ASEAN INTEGRATION
and the need for a comprehensive LLL agenda

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SEAMEO Regional Centre for Lifelong Learning

ASEM Forum on Lifelong Learning
Bali, March 11, 2015
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.

SEAMEO

Associate member countries:
- Australia
- Canada
- France
- Germany
- The Netherlands
- New Zealand

Affiliate members:
- International Council for Open and Distance Education
- University of Tsukuba, Japan
- British Council

03 Affiliate Members

08 Associate Member Countries
SEAMEO Regional Centre for Lifelong Learning (2013)

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

To conduct research on lifelong learning, especially LLL policies.

To act as an information center and consultation/service provider on LLL.
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ASEAN: The Association of Southeast Asian Nations

10 nations

4.43 sq.km² (3%)

625 mil.(pop) (8.5%)

190 mil → 400 mil
2012 → 2020
middle class

6% average growth (2011-2016)

2400 US Bil (2013)
combined GDP
### ASEAN: Remarkable Progress in EFA & MDGs

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

*ASEAN Statistical Report on MDGs*
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."
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)_

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 entrepreneuship, promote the use of English language, ICT and applied science and technology in socio-economic activities.”

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

<table>
<thead>
<tr>
<th>Country</th>
<th>Who are the target populations for life skills and lifelong learning programmes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>Youth and adult literacy: 15-24 years old and 15+.</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>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.</td>
</tr>
<tr>
<td>Myanmar</td>
<td>Life skills programme: age 6-15; Out-of-schools programme: age 10-17; EXCEL project TVET: age 15+; NFE age 10+.</td>
</tr>
<tr>
<td>Thailand</td>
<td>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.</td>
</tr>
<tr>
<td>Viet Nam</td>
<td>Target groups are those who are unable to enter the formal education system or who need support to increase their income.</td>
</tr>
</tbody>
</table>

Source: EFA MDA Questionnaires.

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
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

1. Set up a working group that consists of experts and focal points.
2. Prepare national reports on current LLL development in member countries.
3. Develop an ASEAN regional strategy and agenda to promote LLL for all.
1. ASEAN integration will take place, sooner or later
2. The integration process will face big challenges
3. ASEAN forsees 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
Thank you
Reference

(3) ASEAN Socio-Cultural Community Blueprint. (2008). Jakarta: ASEAN Secretariat.
(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.