



ASEAN INTEGRATION

*and the need for a
comprehensive LLL
agenda*

SEAMEO



SEAMEO: Established in 1965, the **Southeast Asian Ministers of Education Organization** is an international organization whose purpose is **to promote cooperation in education, science and culture in the region.**

Members: Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Singapore, The Philippines, Thailand, Timor-Leste and Vietnam.

SEAMEO



Australia



Canada



France



Germany



The Netherlands



New Zealand



Spain



Great Britain

08 Associate Member Countries



International Council
for Open and Distance
Education



University of
Tsukuba, Japan



British Council

03 Affiliate Members



20 SEAMEO Regional Centres



SEAMEO Regional Centre for Lifelong Learning (2013)

To conduct research on lifelong learning, especially LLL policies



To act as an information center and consultation/ service provider on LLL

To conduct training for LLL managers, researchers and adult education teachers



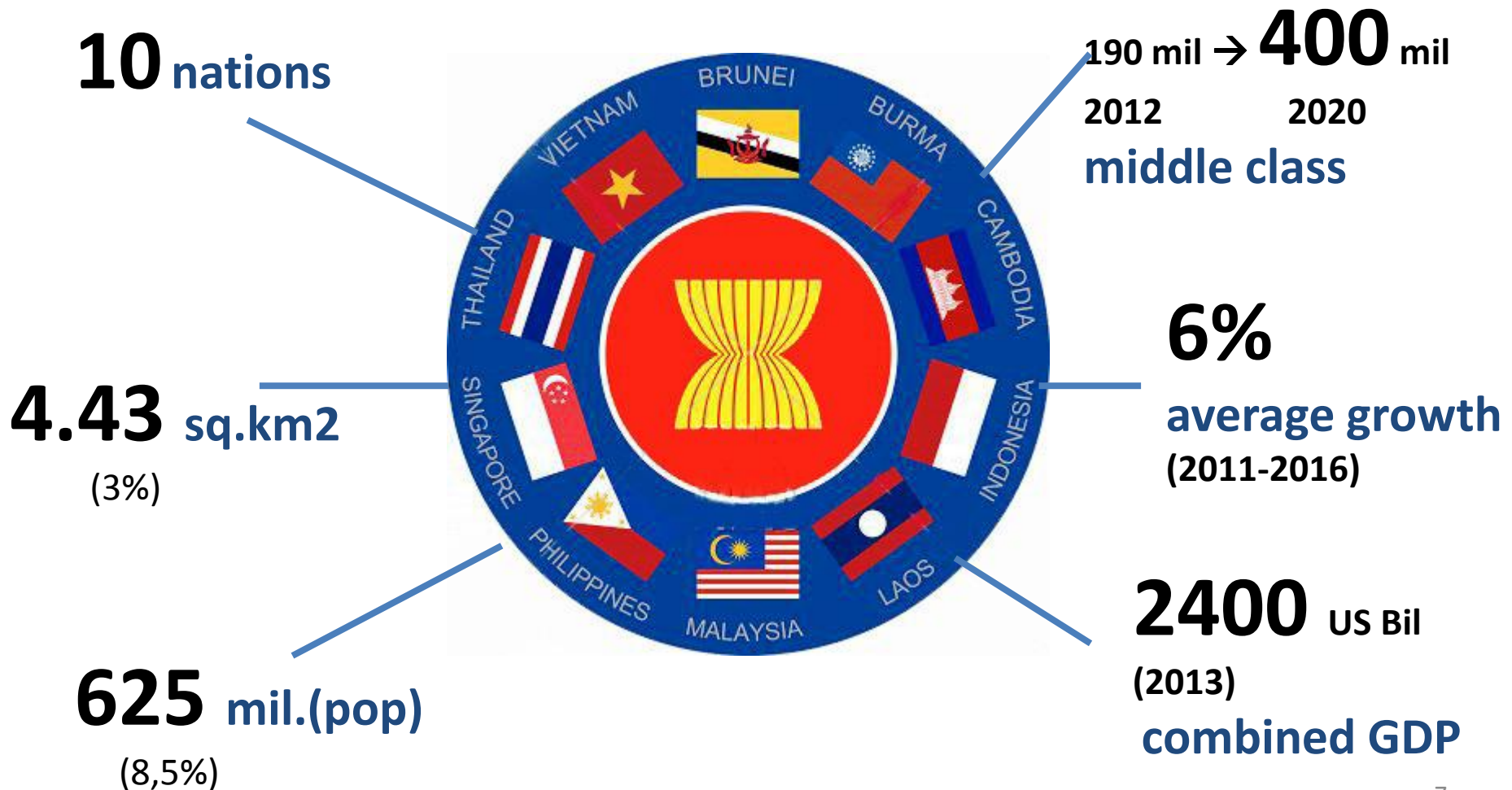
ASEAN INTEGRATION

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*Le Huy Lam,
SEAMEO Regional Centre for Lifelong Learning*

ASEM Forum on Lifelong Learning
Bali, March 11, 2015

ASEAN: The Association of Southeast Asian Nations



ASEAN: Remarkable Progress in EFA & MDGs



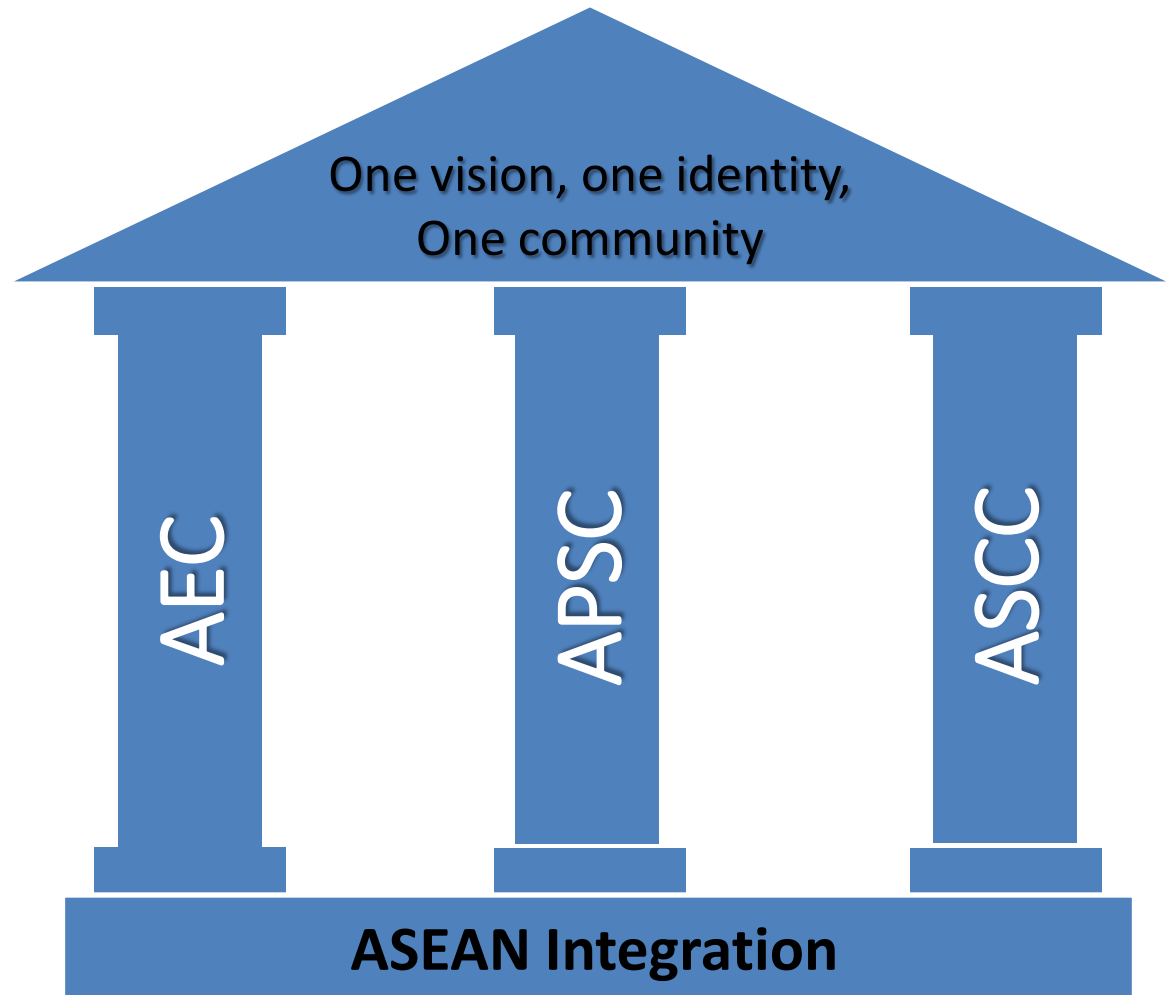
	1990	2010
Pop below 1.25USD (%)	45	15
Employment to population (%)	54	60
Literacy rate of 15-24 yrs old (%)	93.1	98.5
Infant mortality rate (/1000)	59	27
Ratio of girls to boys (/1)		
Primary education	0.95	0.96
Secondary school education	0.87	0.98
Primary education net enrolment (%)	86	91

ASEAN Integration 2015

1. A single market and production base

2. A rule-based community of shared values and norms

3. An inclusive sharing and caring society to enhance the well-being, livelihood and welfare of ASEAN people



Challenges: Skill Shortage and mismatch

According to a 2009 World Bank survey, the foremost obstacle for enterprises was the shortage of adequate skills.

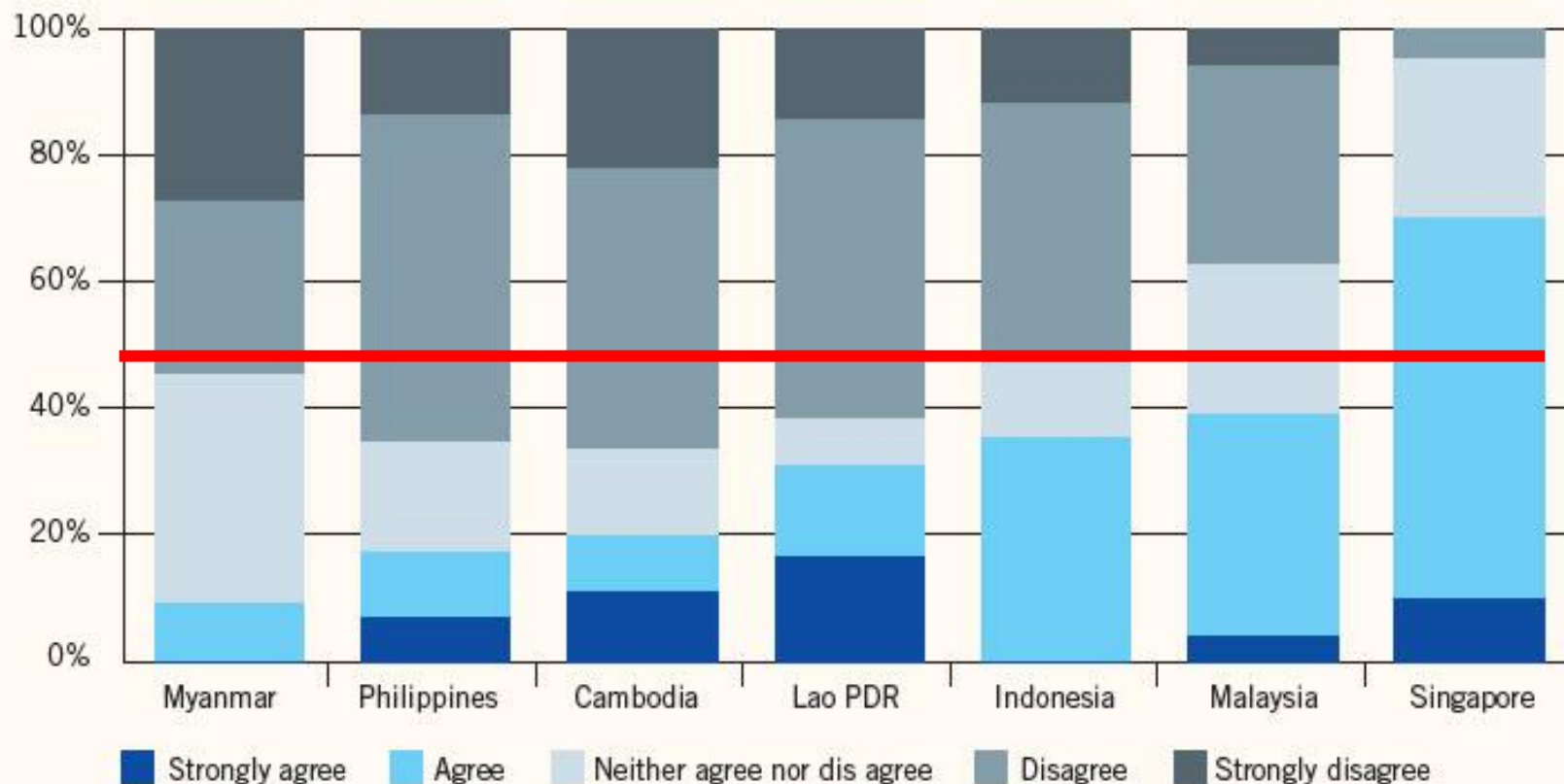
“The Economist Intelligence Unit also recently reported that labour shortfalls and skill shortages in Indonesia, the Philippines, Thailand, and Viet Nam were posing increasing problems for employers.”



The Road to the ASEAN Economic Community 2015. ILO Regional Office for Asia and the Pacific. 2014.

Survey: Skill mismatch

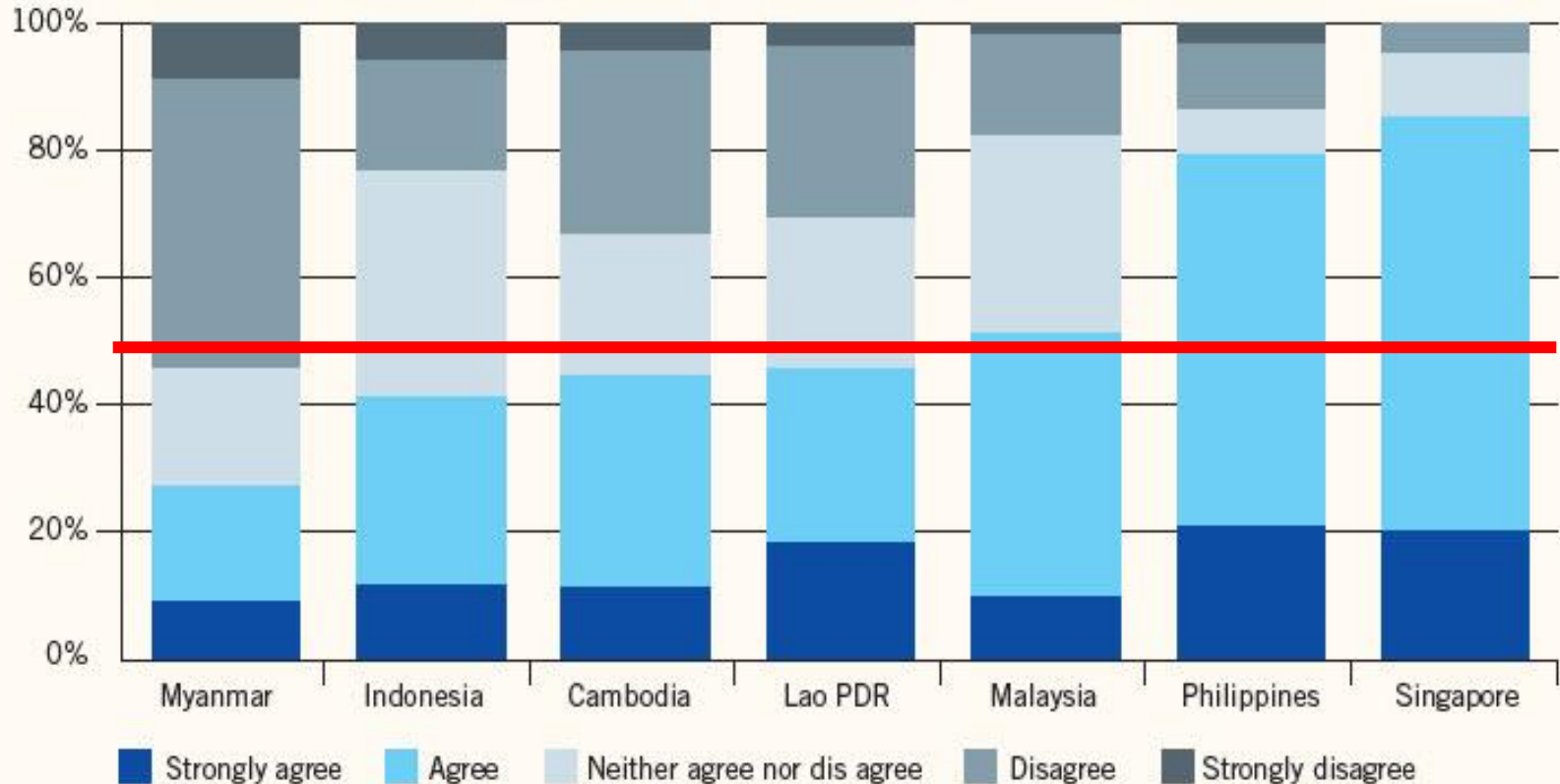
Figure 6. Skills of secondary graduates match enterprise needs



Source: ILO, Survey of ASEAN employers on skills and competitiveness (2013).

Survey: Skill mismatch

Figure 7. Skills of university graduates match enterprise needs



Source: ILO, Survey of ASEAN employers on skills and competitiveness (2013).

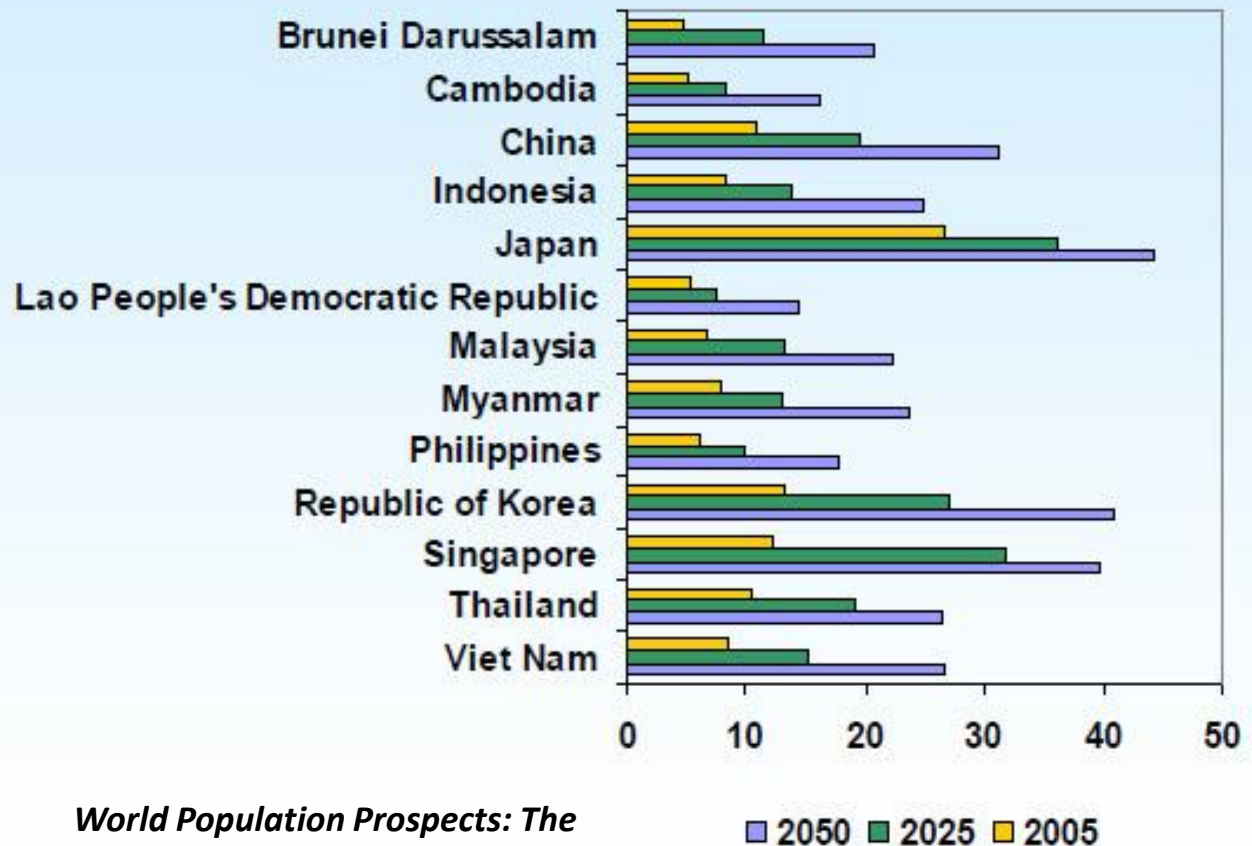
Challenges: Rapidly-ageing population

By 2025, ASEAN older people will constitute 20% of the population:

- (1) More older females than males
- (2) Illiteracy and unemployment rates among females are higher
- (3) The proportion of older people is higher in the rural population

Ghazy, M. (2006)

Percentage of population over age 60



World Population Prospects: The 2008 Revision, United Nations Population Division, New York

Challenges: Social exclusion and disparities



DISPARITIES AMONG ASEAN COUNTRIES

In general average growth rate of ASEAN is 5.5%-6% in 2011-2017, but the income gap between ASEAN 6 and CLMV is **widening**

DISPARITIES WITHIN COUNTRIES

Children from the 20% wealthiest households having much higher primary net attendance rate while rates among the poorest quintile are much lower

Reaching the Unreached in Education in Asia-Pacific to Meet the EFA Goals by 2015: A Commitment to Action, UNESCO, 2010.





Lifelong learning and building a learning society are put at the centre in the ASEAN Socio-Cultural Community Blueprint

Key strategies to achieve integration goals




HUMAN DEVELOPMENT BY PROMOTING EDUCATION AND LIFELONG LEARNING FOR ALL

“ASEAN will enhance the well-being and livelihood of the people of ASEAN by providing them with equitable access to human development opportunities by promoting and investing in education and LLL, human resource training and capacity building, encourage innovation and entrepreneurship, promote the use of English language, ICT and applied science and technology in socio-economic activities.”


ASEAN , UNESCO,2010.Socio-Cultural Community Blueprint.
2008. Jakarta: ASEAN Secretariat

But there are critical questions that need to be addressed:

- What is meant by lifelong learning? 
- For whom is it a necessity?
- If it is a necessity for everyone, why is no one responsible for it? Why are universities still playing the role of outsiders?
- Is it a social benefit or investment? If it is a benefit, why should citizens pay? If it is an investment, what are the commitment/rewards of stakeholders?



LLL Program focuses in some ASEAN countries

 **Table 44: Target Population for Life Skills and Lifelong Learning Programmes**

Country	Who are the target populations for life skills and lifelong learning programmes?
Cambodia	Youth and adult literacy: 15-24 years old and 15+.
Lao PDR	The strategy is to concentrate its actions on young adults, especially school drop outs and ethnic group women and girls in the poorest districts who are motivated to acquire skills for income generating activities.
Myanmar	Life skills programme: age 6-15; Out-of-schools programme: age 10-17; EXCEL project TVET: age 15+; NFE age 10+.
Thailand	There are three target populations for lifelong learning: (a) Workers in enterprises, factories, or agencies; (b) Those engaged in independent occupations and general workers such as farmers, fishermen and housewives, who constitute a major target group requiring facilities for access to lifelong learning services; and (c) The elderly who need informal education and learning required for self-adaptation, enabling them to lead a life of quality, happiness and providing benefits to society in accord with their age level.
Viet Nam	Target groups are those who are unable to enter the formal education system or who need support to increase their income.

Source: EFA MDA Questionnaires.

Noonan, R. (2008)

But there are critical questions that need to be addressed:

- Is it fair to allocate “education budget” to MAINLY formal education?
- What is the use of “education for all” when the learning outcomes of different modes of education receive discriminated treatment?
- How “open” should open learning be so that barriers to learning are removed, but at the same time, quality is maintained?

**All of these call for a comprehensive
Lifelong learning agenda at regional
level...**

Something that ASEAN doesn't have as yet!

A regional lifelong learning agenda has to address:



Legislation

Financing

Learning opportunity provision

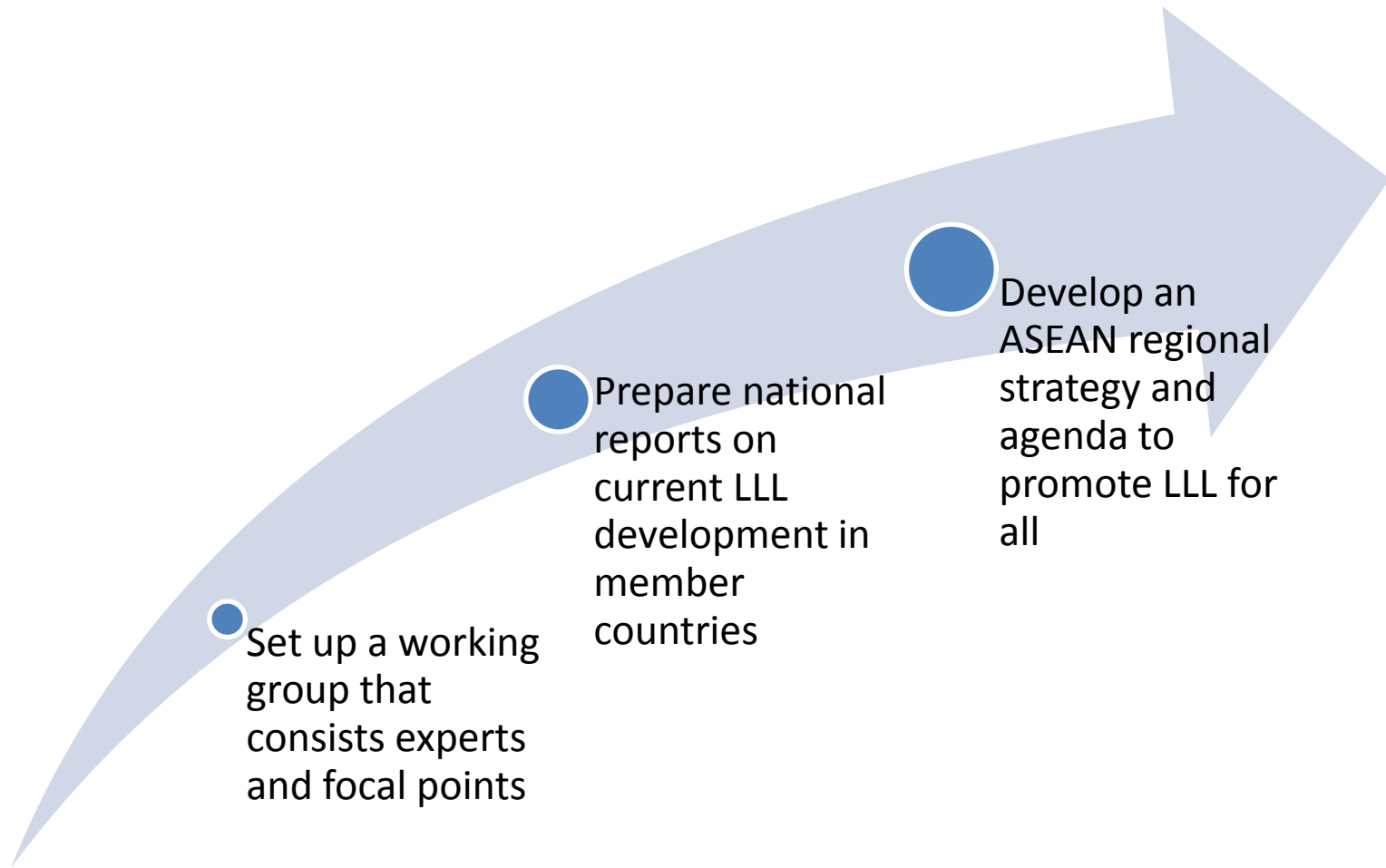
Recognition, validation and accreditation

Regional collaboration

And at the sametime it must be specific to ASEAN

- ASEAN member states are so diversified in living standards, cultures, religions, languages and political beliefs
- Most ASEAN countries have restrictions to certain changes that can be made related to content, roles of teachers/learners.
- In general changes should not be very drastic!

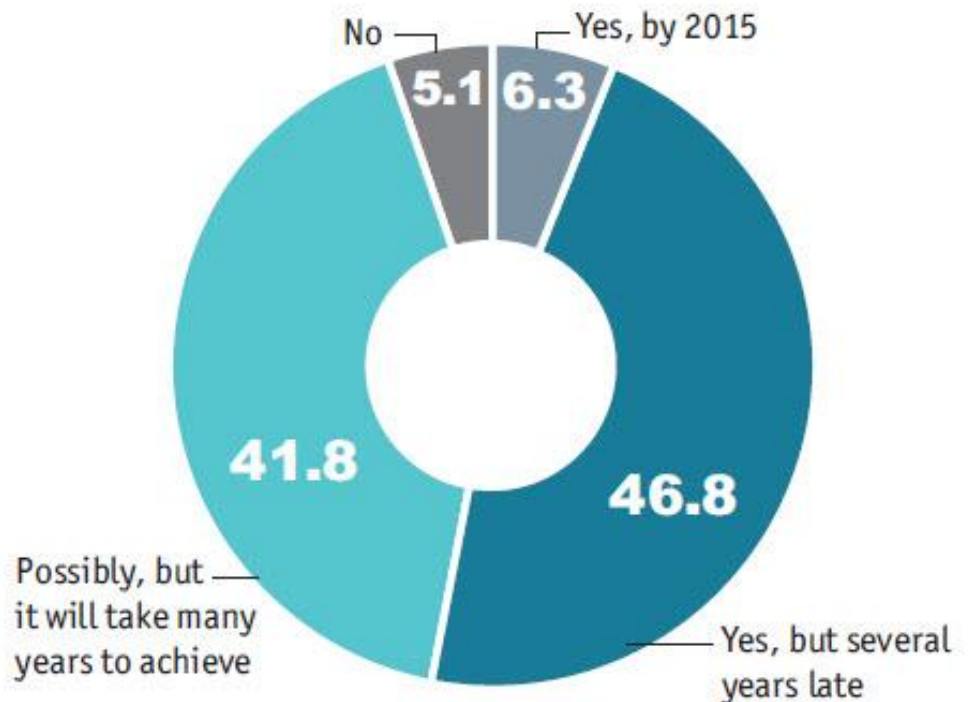
Proposed steps to develop an ASEAN LLL Agenda



SUMMARY

1. ASEAN integration will take place, sooner or later
2. The integration process will face big challenges
3. ASEAN foresees utilising education and LLL as a key strategy to address these challenges
4. Since ASEAN lacks a legal framework for LLL, a comprehensive LLL policy is urgently needed
5. Proposed steps to develop an ASEAN LLL agenda includes forming a working group, conducting national reports and working out the strategies/agenda

Will ASEAN succeed in building an ASEAN Economic Community by 2015?
(% of respondents)



Source: Economist Corporate Network

Thank you

Reference

- (1) *ASEAN Community in Figures 2013 (ACIF 2013)*. (2014). Jakarta: ASEAN Secretariat.
- (2) *ASEAN Statistical Report on MDGs*. (2012). Jakarta: ASEAN Secretariat.
- (3) *ASEAN Socio-Cultural Community Blueprint*. (2008). Jakarta: ASEAN Secretariat
- (4) Mujahid, Ghazy. (2006). *Population Ageing in East and Southeast-Asia: Current Situation and Emerging Challenges*. UNFPA Country Technical Services Team for East and Southeast-Asia: Bangkok.
- (5) Noonan, Richard. (2008). *Asia and the Pacific Education for All (EFA) Mid-Decade Assessment: Mekong Sub-Region Synthesis Report*. Bangkok: UNESCO Bangkok.
- (6) *Reaching the Unreached in Education in Asia-Pacific to Meet the EFA Goals by 2015: A Commitment to Action*. (2010). UNESCO.
- (7) *The Road to the Asean Economic Community 2015: The Challenges and Opportunities for Enterprises and Their Representative Organizations*. (2014). ILO.
- (8) *World Population Prospects: The 2008 Revision*, United Nations Population Division, New York.