Regional Community Learning Centre (CLC) Conference: The Role of CLC for Intergenerational Learning Focusing on the Elderly
24 - 28 February 2015, The Empress Hotel, Chiang Mai, Thailand

Lifelong Learning across the Generations

MALAYSIA’S EXPERIENCE

CHAI Sen Tyng ¹
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¹ ²
KEMENTERIAN
PENDIDIKAN
MALAYSIA

INSTITUTE OF GERONTOLOGY
Malaysia’s Education System

Tertiary Education in Malaysia, 2013

<table>
<thead>
<tr>
<th>Institutions</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public universities</td>
<td>20</td>
</tr>
<tr>
<td>Private universities</td>
<td>53</td>
</tr>
<tr>
<td>Private university colleges</td>
<td>26</td>
</tr>
<tr>
<td>Branch campuses of foreign universities</td>
<td>7</td>
</tr>
<tr>
<td>Private colleges</td>
<td>413</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>32</td>
</tr>
<tr>
<td>Community colleges</td>
<td>86</td>
</tr>
</tbody>
</table>

5 Pillars of TVET in Malaysia

1. Public Higher Education system
2. Malaysian Skills Qualifications Framework - a 5-tiered skills certification system based on the NOSS
3. Company-based training under the Human Resource Development Fund (HRDF)
4. Private Higher Education and accreditation by the National Accreditation Board
5. Continuing Education and Training

Lifelong learning will become increasingly important in the knowledge-based economy where knowledge and skills need to be continuously updated and upgraded. New skills and expertise will be required to improve employability and productivity.

- Third Outline Perspective Plan (OPP3, EPU, 2001, p.162)
For the purpose of “streamlining all lifelong learning activities implemented by various educational institutions, government and non-government organizations and agencies”, lifelong learning is defined as “learning engaged by everyone of age 15 and above except professional students” (MOHE, 2011, p.6)
**Conceptualization Differences**

**Formal**
- Public Universities
- Polytechnics
- Community Colleges
- Open & Distance Learning

**Non-formal**
- HRDF
- Dept. Skills Dev. (NOSS)
- MARA & other Ministries

**Informal**
- MCA LLL Campaign
- MyGfL
- Civil society

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Institutions / Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal learning</td>
<td>Structured learning in educational or training institutions leading to some form of accreditation, certification or qualification</td>
<td>Open University Malaysia; USM Special Intake; Public / private universities and colleges; TVET institutions (Skills Certificate, Diploma, Baccalaureate, Masters and Doctoral studies), including accredited post-secondary programs under IKBN, IKBTN, ILP, ADTEC, JMTI, CIAST, KEMAS, IKMara etc.</td>
</tr>
<tr>
<td>Non-formal learning</td>
<td>Structured learning provided outside formal settings which usually does not lead to any certification or qualification.</td>
<td>Public courses by public / private universities and colleges (including continuing / extension education centers such as Tzu Chi Continuing Education Centres); Short courses by Community Colleges; Courses or learning activities organized by senior citizen clubs (i.e. NACSCOM, Young-at-heart program), specialized providers (i.e. Kompleks Warga Emas, Yayasan al-Jenderami; U3A Malaysia program) or other general providers</td>
</tr>
<tr>
<td>Informal learning</td>
<td>Unstructured learning, intentional or incidental, that typically does not lead to certification.</td>
<td>Self-directed or group learning, through the Internet or other available resources (i.e. libraries, online portals, publications)</td>
</tr>
</tbody>
</table>
256 pages of the details of III programs under 15 different government ministries and the various agencies under the departments.
Community Colleges in Malaysia

VISION
To champion technical and vocational education and training and become hub for lifelong learning by 2015.

MISSION
Leveraging on Technical and Vocational Education and Training, and Lifelong Learning as a means of developing local communities into a knowledgeable and trained workforce to fulfil the demands of the world of work.
COMMUNITY COLLEGE CERTIFICATE / DIPLOMA COURSES

- Multimedia Creative (Animation)
- Multimedia Creative (Advertising)
- Automotive Maintainance
- Building Maintainance
- Electrical Technology
- Computer Maintainance
- Hotel and Catering
- Tailoring and Fashion
- Food Processing & Quality
SHORT COURSES @ CC

CONSTRUCTION TECHNOLOGY

INFORMATION TECHNOLOGY

BUSINESS ACCOUNTING

AIR CONDITIONING MAINTENANCE

TOURISM

INTERIOR DESIGN

LANDSCAPE & NURSERY MAINTENANCE

BEAUTY AND HEALTH SERVICES

BAKERY & CONFECTIONARY

DRAFTMANSHP
Participants of LLL (short courses) @ CC, 2002 - 2014*

* as of Oct 2014
Participants of LLL (short courses) @ CC by Age Group, 2014* 

* as of Oct 2014
Lifelong Learning for Older Malaysians
The University of the Third Age, Malaysia Program
Speed of Population Ageing

Doubling of 65+ Population from 7% to 14%

Source: Kinsella & Gist, 1995; International Data Base, 2013 (author’s calculations)
Ageing at Lower Levels of Development

<table>
<thead>
<tr>
<th>65+ (%)</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.33</td>
<td>Australia</td>
</tr>
<tr>
<td>4.78</td>
<td>Bangladesh</td>
</tr>
<tr>
<td>4.80</td>
<td>Bhutan</td>
</tr>
<tr>
<td>4.28</td>
<td>Brunei</td>
</tr>
<tr>
<td>5.35</td>
<td>Cambodia</td>
</tr>
<tr>
<td>8.88</td>
<td>China</td>
</tr>
<tr>
<td>14.00</td>
<td>China - Hong Kong</td>
</tr>
<tr>
<td>8.14</td>
<td>China - Macao</td>
</tr>
<tr>
<td>5.27</td>
<td>India</td>
</tr>
<tr>
<td>5.22</td>
<td>Indonesia</td>
</tr>
<tr>
<td>25.08</td>
<td>Japan</td>
</tr>
<tr>
<td>3.79</td>
<td>Laos</td>
</tr>
<tr>
<td>5.36</td>
<td>Malaysia</td>
</tr>
<tr>
<td>3.81</td>
<td>Mongolia</td>
</tr>
<tr>
<td>5.22</td>
<td>Myanmar</td>
</tr>
<tr>
<td>5.14</td>
<td>Nepal</td>
</tr>
<tr>
<td>9.46</td>
<td>North Korea</td>
</tr>
<tr>
<td>4.38</td>
<td>Pakistan</td>
</tr>
<tr>
<td>2.91</td>
<td>Papua New Guinea</td>
</tr>
<tr>
<td>3.90</td>
<td>Philippines</td>
</tr>
<tr>
<td>10.19</td>
<td>Singapore</td>
</tr>
<tr>
<td>12.17</td>
<td>South Korea</td>
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<td>8.48</td>
<td>Sri Lanka</td>
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<tr>
<td>9.71</td>
<td>Thailand</td>
</tr>
<tr>
<td>3.28</td>
<td>Timor Leste</td>
</tr>
<tr>
<td>6.58</td>
<td>Vietnam</td>
</tr>
</tbody>
</table>

Source: World DataBank (World Bank, 2014)

Note: Size of bubble indicates number of older persons (65+)

Growing Old BEFORE Getting Rich

Higher levels of population ageing

Lower levels of development

GNI per Capita, PPP (current International $)
## Growth of the Older Population, 1991 - 2020

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>1991</th>
<th>2000</th>
<th>2010</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(‘000)</td>
<td>%</td>
<td>(‘000)</td>
<td>%</td>
</tr>
<tr>
<td>Total</td>
<td>1,068.5</td>
<td>5.81</td>
<td>1,451.7</td>
<td>6.24</td>
</tr>
<tr>
<td>Malay &amp; Bumi.</td>
<td>564.1</td>
<td>5.30</td>
<td>804.2</td>
<td>5.64</td>
</tr>
<tr>
<td>Chinese</td>
<td>367.2</td>
<td>7.43</td>
<td>501.0</td>
<td>8.80</td>
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<tr>
<td>Indian</td>
<td>75.9</td>
<td>5.45</td>
<td>93.9</td>
<td>5.59</td>
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<tr>
<td>Others</td>
<td>40.0</td>
<td>6.79</td>
<td>12.5</td>
<td>4.62</td>
</tr>
<tr>
<td>Non-Malaysian</td>
<td>21.4</td>
<td>2.65</td>
<td>40.2</td>
<td>2.90</td>
</tr>
<tr>
<td><strong>Sex Ratio</strong></td>
<td>89.71</td>
<td></td>
<td>91.38</td>
<td></td>
</tr>
</tbody>
</table>

Source: Department of Statistics Malaysia (1995; 2001; 2011; 2012) (author’s calculations)
Why the University of the Third Age (U3A)?

- To provide affordable learning opportunities for older people, using the skills of members themselves
- No distinction between those who learn and those who teach = those who teach shall learn and those who learn shall also teach
- Learning should take place in a friendly, supportive and social environment
- Encourage self-sufficiency, autonomy and independence
The University of the Third Age, Malaysia Program

Lifelong learning program for senior citizens based at UPM

- Based on a hybrid of French & British model of U3A
- LLIFE 2007; U3A 2008 - present (learning for leisure, self-determ.)
- Association for Lifelong Learning of Older Persons U3A Kuala Lumpur and Selangor (ROS No.: 2522-10-SEL)
- Collaboration with multi-sectoral parties (public, private, civil soc.)
- Upscaling and replication with Dept. of Community Colleges & Public Service Dept.’s Post Service Division

Distribution of U3A Members by Total Participating Years, 2008 - 2013 (n = 630)

- 1 year: 59%
- 2 years: 20%
- 3-4 years: 15%
- 5-6 years: 6%
## Variable

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>≤54</td>
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<td>29.4</td>
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<td>60-69</td>
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### Age (Mean)

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<th>M</th>
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<th>SD</th>
<th>M</th>
<th>SD</th>
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<td></td>
<td>59.8</td>
<td>6.58</td>
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### Sex

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<th>Female</th>
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<td>60.7</td>
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<tr>
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<td>66.2</td>
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### Ethnicity

<table>
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<tr>
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<th>Malay &amp; Bumi.</th>
<th>Chinese</th>
<th>Indians</th>
<th>Others</th>
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<td>3.0</td>
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<td>56.6</td>
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<td>1.1</td>
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<td>52.3</td>
<td>4.5</td>
<td>1.4</td>
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</table>

### Education

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<td>7.3</td>
<td>57.3</td>
<td>34.4</td>
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<td>52.2</td>
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<td></td>
<td>0.4</td>
<td>3.9</td>
<td>49.8</td>
<td>45.9</td>
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<td>0.0</td>
<td>5.5</td>
<td>50.0</td>
<td>44.5</td>
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### Location

<table>
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<tr>
<th></th>
<th>Selangor</th>
<th>Kuala Lumpur</th>
<th>Putrajaya</th>
<th>Other States</th>
<th>No. C. Participants</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1.1</td>
<td>196</td>
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<tr>
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<td>24.2</td>
<td>1.7</td>
<td>1.7</td>
<td>244</td>
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<tr>
<td></td>
<td>71.4</td>
<td>24.9</td>
<td>2.1</td>
<td>1.6</td>
<td>220</td>
</tr>
</tbody>
</table>

### No. C. Participants

|          | 97       | 199        | 175       | 196          | 244                | 220                |

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**U3A By the Numbers**

2008 - 2013
Never too old to learn

Warga emas dapat diploma

Old is gold drive

Getting senior citizens to be active and productive

 выбранные материалы из архива 2007 - 2015
Intergenerational Programs
Initiatives by the Institute of Gerontology, Universiti Putra Malaysia
What are Intergenerational Programs?

1. The International Consortium for Intergenerational Programs (ICIP) defined intergenerational programs as “vehicles for the purposeful and ongoing exchange of resources and learning among older and younger generations for individual and social benefits” (Kaplan, 2001; Newman & Hatton-Yeo, 2008).

2. It unites separated generations, enables the transmission of traditional culture, encouraging active cross-generational social life and the sharing of resources among generations, challenges social problems from a cross-generational perspective and contributes to lifelong learning (Hattan-Yeo & Ohsako, 2000).

   a. at least two non-adjacent generations learn together about each other (ageing issues, experiences, values, aspirations);
   b. two different generations learn together about the world, people and/or historical and social events relevant to them;
   c. two different age groups share learning experiences and training activities designed to develop academic knowledge and skills and prepare their social service skills (such as ecological or peace-related) (Brown & Ohsako, 2003)
Overview of Intergenerational Practice

An intergenerational program must demonstrate impact not only on the participants (benefits for children, youth and older persons), but also their surrounding communities (Kaplan, 2001).

**Period: July 2011 - March 2012**

Source: Springate, Atkinson & Martin, 2008, p. 5
Aims: To inculcate filial piety among preschool children, who are now more likely to experience relationships with family members from three, four and even five generations.

Filial Piety in Intergenerational Relations: A Moral Literacy Modular Programme for Malaysian Pre-schoolers

(UNESCO Participation Programme, July 2011 - March 2012)

Funding approved: USD 26,000

In line with the aims of National Family Policy 2010 to **inculcate family values** (4.4) and **strengthen intergenerational relationships** (4.5) as well as Principle No. 2 - Families are responsible in inculcating and observing noble values.

**Principal Investigator:**
Rahimah Ibrahim, PhD
(Ageing and Human Services)

**Team members:**
Tan Jo Pei, PhD (Parenting in Multi-cultural Families),
Nellie Ismail, M. Sc. (Child Development),
Siti Suhailah Abdullah, B. Sc. (Nutrition and Community Health),
Rohani Abdullah, PhD (Child Development),
Nani Menon, M. Sc. (Child Development),
Amrah Mohd. Yusof, B. Sc. (Human Development),
Salmina Sulaiman, B. Sc. (Human Development)
RESEARCH ACTIVITIES

1. Identification of culturally relevant themes of filial piety
2. Identification of appropriate methods to inculcate values in children
3. Determination of the themes and scope of module
4. Development of theme-specific activities
5. Preliminary survey (n=296)
6. Implementation of the activities within the existing curriculum by teachers in one experimental and one control group of pre-schoolers
7. Quantitative and qualitative evaluation of the programme’s effectiveness

Expert Panel and Focus Groups Discussions

Grandparents
Parents
Pre-schoolers
Quasi-experimental research
Filial Piety Module:

- Module 1: Personal responsibility at home
- Module 2: Interpersonal responsibility - Give and take (friends and siblings)
- Module 3: Interpersonal responsibility in school - Daily routine
- Module 4: Good manners - Communication
- Module 5: Good table manners - Behavior
- Module 6: Avoiding danger
- Module 7: Respecting parents
- Module 8: Respecting others (other family members and neighbors)
- Module 9: Proper address and statement
- Module 10: Listening and turn talking
Bridging the Generation Gap

• Bridging the Generation Gap: Images of the Elderly among Adolescents (UNESCO, 2011 - 2012)

Project Objectives
1. To explore the stereotypes of older persons, knowledge on old age and ageing among in-school adolescents
2. To investigate the socio-familial and cultural correlates of ageism among school-going youths.
3. To develop an intervention program for schools to improve intergenerational relations between adolescents and older persons.

Survey of 11 schools, n = 601

Principal Investigator:
Dr. Husna Sulaiman

Team members:
Prof. Dr. Tengku Aizan Hamid
Mr. Chai Sen Tyng
Ms. Siti Aisyah Nor Akahbar
Mrs. Nazileh Ramli
Mr. Asrizam Esam
Intergenerational Learning Program

School-based Pilot Intergenerational Program was developed, with the following objectives:

i. To reduce the negative perceptions of older persons among the adolescents through informative, meaningful and enjoyable interactive activities,

ii. To improve intergenerational understanding and knowledge among adolescents and older persons, and;

iii. To enhance the older persons’ role as mentors to the younger generation.

37 students & 18 super seniors
<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Focus</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowing You, Me and Us</td>
<td>Ice-breaking</td>
<td>To get participants from two generations to know each other and build rapport and friendship</td>
</tr>
<tr>
<td>2</td>
<td>Ageing Process and Negative Attitudes between Generations</td>
<td>Ageing / Gerontology</td>
<td>To understand the ageing process and to eliminate negative attitudes and practices between the new generations</td>
</tr>
<tr>
<td>3</td>
<td>Crossing the Digital Divide</td>
<td>ICT</td>
<td>To share ICT skills, knowledge and experience between adolescents and the elderly</td>
</tr>
<tr>
<td>4</td>
<td>Practicing Healthy Lifestyles across the Life Span</td>
<td>Health &amp; Nutrition</td>
<td>To increase knowledge on healthy lifestyles and practices across the life span, from young to old</td>
</tr>
<tr>
<td>5</td>
<td>Culture and Arts Appreciation in Different Eras</td>
<td>Culture &amp; Arts</td>
<td>To know, understand and appreciate music, fashion and sports / games of past and present</td>
</tr>
<tr>
<td>6</td>
<td>Preserving the Environment for All Generations</td>
<td>Environment</td>
<td>To increase knowledge, understanding and appreciate that all generations have a shared responsibility to preserve and conserve the environment</td>
</tr>
<tr>
<td>7</td>
<td>My Country: A Nation for All</td>
<td>Nation-building</td>
<td>To instill understanding, sensitivity, mutual respect of rights and collective responsibilities of all generations to be united for national development</td>
</tr>
</tbody>
</table>
Intergenerational Learning Programs (ILPs)

Combination Matrix

OLDER PERSONS / ELDERLY

A
Model / Normal

B
Disadvantaged

A1

B1

A2

B2

1
Model / Normal

2
Disadvantaged

ADOLESCENTS / TEENS
Lifelong Learning for the Institutionalized Elderly

PSH untuk Warga Emas di Institusi [RSK Cheras] (JKMM, 2010 - 2012)

Financial Empowerment

CITI-UPM Financial Empowerment for Mature Women Program (Citi Foundation, 2012 - 2013)
Empowering the Elderly through ICT

Mendayaupayakan Warga Emas melalui ICT (e-MAS) (KTP, MOHE, 2011 - 2013)

Training of Trainers

Collaboration with NACSCOM
Discussion

• Intergenerational learning programs for the elderly are built on strong foundations of civil society / voluntary sector movement, mobilization and empowerment.

• It takes a lot of collaborative partnerships with different stakeholders to run a sustainable ILP, but the elderly are not mere passive learners. Older persons are often an untapped resource in the community and they can be a major contributor.

• Community learning centres, be it community colleges, community halls / centres, senior citizen clubs or even universities can benefit from ILPs (i.e. service learning).

• Leveraging on intergenerational learning outcomes could lead to many different new opportunities for those involved (e.g. seniors as instructors).

• It involves significant mindset changes on what we think about old age, ageing and the elderly. Third age education or lifelong learning for older persons, the elderly benefits from knowledge like all other members of the society.

• Investment in education for the elderly should not be denied on the basis of poorer overall ROI compared to educating the young.
CONCLUSION

learning to know,
learning to do,
learning to live together, and
learning to be.

(UNESCO, 1996)

Third Age Education

Madrid International Plan of Action on Ageing, 2002

Inter-generational Program

Knowledge

Society for All Ages

Skills

Experience

Health
Work
Income
Family
Care
Civics
Environment

Inter-generational Solidarity

Social Support
Our own lives are intimately bound up in the lives of others, especially upward and downward relations across generations in both the family and society. These interdependencies also change over time as individuals move upward through the structure of their families and the population.

- Settersten, 2005, p. S178