Mapping of Skills and Lifelong Learning Pathways in the Pacific

by

Morshidi Sirat
Founding Director
Commonwealth Tertiary Education Facility (CTEF) Malaysia

Pacific Capacity Building Workshop on Implementing National Qualifications Frameworks (NQF) at Programme Level
The use of learning outcomes matched against level descriptors of NQFs
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1. A consultation stage
2. To receive feedback
3. To identify national case studies
4. To ascertain level of commitment
Activities

1. Presentation of the proposed research

2. Group discussion with a view to soliciting feedback

3. Group consensus on moving the agenda forward
Overview of the Proposed Project
Aim

• To research and report the mapping of skills development and lifelong learning pathways in each participating Member State in the Pacific.
Purpose

(1) The research will be used to support the continued development of the Educational Quality and Assessment Programme (EQAP), including the Pacific Register of Qualifications and Standards (PRQS).

(2) The research report will help participants prepare for a study tour to Malaysia in year two of the project (2017/2018).
Approach

• Based on needs of key stakeholders in Pacific States

• Co-learning, adapting rather than borrowing or copying
Mapping of Skills to Lifelong Learning Pathways

• Lifelong learning

“Every person, at every stage of their life should have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies.”

http://en.unesco.org/world-education-forum-2015/5-key-themes/lifelong-learning
“The entire education system is designed to facilitate lifelong and ‘lifewide’ learning and the creation of formal, non-formal and informal learning opportunities for people of all ages... The concept of lifelong learning requires a paradigm shift away from the ideas of teaching and training towards those of learning, from knowledge-conveying instruction to learning for personal development and from the acquisition of special skills to broader discovery and the releasing and harnessing of creative potential. This shift is needed at all levels of education and types of provision, whether formal, non-formal or informal.”

• Skills related to lifelong learning

“Skill” is broadly defined as any personal characteristic that is productive of value and can be augmented through some form of investment.

Research Activities

• Mapping of skills in the LLL sector to regional and National Qualifications Frameworks and any (other) legally binding standards in the Pacific states

• National case studies

• Malaysia case study
• Malaysia

Blueprint on the Enculturation of Lifelong Learning for Malaysia, 2011-2020
Formal lifelong learning

community colleges
polytechnics
public and private universities
open and distance learning institutions

Leading to some form of accreditation and qualification; organised and structured with clear LO
Informal lifelong learning

Other government ministries, e.g. Ministry of Rural and Regional Development

Political and business associations, NGOs

Targets: out-of-school youth and adult illiterates, marginalised and disadvantaged groups in the rural areas
• Non-formal

  – May be well-planned and well-structured, but no conferment of formal qualifications

  – Intended towards formal skills development and enhancement

  – Workplace, on-the-job training programmes at various levels, which also comprise vocational and executive training
• Role of Human Resource Development Council

• Human Resource Development Fund
• Issues (in the past)
  – Recognition
  – Lack of awareness and participation
  – Monitoring
  – Infrastructure and support/mechanism
  – Absence of full-pledged LLL policy
• Now

  – Explicit and full-pledged LLL policy

  – A national agenda

  – Third pillar of HCD System, after school and tertiary
Assumption of Research Proposal

Need for the enculturation of lifelong learning

Despite considerable differences between countries’ education and training structures, some commonalities can be observed across countries in terms of lifelong learning potentials and role in HCD
Output

• Lifelong learning: flexible pathways and skills acquisition in the Pacific States

• Malaysia case study will demonstrate by way of a workshop involving MoE, MoHE and Human Resource Ministry how mapping of skills and LLL pathways is undertaken. MQA will spearhead this.
Feedback

For Member States already implementing LLL (sharing of practice)

For those without LLL for now, your ideas and opinion are welcome
1. Describe the importance of LLL in your country’s education and HCD system (philosophy and approach).

2. What are the LLL pathways?

3. What is the position of LLL in the national qualifications framework?
4. What are the types of skills involved in LLL pathways?

5. Based on your country’s situation, suggest a mapping method or approach to undertake this mapping.
Moving Forward the Agenda

1. 3 or 4 Member States as national case studies

2. Relevant agencies/division in Member States?

3. Timelines?

4. Other relevant consideration?
Thank You