

# “BILATERAL, REGIONAL AND INTER-REGIONAL COOPERATION IN LIFELONG LEARNING”- ASEAN PERSPECTIVE

Follow-up Meeting of  
the 2nd ASEM Ministers Meeting on Education  
ASEM Lifelong Learning Conference  
*“Increasing Opportunities and Removing Obstacles to Lifelong Learning”*  
*29-30 October 2009, Nha Trang City, Vietnam*

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A map of Southeast Asia and surrounding regions, including parts of China, Myanmar, Laos, Thailand, Vietnam, Malaysia, Indonesia, and Taiwan. The map is color-coded: China is light blue, Myanmar, Laos, Thailand, and Vietnam are light green, Malaysia and Indonesia are light yellow, and Taiwan is light purple. Major cities like Dhaka, Calcutta, Hanoi, Bangkok, Jakarta, and Taipei are marked. The text "ASEAN Policy on Lifelong learning" is overlaid in large, bold, red letters with a black outline, centered over the map. The background of the map is divided into three horizontal bands: light blue at the top, light green in the middle, and light blue at the bottom.

# "ASEAN Policy on Lifelong learning"

# CHARTER OF THE ASSOCIATION OF SOUTHEAST ASIAN NATIONS



## CHAPTER I PURPOSES AND PRINCIPLES

### ARTICLE 1 PURPOSES

10. To develop human resources through closer cooperation in education and **lifelong learning**, and in science and technology, for the empowerment of the peoples of ASEAN and for the strengthening of the ASEAN Community

Singapore 20 November 2007



**CHA-AM HUA HIN DECLARATION ON  
STRENGTHENING COOPERATION ON  
EDUCATION TO ACHIEVE AN ASEAN  
CARING AND SHARING COMMUNITY**

**October 24, 2009, 1:03 pm**



# CHA-AM HUA HIN DECLARATION

**REAFFIRMING** that one of ASEAN purposes as stipulated on Article 1 Paragraph 10 of the ASEAN Charter is **to develop human resources through closer cooperation** in education and **lifelong learning**, and in science and technology, for the empowerment of the peoples of ASEAN and for the strengthening of the ASEAN Community;

# CHA-AM HUA HIN DECLARATION

## III. ROLE OF EDUCATION SECTOR IN SOCIO-CULTURAL PILLAR

**PROMOTE *lifelong learning* in ASEAN Member States in support of the Education for All (EFA)**

# CHA-AM HUA HIN DECLARATION

## III. ROLE OF EDUCATION SECTOR IN SOCIO-CULTURAL PILLAR

**TASK** the concerned ASEAN Sectoral Ministerial Bodies and the Secretary-General of ASEAN **to implement this Declaration** in guiding and supporting ASEAN's Five Year Work Plan on Education as well as monitor commitments supported by the Committee of Permanent Representatives, and report to us regularly through the ASEAN Socio-Cultural Community Council on the progress of the implementation



# "ASEM: On Lifelong Learning"



# ASEM Conference of Ministers Responsible for Education

## The Meeting agreed:

(8) To intensify EU-Asia cooperation in the field of **lifelong learning**. The Meeting encouraged the ASEM Lifelong Learning HUB to extend its network to all ASEM partners and to increase its research activities.

**Higher education Institutions** play a key role in **lifelong learning**, especially as regards the continuing education and further training of post-graduates and non-academics.

Education and Training for Tomorrow: Common Perspectives in Asia and Europe  
, Berlin, 5/6 May 2008

# ASEM MEETING OF MINISTERS RESPONSIBLE FOR HIGHER EDUCATION

## The Meeting :

4. Further acknowledged that **Lifelong Learning** (LLL) provides a solid framework for sustainable human resource development, which generates economic growth, social welfare and enables individuals to pursue stimulating learning opportunities at all stages of their lives. Therefore, it deserves specific attention for intensified cooperation among the ASEM countries

# ASEM MEETING OF MINISTERS RESPONSIBLE FOR HIGHER EDUCATION

The Meeting agree :

**B. Sustainable human resource development for  
ASEM's future needs**

**(B1) To strengthen the role of ASEM LLL Hub in order  
to deepen common understanding of LLL  
concepts, to make research and research-based  
policy recommendations in the field concerned,  
and to expand the existing ASEM LLL  
cooperation to all ASEM countries, the European  
Commission and the ASEAN Secretariat.**

Sharing Experience and Best Practices on Higher Education  
Hanoi , 14-15 May , 2009





**"Political Will is in place"**

**'Let's visit the BASIC'**

**So as to deepen common understanding of LLL concepts**

# The Basics

- 1. Concept**
- 2. Objectives**
- 3. Key Players**
- 4. LLL and economic implications**
- 5. LLL and social implications**
- 6. LLL and structural implications**

# The Present and Future

**7. Lifelong learning in Southeast Asia and the Aging Process of Population**

**8. Next Step**

**9. Conclusion**

# 1. Lifelong Learning : Concepts

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“ the organized learning which is to take place over **the whole lifespan** and across the different main spheres that make up our lives or **life-wide learning system.**”

**-OECD-**

# 1. Lifelong Learning : Concepts

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**“education should occur universally  
across life span, and should not  
merely be formal education for  
a privileged few”**

**-UNESCO-**



# 1. Lifelong Learning : Concepts

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“lifelong learning encompasses the **holistic approach** of learning and is defined to include the activities from **pre-school to post-retirement** in **formal, non-formal and informal** education.”

- EU countries-

# 1. Lifelong Learning : Concepts



- In SEA, LLL is the strategy for **increasing access** in Education to open more opportunities for all citizens. But the foci might be more on **non-formal/informal education**. Another reason is for **economic growth and development** in the region "especially after the 1997 economic crisis"

## 2. Lifelong Learning :Objectives

### □ EU

- promote lifelong learning with three key objectives of learning centre on active citizen, **personal fulfillment** and **social cohesion**, and **employability or adaptability**.

### □ UK

- more than an **economic investment** but also the way in which **cultural heritage and identity of communities** could be preserved through self-inducement learning process

## 2. Lifelong Learning :Objectives

### ▣ Japan and some other countries in Asia such as Korea and Thailand

- promoted to tackle the aging population and to draw the potential of the workforce in their post-retirement stage
- LLL for personal fulfillment is less seen in SEA. The learning centres in SEA are aimed at tackling the issue of poverty reduction by providing educational opportunities to illiterate adults, youth, socially-disadvantaged people and ethnic minorities in SEA and South Pacific.

## 2. Lifelong Learning :Objectives

■ Japan and some other countries in Asia such as Korea and Thailand

■ "After the economic 1997 crisis., employability and adaptability are also targeted objectives of LLL

# 3. Lifelong Learning : Key Players

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- **International agencies**
- **The government sector**
- **Private sector**
- **Communities**
- **Learners**

### 3. Lifelong Learning : Key Players



In East Asia and SEA , **national governments** have played significant part in the LLL promotion. In Japan, Korea, Hong Kong, China, Singapore, Thailand and the Philippines, LLL has been promoted through **legislation or through government policies** that have implied major changes to the education system

# 3. Lifelong Learning : Key Players

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- Vision 2020 (Malaysia: 1991)
- The Lifelong Education Law (Korea : 1999)
- ‘Manpower 21’ (Singapore : 1999 )
- Education Promoting Action Towards the 21st Century (China, 1999)
- ‘Educational Blueprint for the 21<sup>st</sup> Century’ (Hong Kong : 2000)
- The Promotion of Non-Formal and Informal Education Act, B.E. 2551 (2008) ( Thailand)



## 4. LLL and economic implications

- Europe and Scandinavian countries have been convinced that the only sustainable source of economic growth could only be done via **the use of knowledge in economic activities.**
- The economic dimension of lifelong learning policy that become the major policy concerns and academic interests among policy makers and scholars.
  - It has been intertwined with the issues such as **employability and adaptability** of citizens.

## 4. LLL and economic implications

- **Lifelong learning has contributed to the mainstream learning and economic activities, including**
  - 1) The changing expectation of workers in the industrial sector
  - 2) The involvement of industrial organizations such as trade unions to promote self-education
  - 3) The use of ICTs and creativity in promoting productivity

## 4. LLL and economic implications



**In SEA, government agencies are the main players. Most involvement of industrial organizations in the promotion of self-education and workforce re-skilling falls into the domain of private enterprises as ‘partnership approach to training and lifelong learning’**

# 5. LLL and social implications

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- 1) The driving force for individual development and the creation of learning culture**
- 2) The tool to promote social cohesion and solidarity**
- 3) The force for social movement**

# 1) The driving force for individual development and the creation of learning culture

- **'learning is essentially a driving force in human living' (Jarvis and Han)**
- **In UK and Japan, lifelong learning is emphasized in the context of informal and adult learning.**
  - ▣ **Many community network and learning societies in UK ,EU and East Asian countries provides venues for private learning and committed in creating open spaces and establishing the culture of learning**

# 1) The driving force for individual development and the creation of learning culture

- The department of innovation, universities and skill (UK) has rightly summed-up that the collaboration between the government and the public has to be focused on
  - Build a culture which values informal learning in all forms
  - Support people to drive their own learning
  - Link up the learning provided by the public, private and other sectors to broaden opportunities and access for learners
  - Make better use of ICT to support learning
  - Recognize the leadership role of local authorities and organizations in providing opportunities for learning

## 2) The tool to promote social cohesion and solidarity

- **Europe has ventured upon the promotion of a full-scale lifelong learning programme (LLP), starting from 2007-2013.**
- ▣ **It has been perceived as the crucial link to fill the void separating traditional system of tertiary education and labor market**

### 3) The force for social movement

- **Lifelong learning helps create the process of transforming experience into knowledge and skills with the aim to human development.**
- **Lifelong learning is essential for individual growth and development and is a driving force for professional continuing education.**



## 6. LLL and structural implications

- **Lifelong learning is the result of the major shift in teaching and learning structure.**
  - ▣ **It has the emphasis on competence rather than knowledge, learning instead of teaching and learner-centered rather than teacher centred.**
- **OECD suggests that certain aspects of qualifications systems should be re-adjusted to accommodate the implementation of lifelong learning.**

## 6. LLL and structural implications

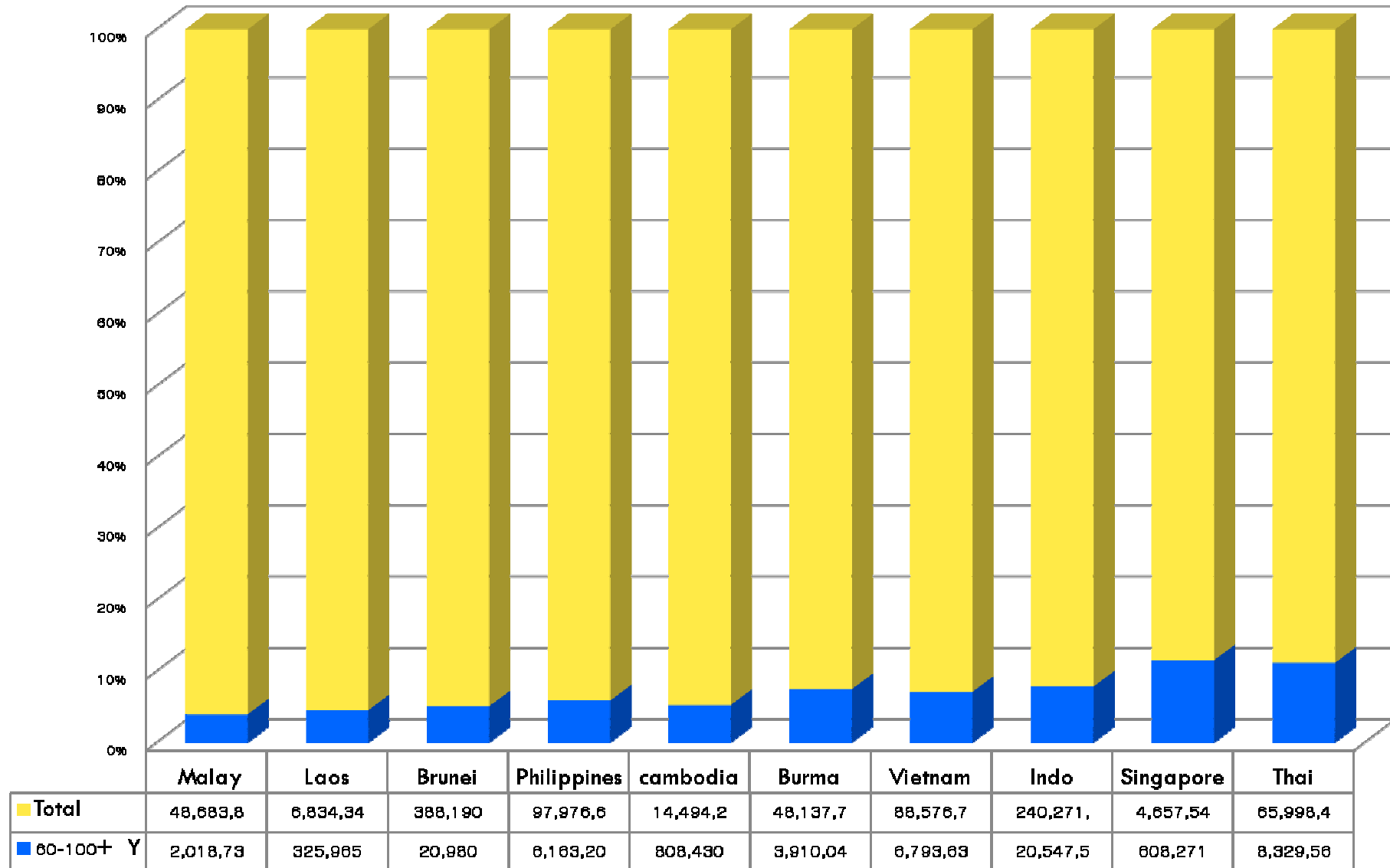


- **SEA countries, the desired learning outcomes recommended by Ministry of Education also mention to the ability to be resilient, to understand what it takes to assume responsibility, to be able to think independently and creative, or to have a zest of life such as MOE-Singapore.**

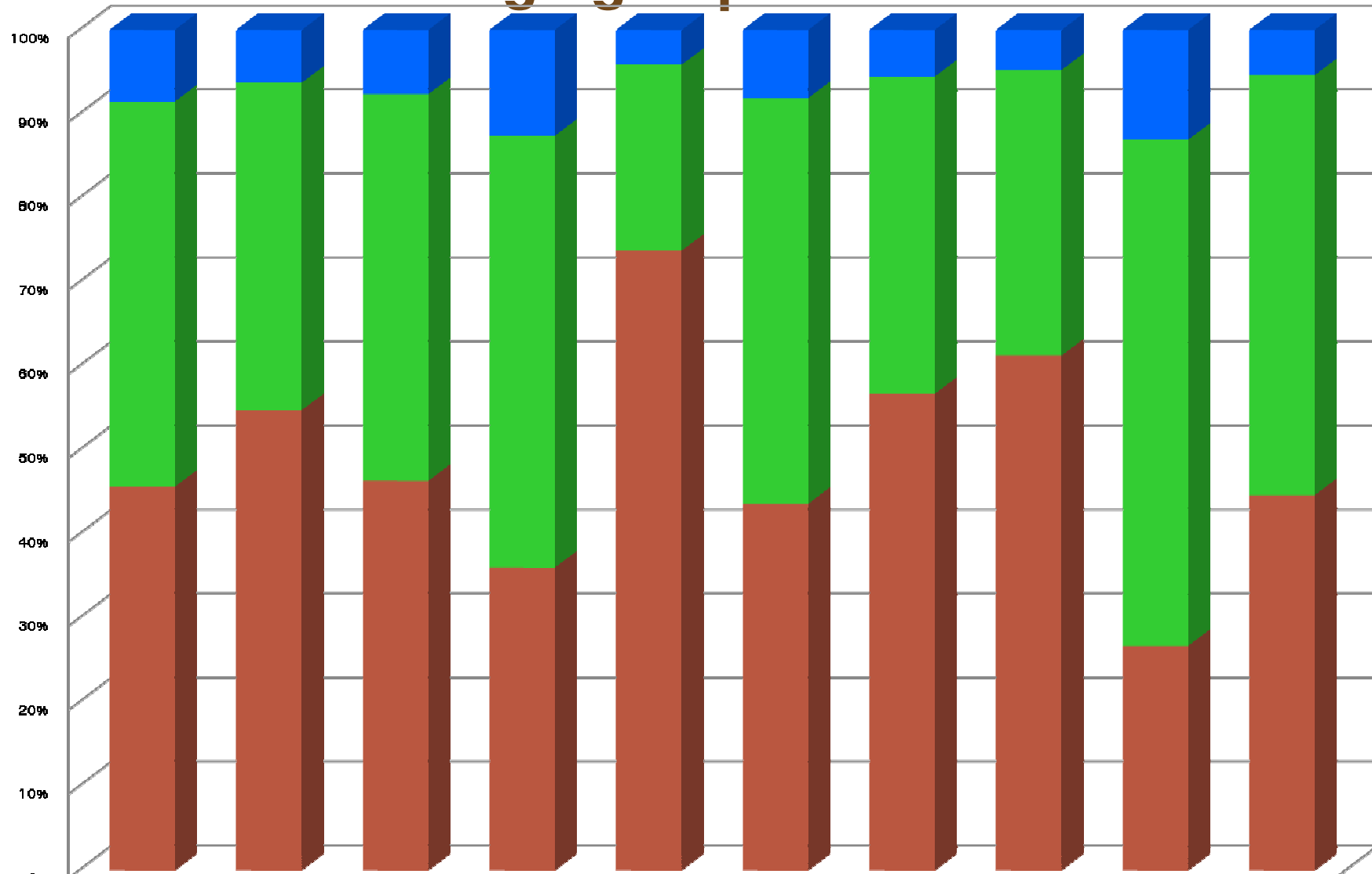
## 7. Lifelong learning in Southeast Asia and the Aging Process of Population

- ▣ **Southeast Asia is now facing with the challenges in trying to stay relevant in the knowledge-based economy and to cope with the inevitable aging society.**
- ▣ **All over the region, the number of people above 65 tends to increase considerably by 2050.**
- ▣ **About 206 million people in this age group at the start of the 21st century. (3.4% of the total world population and 49% of the total aged group)**
- ▣ **The number will be almost quadrupled in 50 years. It is estimated that in 2050, Asia will have about 850 million people belonging the 'aged' group. (9% of the total world population and 50% of the total aged group)**

# ASEAN Aging (60-100+Y) Population 2009



# ASEAN Aging Population 2009



|           | Indo       | Philippines | Vietnam    | Thai       | Malaysia   | Burma      | Cambodia  | Laos      | Singapore | Brunel  |
|-----------|------------|-------------|------------|------------|------------|------------|-----------|-----------|-----------|---------|
| 60-100+ Y | 20,547,541 | 6,163,203   | 6,793,633  | 6,329,565  | 2,018,730  | 3,910,044  | 608,430   | 325,965   | 608,271   | 20,980  |
| 25-59 Y   | 110,123,81 | 38,185,474  | 40,750,040 | 33,919,781 | 10,773,350 | 23,240,351 | 5,471,679 | 2,322,802 | 2,802,001 | 194,050 |
| 0-24 Y    | 109,600,16 | 53,627,926  | 41,033,085 | 23,749,090 | 35,891,746 | 20,967,346 | 6,214,164 | 4,165,778 | 1,241,270 | 173,160 |

## 7. Lifelong learning in Southeast Asia and the Aging Process of Population

- **Southeast Asia is now facing with the challenges in trying to stay relevant in the knowledge-based economy and to cope with the inevitable aging society.**
- ▣ **In various sector in most countries, policies and public programmes to tackle with the aging process of the population are being launched such as programmes that enhance family support, policy reforms that encourage the elderly to remain in the workforce and public schemes that improve birth rate, pension and healthcare system.**

## 7. Lifelong learning in Southeast Asia and the Aging Process of Population

- **Singapore** constructed lifelong learning to enhance employability.
- After 1997, Singapore launched “Manpower21” plan for the development of workforce capabilities in the knowledge age with the aim to develop a globally competitive workforce to gear Singapore into a knowledge-based economy. This plan has been accompanied by the “Singapore 21 Vision”, which has served to rally points for public, private and people collaboration in training and development especially in the areas of developing communication and thinking skills among adults and manpower.

## 7. Lifelong learning in Southeast Asia and the Aging Process of Population

- **Malaysia** has emphasized the importance of **human resource development** through the reform of higher education, the restructuring of formal and non-formal education as well as the integration of lifelong learning system.
- Malaysia plans to achieve the status of developed country by 2020 that the skills and knowledge of human resource must be learned and re-learned on and ongoing basis throughout life.
- Malaysia is determined to put emphasis on one of the development strategies to equip its workforce with training in the latest technological and industrial process.



## 7. Lifelong learning in Southeast Asia and the Aging Process of Population

- **The Philippines** refers lifelong learning as **continuing education, adult education, extension work and company or workplace training** in various setting.
- There has been the discussion on the development of a comprehensive lifelong learning programme since 2007 to establish the Coordinating Council for Lifelong Learning in the Philippines and to reform several areas ranging from institutional foundations, resource mobilization, learning to learn skills, collaborative among various stakeholders and recognition of all form of learning to effective lifelong learning programme delivery.

## 7. Lifelong learning in Southeast Asia and the Aging Process of Population

- **Lifelong learning in Thailand has been implemented through several programmes by government agencies and community learning centres such as ‘Ton Kal Archeep Programme’**
- ▣ **The lifelong learning activities under the responsibility of the office of Non-formal and Informal Education include**
  - Lifelong learning for basic education
  - Lifelong learning for skill upgrading
  - Lifelong learning for life skills
  - Lifelong learning for social and community development

# The Integrated Senior Citizen Development Strategy : Thailand

The Cabinet approves the principal of the integrated senior citizen development strategy as proposed by the National Social and Economic Development Board with :

1. The income security guarantee focuses on promoting employment in potential senior citizen, promoting saving in people of all ages, promoting **a lifelong learning for senior citizen**, and enhancing the value of senior citizen for social and economic value added in order to achieve added products value and a fair return.

--Cabinet Meeting (Abhisit Vejjajiva) October 6, 2009--

## 8. Next Steps



- Put into place the institutions, mechanisms and incentives that would ensure **access** of all citizens to LLL and increase more on **human resource investment**.
- Introduce education and training system reforms to make LLL available for all population groups and **integrate new ICT technologies and distance learning** to promote LLL.

## 8. Next Steps



- **Encourage firms/enterprises to invest more on learning and training programmes.**
- **Promote LLL as a national flagship policy and LLL the pillar of human resource development.**
- **Develop a regional recognition framework for LLL.**

## 9. Conclusion

- **Lifelong learning in the 21st century encompasses the holistic idea of learning to include activities from pre-school to post-retirement in formal, non-formal and informal education.**
- **Lifelong learning has been perceived as a tool to deal with the challenges of the globalization as it helps ripen the potential of the workforce, build up social cohesion and tackle the unavoidable aging population**

## 9. Conclusion

- **LLL Policies and Practices in EU provide clearer options for ASEAN countries, both at the national and as the regional level**

# Thank You

