



NEWSLETTER

SEAMEO REGIONAL CENTRE FOR LIFELONG LEARNING

Vol 04 — October - December/2016

2ND SEAMEO CELLL'S
GOVERNING BOARD MEETING



THE ASEM LLL HUB
CONFERENCE 2016



EXPERT MEETING ON
THE PROJECT TOWARDS AN
ASEAN LIFELONG LEARNING
AGENDA



Newsletter

Vol 04

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**October - December
2016**

SEAMEO CELLL SECOND GOVERNING BOARD MEETING



October drizzles marked the success of SEAMEO CELLL's second Governing Board Meeting and a regional level workshop on lifelong learning implementation in ASEAN. The back-to-back gatherings were attended by SEAMES, DVV International, UNESCO Institute for Lifelong Learning (UIL), UNESCO Bangkok, UNESCO Hanoi and 11 SEAMEO countries; this was also the first time in many years any workshop on lifelong learning in the region had welcomed all SEAMEO countries. Important outcomes include a set of recommendations and concrete implementation plans to be submitted to SEAMEO Education Ministers, commitments of support from UIL and great prospects for SEAMEO CELLL as a leading organisation to promote lifelong learning in ASEAN countries. The second Governing Board Meeting of SEAMEO CELLL was held on 3-5 October in the Centre's conference room, newly inaugurated by the Vietnamese Minister of Education and Training.

All 11 Governing Board members (GBM) were present, as well as observers from DVV International and UIL; the Indonesia and Singapore GBMs continued their respective roles as Chairperson and Chief Rapporteur.

In the meeting, SEAMEO CELLL reported the follow-up actions of the first Governing Board Meeting and the Centre's operation in the last fiscal year 15/16, followed by the presentation of proposed budget and programmes for fiscal year 16/17, central among which

was the Centre's flagship project *Towards an ASEAN Lifelong Learning Agenda*.

The Centre received approval and valuable suggestions

from the GBMs;

in addition, UIL confirmed their

support for the Centre

to develop lifelong learning in Southeast Asia.

The meeting ended with a decision on next year's venue and an expression of gratitude from the GBMs to DVV International and UIL for their continuing support.





EXPERT MEETING ON TOWARDS AN ASEAN LIFELONG LEARNING AGENDA



On 4-5 October, SEAMEO CELLL held an expert meeting in the form of a workshop where lifelong learning experts from 11 ASEAN countries each presented best policies and practices in their country (4 October), based on which they then discussed how to further implement lifelong learning in the region (5 October); the meeting is a crucial part of the Centre's flagship project Towards an ASEAN Lifelong Learning Agenda. The first day of the meeting kicked off with an overview of the lifelong learning concept presented by Prof. Dr. Arne Carlsen, Director of UIL, and an in-depth explanation of SEAMEO CELLL's flagship project by Mr Khau Huu Phuoc; the participants proceeded to report their country's successes and challenges in lifelong learning provision. Prof. Dr. Heribert Hinzen, the Project Consultant, concluded the day with his preliminary synthesis of national reports, from which he drew policy recommendations that were also congruent with the outcomes of the Hanoi

2013 Seminar on National Policy Frameworks for Lifelong Learning in the ASEAN Countries. These recommendations and more importantly how to implement them became the topic for group discussion on the second day. Many concrete and useful ideas were raised, including tax incentives for businesses that contribute to non-formal and informal education, promotional activities for lifelong learning or multi-sectoral and multi-level policy dialogues about lifelong learning. Day 2 culminated in a set of recommendations and strategic actions to implement lifelong learning in ASEAN which was adopted by the present experts and GBMs, as well as a commitment statement from UIL that they would continue to support SEAMEO CELLL and ASEAN in lifelong learning.



PROGRESS ON THE PROJECT TOWARDS AN ASEAN

1

- ◆ Project working papers presented at:
 - ◇ SEAMEO Centre Directors Meeting (CDM) 2016;
 - ◇ 39th SEAMEO High Official Meeting (HOM); and
 - ◇ 1st Senior Officials' Meeting for the 6th ASEM Education Ministers' Meeting (SOM1 ASEMME6)

PROJECT VISIBILITY

2

- ◆ Regional Expert Meeting on 4-5 October 2016
- ◆ Strong commitment by 11 SEAMEO countries at the 2nd SEAMEO CELLS' GBM
- ◆ First batch of national reports submitted
- ◆ Training on Monitoring on 5 October 2016
- ◆ Online Portal under construction and trial

ACCOMPLISHMENTS SO FAR

3

- ◆ Second batch of national
- ◆ Online Portal expected to
- ◆ Project recommendations implementation to be pre SEAMEO Council Conferen
- ◆ The dissemination of the widely supported.
- ◆ National best practices to

THE WAY FORWARD

LIFELONG LEARNING AGENDA



“

The time today is really good moment for the ASEAN countries to come together and try to see what they can do at the national level in relation to promote lifelong learning opportunities for all.

”

**Prof Dr Arne Carlsen,
Director, UIL**

reports to be submitted by 31 January 2017
be launched in March 2017
and strategic directions/actions for
sented for approval and adoption at the 49th
ce (SEAMEC 49) in Indonesia in July 2017.
project's findings to be clearly demonstrated and
be included in the project publication

SEAMEO CELLL ATTENDS IN-HOUSE TRAINING SESSION ON PROJECT MONITORING AND EVALUATION



On 6 October 2016, SEAMEO CELLL had the honour to welcome Dr Han Sik Shim, Director of Office of Evaluation and Accreditation, National Institute for Lifelong Learning (NILE), Republic of Korea, who hosted an in-house training session for SEAMEO CELLL Staff on project monitoring and evaluation.



The training session was a follow-up to the Expert Meeting on the Centre's current project "Towards an ASEAN Lifelong Learning Agenda", which had fruitfully taken place the two previous days. It aimed at preparing the Centre for monitoring and evaluating the project implementation in participating countries.

Dr Shim initiated the session by providing a profound insight into the process and methodologies of project monitoring and evaluation. He subsequently illustrated the theory with the model implemented by his organisation to monitor and evaluate its various projects.



The training session ended in a constructive way with Dr Shim responding to enquiries from the staff about the specific process of monitoring and evaluating the Centre's on-going project.

THE CONFERENCE

"PROMOTING EDUCATION FOR SUSTAINABLE DEVELOPMENT THROUGH COMMUNITY LEARNING CENTRES" IN HOA BINH PROVINCE

On 7-8 October, the conference "Promoting education for sustainable development through community learning centres" was jointly organised by the Vietnam Association for Promoting Education (VAPE), the Ministry of Education, Vietnam (MOET), the UNESCO Institute for Lifelong Learning (UIL) and the Research Institute for Development of Learning Society (RIDLS) in Hoa Binh province, Vietnam. The event saw the participation of more than 70 experts, educators, facilitators and learners from Japan, Laos, Cambodia and Vietnam. Mr Mai Hong Quan - Deputy Manager of Research and Training, on behalf of SEAMEO CELLL – attended the conference.

Besides the sessions of experience sharing in community learning centres (CLCs) management, the conference came to an agreement on the importance of learning through these centres, emphasising that it requires the cooperation and coordination among all concerned parties in the society for the CLCs

to operate successfully and effectively so that the Global Action Programme (GAP) on Education for Sustainable Development (ESD) and the Sustainable Development Goal (SDG) 4 on Education in the 2030 Agenda can be achieved.



The participants also reached a commitment on an action plan to further promote the operation of CLCs.

Finally, the conference concluded with a site visit to a CLC in Xuat Hoa commune, Lac Son district, Hoa Binh province.





THE ASEM LLL HUB CONFERENCE 2016: LIFELONG LEARNING AND RESILIENCE IN DISASTER MANAGEMENT: ASIAN AND EUROPEAN PERSPECTIVES

The ASEM LLL Hub Conference 2016: Lifelong Learning and Resilience in Disaster Management: Asian and European Perspectives, taking place on 8-10 November 2016 at the Rex Hotel, Ho Chi Minh City, Viet Nam, was co-hosted by ASEM LLL Hub and SEAMEO CELLL in cooperation with Danish Ministry of Foreign Affairs, Danish Ministry for Children, Education and Gender Equality, and Asia-Europe Foundation (ASEF). The Conference witnessed the participation of 70 delegates, including scholars, researchers, policy makers and practitioners from 18 different Asian and European countries.



Commencing the Conference, Mr Anders Martinsen, Head of Secretariat, ASEM LLL Hub and Mr Le Huy Lam, SEAMEO CELLL Centre Director conveyed their opening speeches, followed by opening remarks addressing the significance and relevance of the field lifelong learning and resilience in disaster management in the contemporary world.

The first plenary session was initiated by Dr Niraj Thurairajah, Programme Director at Birmingham City University, UK. Dr Thurairajah fascinated the audience with the concept of connectivism model of learning in digital age and how it is utilised in disaster management context. After the first keynote presentation, participants diverged to attend two concurrent workshops: Workshop A, chaired by Dr Jose Roberto Guevara, Associate Professor, RMIT, Australia, focused on Risk Identification and Preparedness and Workshop B, chaired by Mr Uwe Gartenschlaeger, Director, DVV International, discussed Restoring Heritage. Likewise, Dr Guevara hosted Workshop C: Resilient Recovery while Mr Gartenschlaeger simultaneously chaired Workshop D: Risk Reduction and Prevention.



Shortly after parallel workshop sessions drew to an end, the second keynote speaker - Dr Ethel P. Valenzuela, Deputy Director of SEAMEO Secretariat, Thailand was welcomed on stage with her sharing concerning disaster

LEARNING AND RESILIENCE IN DISASTER MANAGEMENT PEAN PERSPECTIVES



challenges faced by the Southeast Asian region as well as regional policies and good practices as far as lifelong learning and disaster risk reduction (DRR)

are concerned. The fruitful meeting day concluded with a session of Day Rapporteur by Mr Le Huy Lam.

Dr Satoko Yano, Programme Specialist of Inclusive Quality Education (IQE), UNESCO Bangkok, Thailand marked the beginning of the second plenary session by the third keynote speech regarding the importance of education in DRR. Further to this, in her presentation, Dr Yano expressly unveiled UNESCO's activities to support locals and community learning centres when it comes to coping with natural hazards. Last but not least, the fourth keynote speaker, Professor Simon Molesworth, Monash University, Australia, continued the session with his presentation regarding the fundamental significance of sustaining cultural integrity in the face of disaster management. Informative presentations captured considerable attention from the audience; relevant questions were raised during Q&A sessions.



The ensuing final panel discussion, chaired by Mr Le Huy Lam, welcomed four representatives from the four previous workshops back on

the platform to share their ideas about lifelong learning and resilience within different fields of research.

The Conference culminated with a set of recommendations by

Mr Anders Martinsen on how to implement lifelong learning as a key to promote resiliency in disaster management. In this regard, he also accented that it was of crucial significance that networks among concerned individuals and countries should be strengthened.



Detailed information and outcomes of the Conference can be found at the Conference official website:
<http://asemllhub.org/events/vietnam2016/>



Child Care
at Yamamoto Kominkan



Pottery Class at Nicho Kominkan



Interviewing Education Specialist
at Nishi Tokyo Kominkan

VISITING FELLOW RESEARCH PROGRAMME IN JAPAN

At the invitation of the University of Tsukuba, Japan, SEAMEO CELLL sent its staff to the University on a four-month Visiting Research Fellow Programme to study the well-known Japanese social education institution, Kominkan, and its sister community centre. The first phase spanning a period of two months November and December will focus on Kominkan, and the second from January to February is a comparative study of the two models. Kominkan is a model of community learning centres emerging after World War II and quickly becoming an embodiment of the country's endeavour to decentralise and democratise education management. In the aftermath of the war, when life was very hard, it met the genuine needs of the people – learning practical things for the betterment of their lives. The centre also served as a gathering place for social activities, thus upholding the community spirit of the pre-war era. The first study is expected to result in a truthful, detailed description of Kominkan that can enrich a rather modest literature written in English of this UNESCO-promoted institution – a community learning centre of the people, by the people and for the people.

What does the name “Kominkan” mean?

Kominkan is a blend of Kou (公), which means “public;” Min (民), “citizen;” and Kan (館), “hall,” giving the meaning of a public hall for the citizens. The functions of Kominkan are similar to those of the community learning centre in other countries.

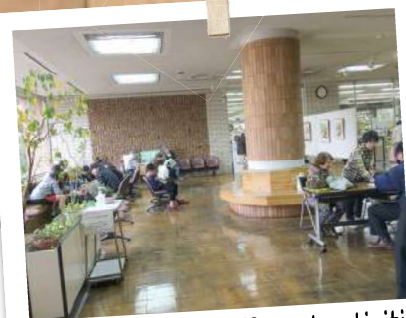


What are the functions of Kominkan?

Kominkan's functions can be summarised in three key words: Connect, Learning, and Gathering. It is a place where people gather for different social activities, for personal linkage, and for learning. It is noteworthy that mutual learning is emphasised as a mode of learning organised here.



Dance Class at Nicho City Kominkan



Different ages – Different activities
at Nishi Tokyo Kominkan



Singing Class at Nicho Kominkan

When was the first Kominkan established?

The first Kominkan was established in 1941 in Mizusawa in Iwate prefecture in memory of a Meiji statesman. However, Kominkan was granted its legal status in the Fundamental Law of Education of 1947, and the Social Education Law of 1949. The establishment of Kominkan was a timely response to the quest for radical reconstruction of education for opportunities of learning new values, cultivating spiritual life, and social solidarity.

How many Kominkan are there now in Japan?

After Kominkan was institutionalised by law, Kominkan developed quickly in the 1950s, and reached a peak of nearly 36,500 in 1955. The number today, however, is lower (approximately 18,000) due to various reasons. One is the consolidation of municipalities, which was the merge of small administrative areas into larger ones, leading to the merge of their Kominkan. Another is municipal governments may establish a new Kominkan but give it a different name and put it under a different division of the local government so that the Kominkan can have better financial support from the authorities. Despite the drop in Kominkan number, the number of Kominkan users remained somewhat the same in recent years.

What challenges are Kominkan facing now?

Community relationship, socio-economic situation and personal lifestyle have all changed greatly since after World War II. Kominkan were established to meet the learning needs of the people at that time, and served a majority of adult learners then. Today, Kominkan need to offer a wider range of appropriate activities to meet the current learning needs and maintain their important role in community development. That has proved to be big challenge.

39TH SEAMEO HIGH OFFICIALS MEETING CONVENED

The 39th SEAMEO High Officials Meeting was convened on 15-17 November 2016 at the Amari Watergate Hotel, Bangkok, Thailand. Apart from 14 working papers which were adopted by consensus ad referendum, the meeting discussed and endorsed 13 other working papers through plenary presentations by the SEAMEO Secretariat and relevant SEAMEO Centres. Among the presentation working papers are Report on the Implementation of Activities under the SEAMEO Education Agenda/7 Priority Areas, Report on the SEAMEO College and Activities for 2nd Cycle of Implementation (July 2015–June 2016), Report and Proposal on SEAMEO Big Data by SEAMEO Secretariat and Proposal of SEAMEO CELLL and UNESCO Institute for Lifelong Learning (UIL) Collaborative Regional Project to

Develop an ASEAN Lifelong Learning Agenda, by SEAMEO CELLL.

HE General Dapong Ratanasuwan, Minister of Education of Thailand, presided over the Opening Ceremony, and Dr Harris Iskandar, Director General of Early Childhood and Community Education, Directorate General of Early Childhood and Community Education, Ministry of Education and Culture Indonesia, chaired the meeting.



Centre Visibility



The 1st Senior Officials' Meeting for the 6th ASEM Education Ministers' Meeting hosted by The Ministry of Education of the Republic of Korea was held on 9-10 November 2016 at The Shilla Hotel, Seoul, Korea with the participation of more than 100 participants from 35 ASEM member countries, 7 stakeholders and 1 observer.

The year 2017 will mark the 10th year of ASEM Education Process since the 1st ASEM Conference of Education Ministers was held in Berlin in 2008. At the conference, the ASEM Education Process took the first step from the common perspectives in Asia and Europe.

During the past years, ASEM Education Process has contributed to connectivity between Asian and Europe.

The SOM1 for the ASEM ME6 was a chance for ASEM partners and stakeholders to debate and agree on the theme of the ASEM ME6, the agenda of the meeting and draft of the Conclusions by the Chair of the ASEM ME6,

as well as launched discussions on the ASEM Education cooperation in four priority areas: (a) quality assurance and recognition; (b) engaging business and industry in education; (c) balanced mobility; (d) lifelong learning including technical and vocational education and training.

At the SOM1 ASEM ME6, Ms Vu Lan Chi, Deputy Director of SEAMEO CELL, presented about the Centre's flagship project "Towards an ASEAN Lifelong Learning Agenda" under technical and financial funding of the UNESCO Institute for Lifelong Learning (Based in Hamburg, Germany) and shared the set of recommendations and strategic actions to promote lifelong learning in the region which were adopted at the Expert Meeting on 4-5 October 2016.



THE 1ST SENIOR OFFICIALS' MEETING FOR THE 6TH ASEM EDUCATION MINISTERS' MEETING



POLICY FORUM ON YOUTH AND ADULT LEARNING AND EDUCATION IN SDG4 IN ASIA PACIFIC

Image Courtesy: uil.unesco.org

On 24-25 November 2016, SEAMEO CELLL attended “Policy Forum on Youth and Adult Learning and Education in Sustainable Development Goals 4 (SDG4) organised by UNESCO, Asia South Pacific Association for Basic and Adult Education (ASPBAE), DVV International and International Council for Adult Education (ICAE) in Bangkok, Thailand .

The Policy Forum is planned as a multi-stakeholder event, bringing together representatives from governments, UNESCO, education coalitions, CSOs active in Lifelong Learning and donor agencies to strategise and exchange the implementation of youth and adult learning strategies and policies within the lifelong learning framework of SDG4.

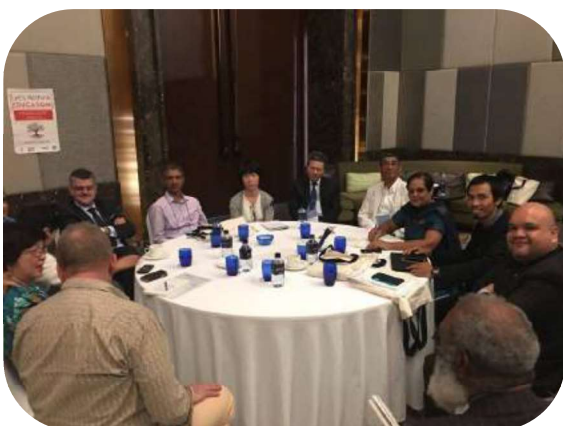


Photo contribution: Naseer Bayat

The Policy Forum unpacked the education goal and clarified indicators, the political context and resources needed to realise the targets related to youth and adult learning and education. The Forum also paid attention to the UNESCO’s publication: *Rethinking Education: Towards a Global Common Good?, Education 2030 Framework for Action, 3rd The Global Report on Adult Learning and Education (GRALE III)*.

This event was also a favourable opportunity for some new networking to be set up for future collaboration at SEAMEO CELLL.



OVERVIEW ON GRALE III

- Author/ Editor: UIL
- Published in 2016
- Language: English
- Principles: surveys completed by 139 UNESCO Member States

Background

Goals

Analyse the responses of UNESCO Member States to the GRALE III monitoring survey

Strengthen the case for adult learning and education with evidence of its benefits on health and well-being, employment and the labour market, and social, civic and community life

Provide a platform for debate and action at national, regional and global levels

Structure

Part 1 (Chapter 1):

- Monitoring the Belém Framework for Action
- Responses to the GRALE III monitoring survey

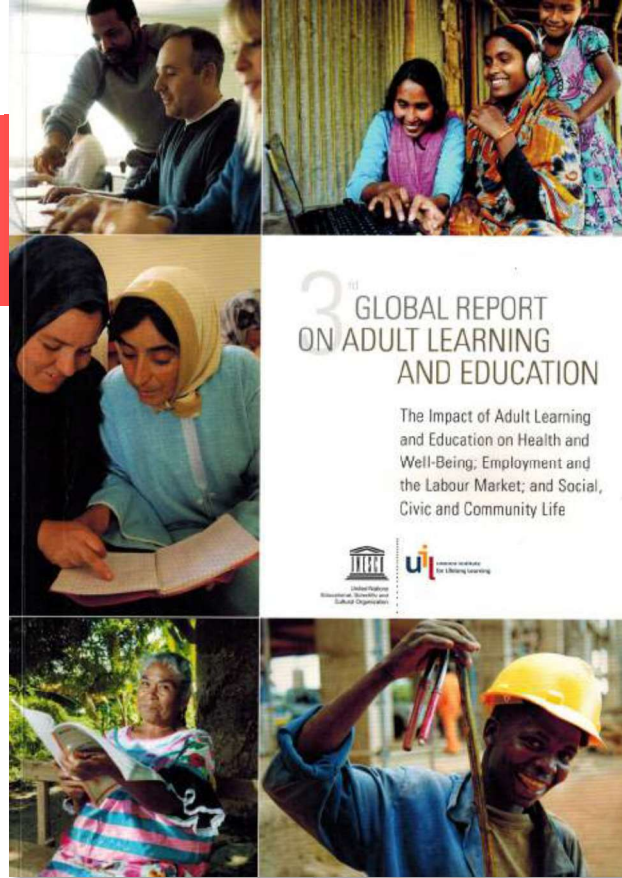
Part 2 (Chapter 2-4):

The benefits of ALE for:

- ♦ Health and Well-being
- ♦ Employment and the labour market
- ♦ Social, civic and community life

Part 3 (Chapter 5,6):

- Major challenges for ALE
- Global trends and implications for ALE
- ALE and the 2030 Agenda for Sustainable Development



MEETING WITH PHILIPPINES DELEGATION

On 31 October 2016, SEAMEO CELLL was pleased to welcome a visiting group of ten university professors and educators from the University of the Philippines, College of Education, Diliman, Quezon City, Philippines. The respected guests expressed their interest in educational concepts of Vietnam in general and the subject of lifelong learning in particular.

In response to the delegation's concern, Mr Mai Hong Quan, Deputy Manager of Research and Training delivered his presentation on non-formal educational system in Vietnam as well as the field of lifelong learning in ASEAN.

In this connection, Mr Quan briefed the delegation on SEAMEO CELLL's flagship project: "Towards an ASEAN Lifelong Learning Agenda" and how it progressed.



Further to this, the Centre and the delegation entered into open discussions regarding operation of non-formal education sector in each country. For instance, how CLCs and CECs in Vietnam function was discussed and the differences between them and those of the Philippines were mentioned in exchange for information.

MEETING WITH REPRESENTATIVE OF CLEMA PROJECT

On 22 November 2016, Mr Jesper Stage Petersen, Assistant Professor from University College Zealand, Denmark came to visit SEAMEO CELLL concerning the Project CLEMA, administered by Education, Audiovisual & Culture Executive Agency (EACEA) under the European Commission.

Funded by the ERASMUS+ Programme, the Project aims to strengthen the implementation of the Inclusive Education Service System in Vietnam by developing knowledge, curricula and practice for the Educational Support Worker.

As an associated partner, SEAMEO CELLL made a commitment to contribute to the Project by sharing knowledge on policies and good practices in Lifelong Learning in Vietnam, commenting on LLL plans for curricula from CLEMA and assisting CLEMA in dissemination of articles / good practices through network in the region.



MEETING WITH DANISH RECTORS DELEGATION

As a follow-up of the meeting with Danish Delegation on 8-9 September 2016 concerning the prospect of educational cooperation between the two countries, on 1 November 2016, SEAMEO CELLL and the delegation of 30 Danish rectors from university colleges of Denmark arranged a meeting at the Centre's Conference Room to further discuss this matter.



In hope of providing the delegates with general overview of the demand in high education of Vietnamese students, Mr Tran Ba Linh, Researcher, SEAMEO CELLL delivered his speech on different types of internationalism in Vietnam at the moment and relevant statistics. On top of that, he offered positive recommendations in respect of educational partnerships between Denmark and Vietnam.

The meeting drew to conclusion with the Q&A session. The rectors raised their concerns regarding which recommended fields of education for partnerships as well as appropriate learning approaches of Vietnamese students.

MEETING WITH SEAMEO BIOTROP AND SEAMEO SEN

On 10 November 2016, SEAMEO CELLL gratefully received a visiting company from SEAMEO BIOTROP and SEAMEO SEN. The three SEAMEO Centres took this occasion to gather round and discuss possibilities of cooperation in the upcoming future.

The meeting drew focus on planning a project concerning Urban Agricultural Skills, expected to be carried out in one week within the period from 20 July to 20 August 2017. Responsibilities of each Centre were discussed and directions for collaboration were agreed on.

The expected venue would be University of Agriculture, Vietnam.



In this regard, SEAMEO SEN and SEAMEO CELLL would be in charge of mobilising 30 participants including 15 Special Education Trainers and 15 CLC facilitators. SEAMEO BIOTROP would be committed to expenses for participants during the week of training. Additionally, SEAMEO CELLL would also be responsible for logistics support and secretarial work.

For the Year 2017



In considerable hope of reinforcing international collaboration and facilitating lifelong learning in the region, SEAMEO CELL has submitted two proposals to UNESCO Institute for Lifelong Learning (UIL) and DVV International to seek their support concerning the Centre's activities in the year of 2017. The proposed programmes are aimed at serving the Centre's main functions: training, research and networking.

to Come



WHAT'S COMING UP NEXT *Jan - Mar 2017*

- ◆ Year-end Review Meeting - 13 January 2017
- ◆ Phase Two of Research Fellowship in Japan - January— February 2017
- ◆ Capacity Building Workshop for Community Learning Centres (CLCs) in the Lower Mekong - March 2017
- ◆ Workshop on the Japanese Community Centres - March 2017
- ◆ Implementation of the Project Towards an ASEAN Lifelong Learning Agenda
- ◆ Implementation of the Project Instructional Resource: Using Soft Skills in Non-formal education

*Traditional Vietnamese
Tet Holiday
26 January - 1 February 2017*



Year-end Retreat

To celebrate a fruitful working year, on 17-18 November 2016, SEAMEO CELLL's staff went on a weekend trip to Vung Tau, a coastal city in the Southern, Vietnam.

This bonding activity refreshed the staff with sweet memories and energised the Centre for the upcoming year.



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