such as learning for teaching, learning by teaching, learning from experience. Jody Daniel Skinner (1994) emphasizes that learning by teaching is not an exclusively modern didactic concept because Seneca wrote more than 2,000 years ago that we are learning if we teach (in Latin *docendo discimus*: “by teaching we are learning” or “we learn by teaching”), at the end of the 20th century Jean-Pol Martin did considerable research on a teaching technique he had developed and named *Lernen durch Lehren* (“learning through teaching”). (Skinner 1994) Originally it was students’ learning by teaching based on the assumption that students are particularly well motivated, if they are regularly allowed to take on teaching assignments thus complementing their traditional student’s role. Then Martin’s work has been well received in teacher training as teachers’ learning by teaching. Thereby future teachers, experienced teachers and academic staff as teacher trainers find themselves in changed roles.

Opportunities of informal workplace learning are analyzed as a case study during the implementation of the interuniversity Master’s programme “Educational Treatment of Diversity” (2008-2011). The programme is being developed and implemented in four European universities (Spain, Czech Republic, Latvia, Germany). The successful graduates are awarded a joint Master’s degree of educational sciences in pedagogy. The competences of the Master’s graduates in all participating universities correspond to the requirements of EQF lifelong learning level 7. The main focus of the programme as an informal education for the professional development of university staff at workplace is to help experienced academic staff to understand and implement the shift of paradigms in higher education, to join European common education space and implement the Bologna process in the classroom (Gento, 2007). Work experience and continuing education of the academic staff are combined in this programme (learning at workplace). The real (non-virtual) learning environment of the Master’s programme is based on face-to-face communication (for instance, lectures, seminars, workshops, conferences, etc). Virtual learning environment is based on computer-mediated communication (for instance, chat rooms, e-phone (Skype), e-mail, forums, etc). Students and academic staff interact with each other, learn through a dialogue based upon collaborative opportunities, authentic experiences, interpretation, and reflection of them. Both students and academic staff have an opportunity to design the enrichment of their experience of learning and teaching in virtual and real environment by making use of varied sources of information, new technologies, and several languages to reach a personally important goal. Many of academics of the interuniversity Master’s programme “Educational Treatment of Diversity” willingly share their experience when working as teacher trainers and multipliers in the ESF projects within the framework of the operational programme „Human Resources and Employment”

2007-2013. The interuniversity Master's programme „Educational Treatment of Diversity” could be used as an example of effective informal workplace learning for the professional development of academic staff because it provides:

- modern information and communication technologies-mediated and enriched learning environment where students and academic staff interact with each other, learn through dialogue based upon collaborative opportunities, authentic experiences, interpretation, and reflection of them;
- communication from the transformative perspective, therefore both students and teachers are transformed as learners;
- academic staff mobility into different countries, which helps in understanding the paradigms of higher education in the multicultural and transcultural context of the common European education space.

3.3 Usage of current opportunities of raising professional qualification of academic staff in Latvia

The results of the online survey conducted in order to determine the existing opportunities of continuing education for the professional development of Latvia's academic staff in the common European education space during the international research project (in 2006-2010) are summarised in the table below (see Table 4).

Table 4. The continuing education forms that promoted the professional development of the academic staff of Latvia's higher education institutions (according to the opinion of academic staff)

Forms of continuing education	In 2006 (n=94)	In 2009 (n=36)	In 2010 (n=46)
Formal continuing education programme for the professional development of academic staff	20% (n=19)	25% (n=9)	11% (n=5)
Participating in international projects, conferences, academic staff mobility programmes, etc	14% (n=13)	44% (n=16)	35% (n=16)
Learning at workplace, learning by teaching and collaboration with students and colleagues	4% (n=4)	19% (n=7)	17% (n=8)
No answer	66% (n=62)	31% (n=11)	50% (n=23)

The main findings of the survey: in 2006 most of the respondents pointed at the opportunities of formal continuing education programmes for academic staff of higher education institutions, but in 2009-2010 most of the respondents pointed at the opportunities of participating in the international projects, conferences, academic staff mobility programmes, etc. The increasing rate of learning at workplace, learning by teaching and collaboration with students and colleagues was significant. Serious considerations are caused by the fact that a great deal of respondents have not answered about the form of their continuing education.

4 Conclusion

The analysis of the current situation in Latvia has identified the following major issues in the professional development of academic staff in higher education:

- ageing of academic staff;
- shortage of highly qualified new academic staff especially Doctor's degree holders and correspondence to qualification demands in the country;
- unsatisfactory activity of academic staff in the improvement of qualification;
- need for unified approach and system for organisation of higher education teachers' continuing education;
- need for training opportunities for assessors of qualification in the higher education area;
- need for unified validation system of professional qualification in lifelong learning context on national level.

The following solutions on increasing professional development of academic staff in higher education are determined at the national level in 2009-2014: supporting Master's and Doctor's study programmes; raising professional and research qualification and competence of academic staff with a view to innovations and knowledge-based economy, thus providing preparation of educated, highly qualified specialists according to the needs of national economy and attract new human resources to higher education, science and research, etc.

When assessing the qualification of academic staff and its correspondence to the academic position in Latvia's higher education institutions, the most essential assessment criteria are academic staff education, continuing education, and experience of academic and research work. The analysis of the data of online survey on determining the existing opportunities of continuing education for the professional development of Latvia's academic staff during the international research project (in 2006-2010) showed that in 2006 the formal education opportunities were preferable, but in 2009-2010 academic staff has given priority to non-formal and informal

education opportunities.

In general formal continuing education programmes in Latvia meet the subjective and objective needs of academic staff for training and aim at updating and promoting professional competences of academic staff – critical pedagogical thinking, educational research, facilitating the study process, implementation of didactic innovations, etc. Academic staff participating as teacher trainers and multipliers in the ESF supported projects widens the opportunities of non-formal and informal learning for the professional development of academic staff such as learning for teaching, learning by teaching, learning from experience. In order to promote raising of professional qualification and future-oriented competences of academic staff, there is a need to provide the following opportunities for informal workplace learning: modern ICT-mediated and enriched learning environment, communication from the transformative perspective, authentic experiences and reflection of them, mobility into different countries.

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Analytical competences and positioning - experiences and results from Latvia

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Abstract

According to the international investigation framework developed by L. Lindenskov (Danish School of Education, Aarhus University, Denmark) we are making an investigation into the relationship between pupils' 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. An additional objective was to investigate the relationship between pupils' performances in mathematics and their beliefs and positioning as doers of mathematics in 16 lower-secondary classrooms (343 pupils, grade 9). According to the specific objectives and criteria of joint investigation the research includes three stages 1) the pupils 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 pupils, 2 pupils from each group were interviewed; 3) finally, the pupils' statements about beliefs and positioning were related to the teacher-based division, with regard to the high-, middle- and low-performing pupils, and to the pupils' marks in the final exam, at the end of the school year. The paper presents the main findings of the study.

1 Introduction

In the paper presented by L. Lindenskov (Danish School of Education, Aarhus University, Denmark) at the conference in Seoul October 2009, it was tried to undertake the first step towards a conceptual basis for analysing and categorizing pupils' statements. As part of Network 5 work on how to conceptualise competences and contextualise them in educational settings, we find this international comparative research on pupils useful. In Latvian study we have collected and analysed data from pupils in grade 9, as it was done in a small study in Denmark, which was presented at the conference in Seoul October 2009 (Lindenskov, Hetmar & Andresen, 2009). Our analysis supports our assumption that pupils' beliefs and pupils' performance in mathematics are interrelated. In the light of this, we have replicated this Danish study in Latvia, in order to put the basis of a comparative study grounded on this small scale national study. In 2009-10 the University of Latvia, as the member of the network 5 of the ASM HUB LLL, has conducted national study of Latvia of the joint comparative study.

According to the international investigation framework developed by L. Lindenskov we are making an investigation into the relationship between pupils' 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. An additional objective was to investigate the relationship between pupils' performances in mathematics and their beliefs and positioning as doers of mathematics in 16 lower-secondary classrooms (343 pupils, grades 9). According to the specific objectives and criteria of joint investigation the research includes three stages 1) the pupils 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 pupils, 2 pupils from each group were interviewed; 3) finally, the pupils' statements about beliefs and positioning were related to the teacher-based division, with regard to the high-, middle- and low-performing pupils, and to the pupils' marks in the final exam, at the end of the school year. We find that for this purpose analysing pupils' written statements and interviewing pupils is a more appropriate design method than a pupil questionnaire with multiple choice questions or questions with closed response.

National data was collected by the Scientific Institute of Pedagogy (PZI) of the Faculty of Education, Psychology and Art (PPMF) of the University of Latvia (LU) in collaboration with the 16 Latvian secondary schools and Latvian National Association of teachers of mathematics.

The paper presents the main findings of the study in Latvia. The research will provide us with the results on the relationship in different countries between pupils' performances in mathematics and their beliefs and positioning as doers of

mathematics in lower-secondary (grade 9) classrooms, with additional results, and with ideas for further development of the method for studying the interplay between pupils and adults' beliefs and positioning on the one hand, and their performances as mathematical problem solvers on the other.

Research questions:

1. What is the relationship between pupils' performances in mathematics and their beliefs in Latvia (grade 9) like?
2. What is the relationship between pupils' performances in mathematics and their positioning as doers of mathematics in Latvia (grade 9) like?
3. What is the relationship between pupils' beliefs and their positioning as doers of mathematics in Latvia (grade 9) like?

2 Theoretical background

The theoretical framework of this research, according to the investigation of international framework established by L. Lindenskov, use the following main categories: "analytical competence", "beliefs" and "positioning". The understanding of these categories is based on the ideas of education researchers in mathematics (Schoenfeld 1985 and 1992; Goldin 2002; Goldin et al. 2009; Leder et al. 2002; Kislenko et al 2007; Maass and Schlöglmann 2009; Perrenet & Taconis 2009), and the positioning theory (Ron Harré & Luke van Langenhove's, 1999; Wagner & Herbel-Eisenmann, 2009).

In this study, the term 'analytical competence' refers to being a doer of mathematics (Cobb, Gressalfi & Hodge 2009) within many different contexts inside and outside of school. In accordance with significant tendencies in many post-Lave-and-Wenger research communities, the proposal is based on the assumption that a complex relationship exists between the development of competences and the development of learners' behaviour as doers inside the domains in which the specific competences are expected or demanded.

References to the notion of beliefs have become increasingly common in the field of mathematical education research, especially in the last twenty years. Most of this research is focused on teachers and pre-service teacher pupils' beliefs but pupils' beliefs are also investigated by the researchers of mathematical education (Schoenfeld 1985 and 1992; Goldin 2002; Goldin et al. 2009; Leder et al. 2002; Kislenko et al 2007; Maass and Schlöglmann 2009; Perrenet & Taconis 2009). Several issues on pupils' beliefs have been explored, e.g. relationship between beliefs and other constructs such as, pupils' motivation, interest, performance, problem-solving behaviour, meta-cognition, self-efficacy, and the use of mathematical conceptions. However, the notion of beliefs is still disputed among researchers and

one of the main points of contention concerns whether beliefs should be regarded as a phenomenon or as a situated process and action.

The term positioning is a relatively new concept in educational research. It is rooted in socio-psychological theory, and refers to the ways in which individuals relate to each other when interacting in different kinds of discursive practice. We use the term discursive practice in accordance with Bronwyn Davies and Ron Harré, i.e. as a reference to “all the ways in which people actively produce social and psychological realities” (Davies & Harré 1990: 45). According to the positioning theory, human identity should be seen as a combination of, or interplay between, a continuous personal identity and a dynamic and discontinuous personal diversity that is realised through the many different discursive practices in which an individual takes part. Davies and Harré state the following:

An individual emerges through the processes of social interaction, not as a relatively fixed end product but as one who is constituted and reconstituted through the various discursive practices in which they participate (Davies & Harré 1990: 46).

David Wagner and Beth Herbel-Eisenmann, two researchers in mathematical education who are inspired by Ron Harré & Luke van Langenhove’s book *Positioning Theory* (1999), have analysed “the way positioning is conceptualised in current mathematical education literature” (Wagner & Herbel-Eisenmann 2009: 1). We agree with their claim that the positioning theory leaves a lot of questions unanswered but, nevertheless, we find the concept of positioning extremely well qualified as a basic component in the understanding, describing and planning of classroom activities and interactions.

Most parts of the positioning theory research are focused on different kinds of oral conversation and on classroom communication. Among the exceptions there are parts of some Norwegian research in writing education, where the concept of positioning is used to analyse how pupils express themselves through their written products (Smidt 1997, Ongstad 1996). But in our current study, we have extended the use of the concept by considering it as a basic category for analysing pupils’ statements about their notions and beliefs in mathematics. Within this context, one main question has been on how pupils position themselves as doers of mathematics through the ways in which they express their beliefs.

On the face of it, this question does not seem to be entirely in line with the positioning theory offered by theorists as Harré, van Langenhove and Davies because they emphasise the foregrounding of an immanent perspective when dealing with the concept of positioning. According to these theorists, the concept refers to a dynamic, mutual established interrelationship in different kinds of discursive practice, i.e. when an individual positions him/herself in interaction with other individuals; he or she at the same time contributes to the possibilities and limitations of the other individuals’

positioning. Within this immanent perspective, the main focus is on interpersonal communication which is understood as a mutual exchange of storylines and positioning.

As mentioned above, Davies and Harré describe what is usually termed identity as the interplay between a continuous personal identity and a dynamic and discontinuous personal diversity. Inspired by this, we understand pupils' beliefs together with the ways in which they position themselves as doers of mathematics to be part of their continuous personal identities (e.g. 'I am one of those who find mathematics difficult and boring' or 'I am not one of those intelligent people who can cope with mathematical problem-solving'), and we assume that their beliefs and positioning are due to the interplay between being positioned and taking positions in communication about mathematics that the pupils have been involved in, over the years, inside and outside of school.

3 Methodology

The informants are pupils and teachers of mathematics in lower-secondary school. It was convenient that the pupils should attend a grade which leads to a final exam at the end of the school year. For the Latvian component of the project, this means that the informants will be chosen from a number of grade 9 classes, i.e. between 15-16 year old pupils, in urban schools of Latvia. Furthermore, all researchers targeted classes from schools that are not considered to be of neither high nor low performance but rather with an average performance level. And at least two classes from schools in middle-class neighbourhoods were investigated in this region. The investigation was conducted in lower-secondary (grade 9) classrooms and involved voluntary participants of urban schools - 343 pupils from 16 classrooms of different types of schools. 231 girls and 112 boys were selected.

Project design on the national level:

According to the international investigation framework developed by L. Lindenskov we implemented a design including the following steps:

- Performance of internal assessment: The teachers of mathematics divided all their pupils into three groups: high-performing pupils, middle-performing pupils and low-performing pupils;
- Pupils were asked to fill in a written questionnaire answering three questions 1) What is mathematics? 2) What is mathematical thinking? 3) How to solve a mathematical problem? ? Students didn't have any time limit to write their answers.
- Six pupils (two from each level group) were interviewed by the researchers. Interviews were transcribed;

- Analysis of written responses and interviews;
- Performance of external assessment: based on the marks that pupils got at the centralised final examination of mathematics at the end of the school year.

Data collecting procedure

1. At the first seminar, in order to get information about performances in mathematics, teachers were asked to divide each pupil in performance groups, according to their performance during learning process of mathematics. The teachers of mathematics divided all their pupils into the following three groups: highly-performing pupils, middle-performing pupils and low-performing pupils, and reported this assessment to the researchers. The division criteria were the following:
 - Pupils, who demonstrate high performance in mathematics - creative, active work during lesson, high learning outcomes - High level;
 - Pupils, who demonstrate middle performance in mathematics - assimilated the demands of the state education standards, have independent, positive outcomes –Middle level;
 - Pupils, who demonstrate low performance in mathematics - partially assimilated the demands of the state education standards, learning outcomes are lower than middle level - Low level.
2. Pupils were asked to fill in a written questionnaire with their reflections on three questions which they received on A4-paper arks.
3. Based on the teachers' information about high-, middle- and low-performing pupils, two pupils from each group were interviewed by the researchers. The researchers used the criteria of voluntary participation to choose the pupils for interview. The interviews were based on the pupils' written reflections on the three questions and recorded on the tape or mp 3-files. The average time of each interview was 30 minutes.
4. The researchers listened to the tapes/sound-files from the interviews and central parts of the pupils' statements were transcribed including the way of expression.
5. The analysis of the pupils' written responses to the three questions and of their statements in the interviews focused on the statements that pointed to the pupils' beliefs and the ways in which they seem to position themselves when faced with mathematical problems. The main questions for the analysis were: Do the pupils position themselves as knowledgeable doers of mathematics or as more or less confused, troubled and/or bored pupils? In what ways do they express their beliefs

and positioning in Latvian education cultural contexts?

6. The teachers of mathematics were asked to report to the researchers the marks that pupils got at the centralised final mathematics examination, at the end of the school year. The marks were related to education levels (high, middle, low).
7. Finally, the pupils' statements about beliefs and positioning were related to their performance, based on teacher's division in high-, middle- and low-performing pupils and on the pupils' marks at the end of the scholar year.

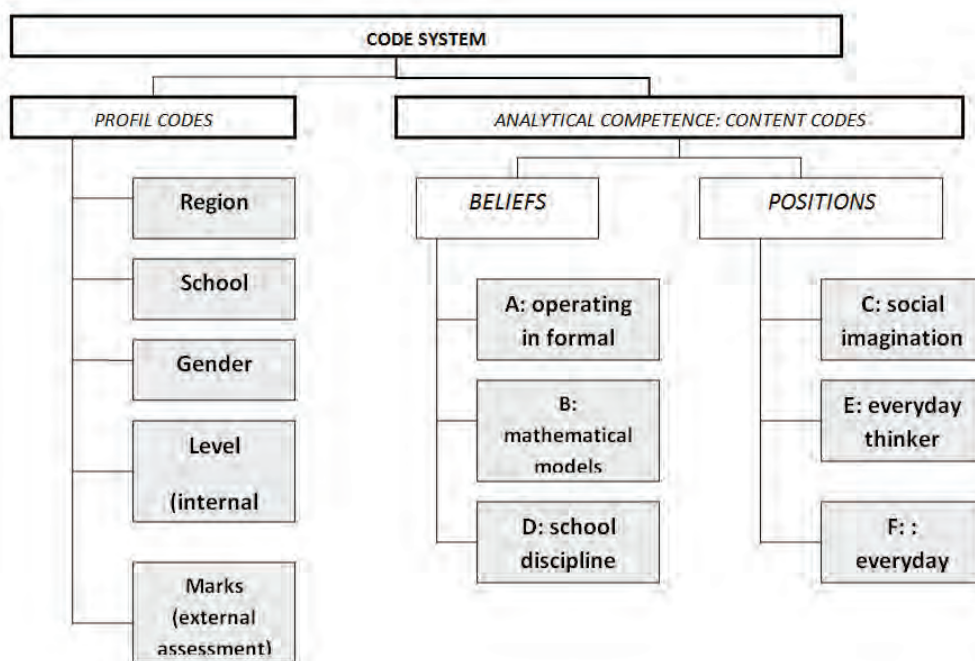


Figure 1. Code system

Procedure of data processing and analysis. Elaboration of a general code system for all documents according to the categories beliefs, positioning and performances. According to the international investigation framework developed by L. Lindenskov, the codes used were the following (see Figure 1).

In order to increase the reliability of the results of the analysis we decided to use the methodological triangulation strategy. In our study, we decided to combine both data collection methods (internal and external), using a strategy of convergent validity in the analysis of data. The two sets of data (internal and external assessment) were

used in the following way: the results based on qualitative analysis (with AQUAD 6) of the data of external performance assessment were checked and affirmed or infirmed by quantitative analysis (with SPSS 18) based on the data of assessment of internal performance. Re-analysing the research material was expanding existing knowledge by discovering new knowledge related with analytical competence.

4 Main findings related to the research questions

4.1. What is the relationship between pupils' performances in mathematics and their beliefs in Latvia (grade 9) like?

Making an overall description of the pupils' beliefs, it can be seen that most pupils see mathematics as a way of operating in formal-logic systems (n=414). (see Figure 2).

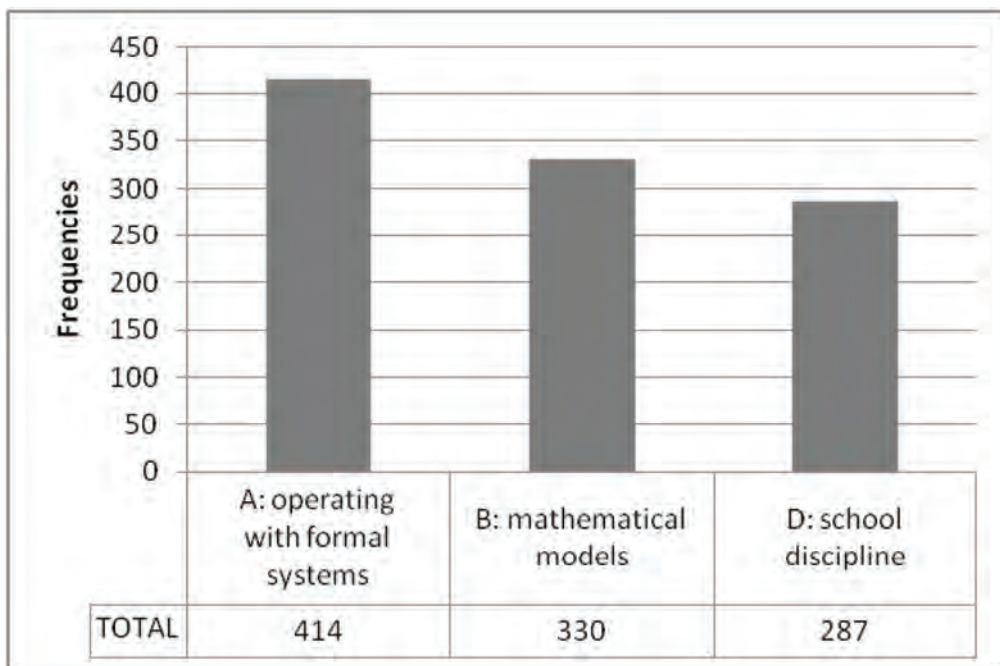


Figure 2: Frequencies of beliefs

In addition, the statistical analysis of data showed that there is a significant negative correlation between the internal assessment (level) and belief operating in formal systems (code Bel_ A op_form_syst) ($r_s = -.29$; $p < 0.01$), positive correlation between the internal assessment (level) and belief school discipline (code Bel_D_math_

school) ($r_s=.25$; $p<0.01$). This means that the high-performing pupils more believe that mathematics is about operating in formal systems and processes; they mention less that mathematics is a school discipline (see Table 2).

Table 2

Spearman rank correlation among internal (level), external assessment (marks), gender and beliefs conceptual codes

Codes	Level	Marks	Gender	Bel_A_ op_form_ syst	Bel_B_ creat_ models	Bel_D_ math_ school
Level	1	-,68**	,19**	-,29**	-,03	,25**
Marks	-,68**	1	-,05	,18**	,03	-,23**
Gender	,19**	-,05	1	-,17**	-,12*	,02
Bel_A_ op_form_ syst	-,29**	,18**	-,17**	1	-,05	-,09
Bel_B_ creat_ models	-,03	,03	-,12*	-,05	1	,30**
Bel_D_ math_ school	,25**	-,23**	,02	-,09	,30**	1

* $p<0.05$; ** $p<0.01$ Asymp. Sig. (2-tailed)

Boys less mention their beliefs that mathematics is about operating in formal systems and processes ($r_s=-0.17$, $p<0.01$); they mention less that mathematics is about creating, comparing and checking the models ($r_s=0.12$, $p<0.05$).

Regarding the relation between beliefs and performance level, we can see that high and middle level have similar tendencies - the bigger emphasis is laid on seeing mathematics as operating in formal-logic systems. We got a more uniform distribution of beliefs in Low Level performance group, without a predominance of any of the beliefs (see Figure 3).

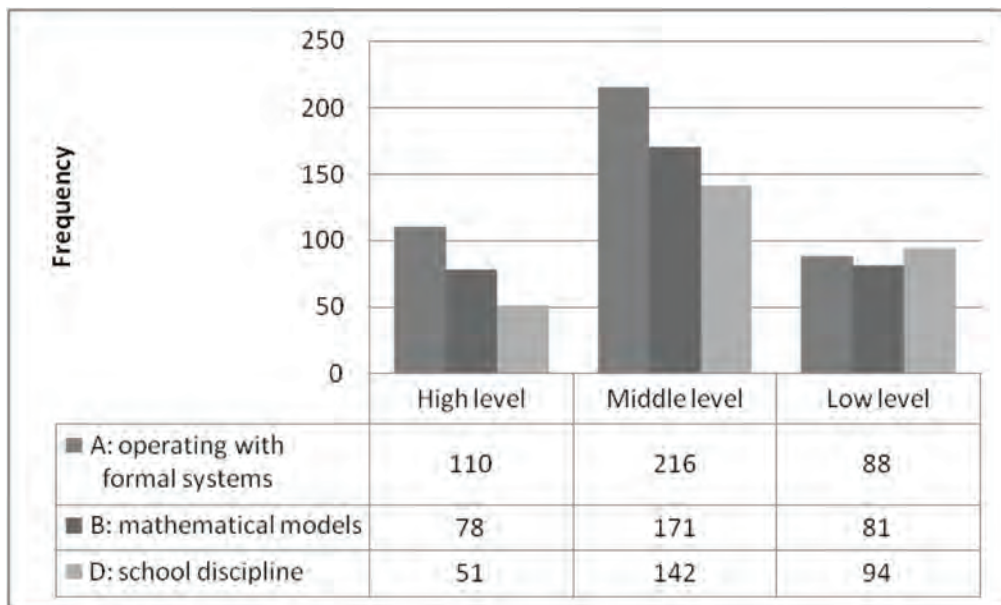


Figure 3. Performances (external assessment) and beliefs

Analysing in detail the group of pupils that mentioned the belief that mathematics is based on processes (code A, $n=25$) at least 4 times, we found that the great majority of them (64%, $n=16$) have high level performance, and only 12% ($n=3$) have low level performance.

This has been affirmed by the statistical quantitative data analysis that showed a significant positive correlation between the external assessment (marks) and belief operating in formal systems (code Bel_ A op_form_syst) ($r_s=.18$; $p<0.01$), negative correlation between the external assessment (marks) and belief school discipline (code Bel_D_math_school) ($r_s=-.23$; $p<0.01$). This means that it confirms the above-mentioned relationship - the higher level performing pupils more believe that mathematics is about operating in formal systems and processes; they mention less that mathematics is a school discipline (see Table 2).

The convergence of the results of qualitative and quantitative analysis based on both internal and external assessment of performance allows concluding that the belief that mathematics is based on processes is characteristic of the higher level performing pupils. This is affirmed by the fact that this belief of operating in formal-logic systems is more mentioned between the pupils who had the maximum mark (mark 10, $n=12$): 51% (frequency of the expression of this belief: 20) of total expressions of beliefs (fq: 39).

We found that 90% of the pupils that mentioned that mathematics is a school

discipline (code D, n=10) at least 4 times are in the low level performance group. This has been affirmed by the statistical analysis of data (see Table 2), that showed that there is a significant positive correlation between the internal assessment (level) and belief school discipline (code Bel_D_math_school) ($r_s=.25$; $p<0.01$) and negative correlation between the external assessment (marks) and belief school discipline (code Bel_D_math_school) ($r_s=-.23$; $p<0.01$). Based on the convergence of the results of both methods and set of data, we can conclude that the belief that mathematics is a school discipline is characteristic of the lower level performing pupils; they mention more frequently than others that mathematics is a school discipline.

Regarding the group of pupils that mentioned the belief that mathematics is based on models (code B, n=16) at least 4 times, here the presence of low level pupils is considerably low (13%, n=2). Middle and high level pupils are equally represented in this group (31% and 56% respectively). These differences were not affirmed by the quantitative data analysis, so we cannot conclude that the absence of this belief is characteristic of a certain level performing pupils.

4.2. What is the relationship between pupils' performances in mathematics and their positioning as doers of mathematics in Latvia (grade 9) like?

Most of pupils' expressions are related with their position of imaginative thinkers (n=471) or doers towards mathematics: their expressions are related to their own personal way of dealing with mathematics much more than to thinking (n=94) or using mathematics in everyday life (n=142).

Middle Level performance group has the lowest rate of position as everyday thinkers (code E) and highest in social imagination (code C). Low Level performance group is at the opposite of Middle level: they have the lowest predominance of positioning as imaginative thinkers or doers (code C), but have got the highest rates of positioning as everyday thinkers and everyday user (codes E and F). High level performance group has an intermediate position in the rates between the other two levels of performance (see Figure 4).

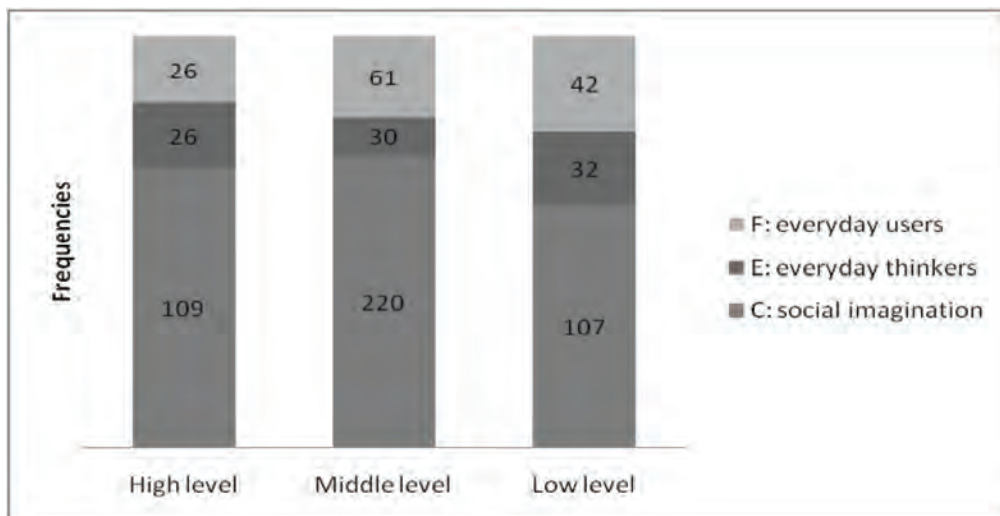


Figure 4. Performances (external assessment) and positions

Analysing in detail pupils' positioning, we found that between the pupils that express a personal imaginative positioning (code C, $n=27$) at least 4 times, only 7% ($n=2$) are in the low level performance group.

This has been affirmed by the statistical quantitative data analysis that showed a significant negative small correlation between the performance level and position social imagination (code Pos_C_imag_thinker) ($rs=-.12$; $p<0.05$). This means that higher level of performance corresponds to higher frequency of the positioning as imaginative thinkers or doers having a personal way of understanding or dealing with mathematics (see Table 3). The convergence of the results of qualitative and quantitative analysis based on both internal and external assessment of performance allows concluding that the lack of personal imaginative positioning is characteristic of the lower level performing pupils. In our data, the pupils' position as everyday thinkers in mathematics has significant relationship with low external assessment ($rs=-.14$, $p<0.01$).

Table 3

Spearman rank correlation among the internal (level), external assessment (marks) and position conceptual codes

Codes	Level	Marks	Pos_C_ imag_think- er	Pos_E_ev- eryday_ thinker	Pos_F_ev- eryday_ user
Level	1	-.68**	-.12*	.07	.03
Marks	-.68**	1	.09	-.03	-.14**
Pos_C_ imag_think- er	-.12*	.09	1	.04	.05
Pos_E_ev- eryday_ thinker	.07	-.03	.04	1	.05
Pos_F_ev- eryday_ user	.03	-.14**	.05	.05	1

$p < 0.05$; ** $p < 0.01$ Asymp. Sig. (2-tailed)

We did not find any gender differences in the way how pupils use mathematics in everyday life. Male pupils are little more inclined to think mathematically in everyday life and they have less imaginative thinking of mathematics than female pupils, but these differences are not statistically significant.

4.3. What is the relationship between pupils' beliefs and their positioning as doers of mathematics in Latvia (grade 9) like?

We find some relation between pupils' beliefs and positions. Some pupils mentioned their beliefs in their answers 7 or 8 times, and others very clearly position themselves 5 or 6 times in their answers, but these groups do not relate to each other. Pupils whose position is that of everyday thinkers (code E) have more balanced beliefs than other pupils.

Although the difference is not very marked, it can be said that in general pupils that position themselves as everyday users (code F) more often than others express the belief that mathematics is a school discipline (code D) rather than using models (B), but this has not been affirmed statistically in the quantitative analysis (see Table 6). Also in the qualitative data analysis we found that pupils with higher social imagination positioning (code C) see mathematics as a school discipline (code D) proportionally less. This has been affirmed by the statistical quantitative data analysis that showed a significant small negative correlation between the position social imagination (code Pos_C_imag_thinker) and the belief school discipline (code

Bel_D_math_school) ($r_s = -.12$, $p < 0.05$). The convergence of the results of qualitative and quantitative analysis allows concluding that pupils position themselves as imaginative thinkers or doers having a personal way of understanding or dealing with mathematics the most, they see mathematics as a school discipline the least (see Table 4).

Table 4

Spearman rank correlation among the beliefs and position conceptual codes

Codes	Bel_A_ op_ form_syst	Bel_B_ creat_ models	Bel_D_ math_ school	Pos_C_ imag_ thinker	Pos_E_ every- day_ thinker	Pos_F_ every- day_ user
Bel_A_op_ form_syst	1	-.05	-.09	-.05	-.15**	-.04
Bel_B_creat_ models	-.05	1	.30**	-.01	.16**	-.08
Bel_D_math_ school	-.09	.30**	1	-.12*	.01	.04
Pos_C_imag_ thinker	-.05	-.02	-.12*	1	.04	.05
Pos_E_ev- eryday_ thinker	-.15**	.16**	.01	.04	1	.05
Pos_F_ev- eryday_user	-.04	-.08	.04	.05	.05	1

$p < 0.05$; ** $p < 0.01$ Asymp. Sig. (2-tailed)

That the more the pupils position themselves as every day thinkers, the less they see mathematics as operating in formal-logic systems ($r_s = -.15$, $p < 0.01$) and the more they see mathematics as creating the models ($r_s = .16$, $p < 0.01$).

5 Conclusions

Regarding the research question on the relation between pupils' beliefs and positioning and their performance, the convergence of the results of qualitative and quantitative analysis based on both internal and external assessment of performance allows concluding that:

1. The higher level performing pupils more believe that mathematics is about operating in formal systems and processes; they mention less that mathematics is a school discipline.
2. Internal and external assessment of performance allows concluding that the lack of personal imaginative positioning is characteristic of the lower level performing pupils. The pupils' position as everyday thinkers in mathematics has significant relationship with low external assessment.
3. The more pupils position themselves as imaginative thinkers or doers having a personal way of understanding or dealing with mathematics, the less they have the belief that mathematics is a school discipline.
4. Boys had lower internal assessment and they less mentioned their beliefs, but girls more mentioned their beliefs that mathematics is about operating in formal systems and processes, and that mathematics is about creating, comparing and checking models.

Analytical competence refers to being a doer of mathematics, it is characteristic for this competence that the pupils believed that mathematics is about operating in formal systems, but not a school discipline, they positioned themselves as imaginative thinkers or doers having a personal way of understanding or dealing with mathematics, they did not express themselves abstractly when speaking about mathematics, but they had practical expressions about how to use mathematics in everyday contexts or in school-related work, they express the use of collaborative work with other pupils.

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ANNEX 4

CLOSING REMARKS

CLOSING REMARKS BY

By Vietnamese Vice Minister of Education & Training Nguyen Vinh Hien

Dear:

- Dr. Gwang Jo-Kim, Director, UNESCO Bangkok
- Madame Katherine Muller-Marin-, Representative and Head of Office, UNESCO Ha Noi Office
Mr. Arne Carlsen, Chairman of ASEM Education and Research Hub for Lifelong Learning
- Ladies and Gentlemen,

After three hardworking days with all minds and efforts, strong collaborations, friendliness, and openness, the Viet Nam Forum: Lifelong learning – Building a Learning Society is now closed with great success.

Together, we have fortified the understanding of the major points of ‘lifelong learning’(LLL) concept and processes of building ‘a learning society’. We have shared the evaluable experiences of the implementation of LLL strategies in ASEM countries. We have created open spaces for new ideas, development of legal frameworks, structures, financing, and a friendly and collaborative environment for the development of LLL and a learning society between countries in Asia and Europe. Together, we have worked out political, social, and cultural hindrances that affect the building of a learning society as well as solutions to bring LLL opportunities to everyone in all countries.

We believe that, after the Forum, the academic collaborations for LLL research between ASEM countries will be further developed; the ties in the development of LLL and a learning society between researchers and politicians from Asia and Europe will be further strengthened; and the development of LLL and a learning society policies in each ASEM country or the regions as a whole will be more effective.

With that said, Viet Nam Forum: Lifelong Learning and Building a Learning Society has achieved its goal. Now each country will have its own options and solutions for the development of a LLL system and a learning society.

For Vietnam, this Forum is organized in the time of important events, including: the active preparation for the XI National Party Conference by the whole nation, the development of Vietnamese education development strategy for 2011-2020, and the development of building a learning society strategy for 2011-2020. Herein, LLL is set as a goal and also a pathway to build a learning society (as mentioned

in the Vietnamese Deputy Prime Minister's opening remarks). This Forum meets the Vietnamese Government's expectations to learn and to share experiences with other countries in order to establish and enhance a LLL system for Vietnam. We understand that the successful development of a LLL system and a learning society in Viet Nam will require a great deal of learning and effort. We hope that we will continue to hear your thoughts and sharing in this area.

Ladies and Gentlemen,

The Forum's success is attributed to the close collaboration and great supports from UNESCO Office Ha Noi and ASEM Association of Lifelong Learning Research Universities, the great interests, hard work, and efforts by the speakers, experts, and researchers, as well as the host country of Vietnam.

On this occasion, allow me to represent the Forum organization team and the Vietnamese Ministry of Education & Training's leaders to express our sincere thanks to:

- Dr. Gwang Jo-Kim, Director, UNESCO Bangkok
- Madame Katherine Muller-Marin, Representative and Head of Office, UNESCO Ha Noi Office
- Dr. Arne Carlsen, Chairman of ASEM Education and Research Hub for Lifelong Learning

The Forum Organization Team would like to thank the Asia-Europe Foundation, the Danish Ministry of Foreign Affairs, the Danish Ministry of Education, the Dutch Ministry of Education, and the Latvian Ministry of Education for your financial supports to the Forum.

I would like to especially thank all of those who have worked countless hours to organize the Forum.

I would like to extend our thanks to all speakers, researchers, educators, and representatives from all countries in Asia and Europe for attending the Forum. We hope that you will spend more time visiting and learning more about our Viet Nam before you leave.

I would like to thank the representatives from the Vietnamese ministries and agencies around the country for attending the Forum.

I would like to thank all of the reporters who are here to witness and report on the Forum.

On behalf of the Forum Organization Team, I would like to close 'Viet Nam Forum: Lifelong Learning and Building a Learning Society'.

Thank you.

CLOSING REMARKS BY

Ms. Katherine Muller-Marin, Representative and Head of Office, UNESCO Ha Noi Office

This week Ha Noi is holding two very important events: the forum on lifelong learning and Building a learning society and the meeting of the Consultative Group led by the Government of Viet Nam and the World Bank and attended by donors, development partners and the United Nation to discuss socio-economic development for Viet Nam. Having had the opportunity to be part of both events and finding a way of linking both of these together, ensuring the continuity of developing lifelong learning opportunities for people living in poverty and for ethnic minorities as well as people with disabilities or without a great amount of opportunities.

A promise has been made in The Consultative Group Meeting to show the government's commitment to poverty reduction and to promote social inclusion: the promise is that the Ministry of Education and Training will have a leading role in helping people to achieve a better knowledge for accessing services and development possibilities. This is a great opportunity for the Ministry and for all of us to show how lifelong learning will help change the lives of many people. This is also a broader framework.

We will work with Vice Minister Hien, with the support of the Minister and all MOET directors and staff to better define the exact role, contribution and requirements of MOET. This is also an opportunity to put in practice so many actions we have learned about during this event and to follow up on the outcomes of the Forum. The National strategy on Lifelong learning is definitely linked to poverty reduction, social inclusion and sustainable development. For this effort, I would like to say a few words of gratitude to Deputy Prime Minister, Dr, Nhan, for his strong endorsement and that of the Government of Viet Nam. I also express my special thanks to His Excellency, Vice Minister Hien, for his presence throughout the Forum and for your guidance. I am confident that this event has a good basis for a rewarding study tour to Hamburg, Germany and to Denmark for the MOET delegation you will be leading.

To my partner, Arne Carlsen, Chair of the ASEM Education and Research Hub for lifelong learning, I thank you for the friendly spirit that characterizes our work together and for your valued efforts to bring the Network members to this Forum.

To Gwang-Jo Kim, I want to add how great it is knowing that you are there to provide your very appreciated advice and the support of our Regional Office. To all participants visiting the forum from outside Viet Nam, from provinces and from this amazing city of Ha Noi, I sincerely hope you feel your time has been wisely invested and hope you enjoyed the very interesting presentations.

To MOET colleagues and to the MOET team under the coordination of Dr. Tran Ba Viet Dzung and Mr. Hinh, Director of Continuing Education Department, I thank you for your efforts and efficient and diligent work to organize jointly this event. Thank you also to our General Reporter and for the countless hours and the passion you have put toward this: Thank you Santosh, Tam, Lan Anh, Huyen, Hanan, Ngan, Nathan, Filip, Thang, Phuong, Khue, Heidi and Glenn. We now leave this Forum with a great momentum for moving Lifelong learning in Viet Nam. I wish you all safe journeys home. I also wish you health and happiness and never-ending lifelong learning skills for yourselves.



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

PROCEEDINGS