

A Cross Analysis of e-Learning for Lifelong Learning: e-ASEM Whitepapers **BY OPEN UNIVERSITY MALAYSIA**

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INTRODUCTION:

- The purpose of the cross analysis is to compare and contrast the state of LLL and the extent of the use of E-Learning in LLL
- The cross analysis involves SIX countries namely: Korea, Japan, Denmark, Slovakia, Thailand and Malaysia
- The areas covered include:
 - Education system
 - Concept of LLL & E-Learning
 - Policies, funding & regulation of E-Learning in LLL
 - Status of E-Learning in LLL



INTRODUCTION:

- The cross analysis was based solely on the whitepapers on e-learning for LLL of each of the six countries.
- The analysis depicts the state of progress of the implementation of LLL in general, and the use of e-learning in LLL. This creates an opportunity for the less developed countries to emulate the more developed countries.

EDUCATION SYSTEMS: FORMAL EDUCATION



- **Similar system** in all 6 countries:
 - Two parallel systems:
 - **Formal:** primary to tertiary levels
 - **Lifelong Learning:** formal, informal & non-formal types
- At least **2 similarities** as well:
 - Similar formal education *structures*
 - 9-10 years of *compulsory* education
 - The *main goals*: universal literacy & sufficient knowledge to enter the workforce

EDUCATION SYSTEMS: LIFELONG LEARNING SYSTEM



- **Level & emphasis** vary according to:
 - *Cultural, social & economic* backgrounds
 - Various *reasons for LLL* related to economic progress & human capital development
 - Some *unique perspectives*, e.g:
 - **Japan**: educating an ageing society

EDUCATION SYSTEMS: LIFELONG LEARNING SYSTEM



DENMARK	Well-organised & formalised system
SLOVAKIA	Adult education as part of formal system
SOUTH KOREA	A holistic system for improving productivity, employability & income
JAPAN	A system that caters to LLL society, specifically, the elderly
MALAYSIA & THAILAND	Systems that are parallel to formal education , but not fully integrated yet

EDUCATION SYSTEMS:

e-LEARNING FOR LIFELONG LEARNING



- **e-Learning in general:**
 - Use of *ICT & the internet* for learning; a tool for education
- **e-Learning practitioners:**
 - Japan, Malaysia, South Korea & Thailand: *open universities & ODL institutions*
 - Denmark & Slovakia: no open universities
- **South Korea:**
 - The only report to comment on the *relationship between e-learning & LLL*

CONCEPTS: LIFELONG LEARNING



DENMARK

Perhaps following EU's definition; provides focus on **active citizenship**

SLOVAKIA

Learning for knowledge development; policies that focus on encouraging & assisting **mobility of its citizens**

SOUTH KOREA

Learning activities **outside the school system**; also includes **RPL & the CBS**

JAPAN

Learning across a **wide range** of activities

MALAYSIA

Formal, informal & non-formal learning in support of various national goals; also focuses on **APEL & RPL**

THAILAND

LLL as a foundation for a **knowledge-based society**

CONCEPTS: e-LEARNING

DENMARK	General term for all teaching & learning that involves ICT
SLOVAKIA	Teaching & learning through ICT & the internet; No national strategy yet
SOUTH KOREA	Unique take on e-learning – in the context of educational technology ; Focus on designing e-learning content & interfaces
JAPAN	Using ICT in blended teaching & learning approaches; Comprehensive concept for both formal & informal education
MALAYSIA	Using ICT to foster LLL ; possible alternative approach to classroom teaching; Focus on ICT development in schools & universities; importance of ODL & open universities
THAILAND	General term for online learning via the internet

POLICIES, REGULATION & FUNDING (1/3)

- **Policies:**

- No individual policies for e-learning for LLL

(I) LLL:

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

(II) e-Learning:

- Focus on **ICT development, use in education & to foster LLL**
- **South Korea:** comprehensive strategies; even recommendations for future
- **Denmark:** ICT is not expressly included in its LLL strategy

POLICIES, REGULATION & FUNDING (2/3)



- **Legislation:**

- Only *Japan, South Korea* and recently *Slovakia* have enacted legislation for LLL
- Other 3 countries: LLL *indirectly governed* by laws for education, higher education, etc
- *Unique cases: Japan* (library & museums), *Slovakia* (Trade Act)
- South Korea: the most advanced with comprehensive system
- Japan: focus on credit certification, ‘job card’ system
- Malaysia: focus on QA in formal systems & institutions

POLICIES, REGULATION & FUNDING

(3/3)

- **Regulation:**

- Others: potential consideration in the future

- **Funding:**

- Multiple sources for LLL:**

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

- e-Learning:**

- Generally directed to provision of ICT infrastructure



STATUS & CHARACTERISTICS

- Varying states & levels of **e-learning readiness & penetration**
- Important factors for development:
 - Absence/presence of *policies* on e-learning & LLL
 - Level of national *support, coordination & funding* provided
 - Strength of *cooperation* between private & public sectors
 - Breadth and depth to which of *LLL as a culture*
 - Proportion of *popular mindshare* that e-learning has managed to stake a claim



STATUS & CHARACTERISTICS:

OVERVIEW OF ALL 6 COUNTRIES



DENMARK	<p>Highly developed country, but no open university to run e-learning</p> <p>Very good growth of e-learning for teaching-learning & administration</p>
SLOVAKIA	<p>Biggest gap to bridge in e-learning; need to advance formal education system;</p> <p>Many points for improvement</p>
SOUTH KOREA	<p>Most successful in mobilising e-learning for LLL; strong national support; excellent growth in policies, legislation & plans</p> <p>Very strong use of e-learning at every level of education</p>

STATUS & CHARACTERISTICS:

OVERVIEW OF ALL 6 COUNTRIES

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

CONCLUSION



- Similar **recognition** of:
 - LLL in *productivity, employability & quality of life*
 - e-Learning in terms of *using ICT in education, improving access & greater use in LLL endeavours*
- **South Korea, Japan & Denmark ahead** of Malaysia, Slovakia & Thailand
- Several **clear contrasts** in emphasis due to cultural differences, e.g.:
 - **Japan:** meeting the *social needs* of an ageing society
 - **Denmark:** LLL for *self-fulfilment* of its citizens
- Several **gaps** that need to be closed:
 - Basis for *future direction*
 - More *specificity* towards e-learning for LLL
 - Different set of *challenges* for each country

THANK YOU

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