Global Perspectives in Lifelong Learning and Lessons for Policy Makers

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UNESCO Asia-Pacific Regional Bureau for Education

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Hanoi, 6-8 December 2010
I. Notable global trends

II. Educational realities

III. Education responses to a changing world

IV. UNESCO's response

V. Implications for Vietnam
I. Notable global trends
1. Demographic change: Rapid Population Growth

![World population development graph](image)
1. Demographic Change: Aging Society

Figure 8. Population aged 60 or over: world and development regions, 1950-2050

Figure 10. Proportion of population aged 60 or over: world and development regions, 1950-2050

From *World Population Ageing: 1950-2050*
1. Demographic Change: Population on the move

More enter than leave OECD countries, with substantial numbers now “foreign born” % of “foreign born” (2004) and net migration (per 1000 population, 1990-2004)

Source: OECD (2009), International Immigration Outlook 2009
1. Demographic Change: Immigration

Estimated number of international migrants by major area, 1990-2010 (millions)

1. Demographic Change: Case of Vietnam

Population and its Growth in Vietnam

[Graph showing population and growth rates from 1995 to 2008]

Source: ESCAP Statistical Yearbook 2009
1. Demographic Change: Case of Vietnam

Source: UN Population Division
## 2. Economic Change: Industrial Structure

### Contribution to GDP by Sector (%, % change)

<table>
<thead>
<tr>
<th>Region</th>
<th>Agriculture</th>
<th>Industry</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>World</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level (2004)</td>
<td>3.5%</td>
<td>26.3%</td>
<td>63.1%</td>
</tr>
<tr>
<td>Change (2004-1990)</td>
<td>-1.7%P</td>
<td>-5.1%P</td>
<td>6.2%P</td>
</tr>
<tr>
<td><strong>Europe and North America</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level (2004)</td>
<td>2.0%</td>
<td>22.1%</td>
<td>68.3%</td>
</tr>
<tr>
<td>Change (2004-1990)</td>
<td>-2.2%P</td>
<td>-6.2%P</td>
<td>7.6%P</td>
</tr>
<tr>
<td><strong>Asia and the Pacific</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level (2008)</td>
<td>7.3%</td>
<td>34.9%</td>
<td>57.9%</td>
</tr>
<tr>
<td>Change (2008-1990)</td>
<td>-2.5%P</td>
<td>-2.7%P</td>
<td>5.3%P</td>
</tr>
</tbody>
</table>

*Source: World Bank*
## 2. Economic Change: Employment Structure

### Share of Employment by Sector (%, % change)

<table>
<thead>
<tr>
<th>Region</th>
<th>Agriculture</th>
<th>Industry</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level</td>
<td>Change</td>
<td>Level</td>
</tr>
<tr>
<td><strong>WORLD</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>34.5%</td>
<td>-7.1%P</td>
<td>21.6%</td>
</tr>
<tr>
<td>Developed Economies &amp; EU</td>
<td>5.8%</td>
<td>-2.1%P</td>
<td>24.9%</td>
</tr>
<tr>
<td>East Asia</td>
<td>51.0%</td>
<td>-10.4%P</td>
<td>23.7%</td>
</tr>
<tr>
<td>South East Asia &amp; the Pacific</td>
<td>50.2%</td>
<td>-7.7%P</td>
<td>19.4%</td>
</tr>
<tr>
<td>South Asia</td>
<td>59.4%</td>
<td>-11.7%P</td>
<td>22.2%</td>
</tr>
<tr>
<td>Latin America &amp; Caribbean</td>
<td>22.1%</td>
<td>-4.7%P</td>
<td>19.9%</td>
</tr>
<tr>
<td>Middle East</td>
<td>22.4%</td>
<td>-4.6%P</td>
<td>28.1%</td>
</tr>
<tr>
<td>Viet Nam</td>
<td>51.9%</td>
<td>-18.1%P</td>
<td>21.4%</td>
</tr>
</tbody>
</table>

Note: For Viet Nam, Change = % of 2009- % of 1996, For others, Change = % of 2008-% of 1998
Source: ILO (2010), Key Indicators of Labor Market; Viet Nam, General Statistics Office
### 2. Economic Change: Rise of Professionals


<table>
<thead>
<tr>
<th></th>
<th>AFRICA</th>
<th>AMERICA</th>
<th>ASIA</th>
<th>EUROPE</th>
<th>OCEANIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionals</td>
<td>-5.8%P</td>
<td>5.6%P</td>
<td>2.2%P</td>
<td>2.8%P</td>
<td>3.0%P</td>
</tr>
<tr>
<td>Clerks</td>
<td>-0.6%P</td>
<td>2.5%P</td>
<td>0.7%P</td>
<td>-0.6%P</td>
<td>-0.9%P</td>
</tr>
<tr>
<td>Sales</td>
<td>0.6%P</td>
<td>2.0%P</td>
<td>1.6%P</td>
<td>0.7%P</td>
<td>-0.1%P</td>
</tr>
<tr>
<td>Farmer&amp;Fishery</td>
<td>2.6%P</td>
<td>-4.9%P</td>
<td>0.5%P</td>
<td>-2.0%P</td>
<td>-0.8%P</td>
</tr>
<tr>
<td>Production worker</td>
<td>3.3%P</td>
<td>-5.3%P</td>
<td>-5.1%P</td>
<td>-0.8%P</td>
<td>-1.2%P</td>
</tr>
</tbody>
</table>

**Source:** ILO, % Change = (Average % of 2006 & 2007) – (Average % of 2001 & 2002)
2. Economic Structure: Case of Vietnam

Employment and GDP in Vietnam

<table>
<thead>
<tr>
<th>Contribution to GDP</th>
<th>Structure of employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.1</td>
<td>26.5</td>
</tr>
<tr>
<td>41.6</td>
<td>21.4</td>
</tr>
<tr>
<td>21.3</td>
<td>51.9</td>
</tr>
</tbody>
</table>

Source: Economist 2010 and General Statistics Office of Vietnam
3. Development of Knowledge Economy

- Knowledge-Based Economy: the application of knowledge replaces capital, raw materials and labor as the main means of production.

**Rapid Technical Development**
Number of transistors on a chip (in millions)

*Source: OECD (2008), Trends Shaping Education*
Higher education enrolment is highly correlated with the national labor productivity.

Relationship between Labor Productivity and Higher Education Participation

Note: In principle, 2008 data, if no data for 2008, then 2006 or 2007.

3. Knowledge Economy and Education: Earnings differential by age group

Higher education: 25-34 years old 151% ⇒ 45-54 years old 194%
Secondary education: 25-34 years old 116% ⇒ 45-54 years old 128%

Source: Education at a Glance 2010, OECD.
3. Knowledge Economy and Education: Rate of return for higher education

On average, Rate of Return for higher education per year is about 10%

Internal Rate of Return for Higher Education of OECD countries (Unit: %)

Source: Education at a Glance, 2010, OECD.
4. Changing World of Work: Job Security

Modest increases in part-time work since 1994
Percentage of working people in part-time jobs (i.e. less than 30 hours per week) in selected OECD countries by gender

Source: OECD (2007), database of labour force statistics
4. Changing World of Work: Careers shortening

Fewer – men at least – work beyond age 50
Participation rates of men and women aged 50-64: 1970 and 2004

Source: OECD (2007), Society at a Glance
4. Changing World of Work: Labor market polarization

Changes in employment share for occupations ranked by wage level

<table>
<thead>
<tr>
<th>ISCO occupations ranked by 1993 mean European wage</th>
<th>Employment share in 1993</th>
<th>Percentage point change over 1993-2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8 highest paying occupations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporate managers</td>
<td>4.54%</td>
<td>1.25</td>
</tr>
<tr>
<td>Physical, mathematical and engineering professionals</td>
<td>2.92%</td>
<td>1.02</td>
</tr>
<tr>
<td>Life science and health professionals</td>
<td>1.86%</td>
<td>-0.14</td>
</tr>
<tr>
<td>Other professionals</td>
<td>2.82%</td>
<td>0.70</td>
</tr>
<tr>
<td>Managers of small enterprises</td>
<td>3.60%</td>
<td>1.28</td>
</tr>
<tr>
<td>Physical, mathematical and engineering associate professionals</td>
<td>3.99%</td>
<td>0.91</td>
</tr>
<tr>
<td>Other associate professionals</td>
<td>6.77%</td>
<td>2.07</td>
</tr>
<tr>
<td>Life science and health associate professionals</td>
<td>2.28%</td>
<td>0.66</td>
</tr>
<tr>
<td><strong>9 middling occupations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drivers and mobile plant operators</td>
<td>5.48%</td>
<td>-0.17</td>
</tr>
<tr>
<td>Stationary plant and related operators</td>
<td>1.75%</td>
<td>-0.39</td>
</tr>
<tr>
<td>Metal, machinery and related trade workers</td>
<td>8.33%</td>
<td>-2.33</td>
</tr>
<tr>
<td>Precision, handicraft, craft printing and related trade workers</td>
<td>1.31%</td>
<td>-0.40</td>
</tr>
<tr>
<td>Office clerks</td>
<td>12.04%</td>
<td>-1.98</td>
</tr>
<tr>
<td>Customer service clerks</td>
<td>2.00%</td>
<td>0.19</td>
</tr>
<tr>
<td>Extraction and building trades workers</td>
<td>8.17%</td>
<td>-0.52</td>
</tr>
<tr>
<td>Machine operators and assemblers</td>
<td>6.71%</td>
<td>-2.01</td>
</tr>
<tr>
<td>Other craft and related trade workers</td>
<td>3.19%</td>
<td>-1.37</td>
</tr>
<tr>
<td><strong>4 lowest paying occupations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and protective service workers</td>
<td>6.94%</td>
<td>1.15</td>
</tr>
<tr>
<td>Laborers in mining, construction, manufacturing and transport</td>
<td>4.11%</td>
<td>0.48</td>
</tr>
<tr>
<td>Models, salespersons and demonstrators</td>
<td>6.73%</td>
<td>-1.42</td>
</tr>
<tr>
<td>Sales and service elementary occupations</td>
<td>4.47%</td>
<td>1.02</td>
</tr>
</tbody>
</table>

Source: Goos et al. (2009)

### Computerization and job task content within occupations

<table>
<thead>
<tr>
<th></th>
<th>1977</th>
<th>1984</th>
<th>1991</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Communication</td>
<td>2.94</td>
<td>3.57</td>
<td>4.02</td>
<td>Eliciting critical information and conveying a convincing interpretation of it to others</td>
</tr>
<tr>
<td>Expert Thinking</td>
<td>5.70</td>
<td>5.86</td>
<td>7.08</td>
<td>Identifying and solving new problems</td>
</tr>
<tr>
<td>Routine Cognitive</td>
<td>-18.18</td>
<td>-16.56</td>
<td>-18.48</td>
<td>Filing, Bookkeeping</td>
</tr>
<tr>
<td>Routine Manual</td>
<td>1.74</td>
<td>0.83</td>
<td>0.37</td>
<td>Assembly line work</td>
</tr>
</tbody>
</table>

(Values are OLS regression of ten times annual change in the occupational task measure)

**Source:** Murnane, et. al. (2003)
5. Universal Access to ICT/Internet

Growth rates of internet users and mobile cellular subscribers in AP
% per annum, 2006 - 2008

- Statistically, there was in 2008 a mobile phone for every two persons in AP
  - North and Central Asia: 106 subscribers per 100
  - Pacific island developing economies: 16.8 per 100
- The number of internet users more than quadrupled between 2001 and 2008 in AP
  - 160 million (4.2 per 100) → 712 million (17.4 per 100)
5. Universal access to ICT/Internet (1)

Number of Facebook users is 500 million.

5. Universal access to ICT/Internet (2)

The Global Digital Divide

Computers Per 100 People

- 0 - 4.54
- 4.54 - 12.55
- 12.56 - 25.36
- 25.36 - 49.74
- 49.74 - 80
- 80 - 12.56

No Data

Source: United Nations Global Development Database

Robinson Projection

Cartography by: Derek Edge

United Nations Educational, Scientific and Cultural Organization
6. Development of Brain/Neural Circuits (1)

Neural Circuits are Wired in a Bottom-Up Sequence

Sensory Pathways (Vision, Hearing)  Language  Higher Cognitive Function

FIRST YEAR

Birth  (Months)  (Years)

6. Development of Brain/Neural Circuits: Implications for Investment in Human Capital

Preventive Intervention is More Efficient and Produces More Favorable Outcomes Than Later Remediation

- Programs targeting the earliest years
- Preschool programs
- K-12 Schooling
- College or job training

Rates of return to human capital investment

Age

Source: Heckman, J. 07)
8. Climate Change: Vulnerabilities in the Asia-Pacific
II. Educational reality
1. Improved Access

Level and Trends of Out-of-school children (unit: millions)

2. Education Outcome Gaps

TIMSS math score for 8th grade (2007)

Note: The markers show the score of the indicated percentile

3. Educational Inequality Pervasive

- Learning gaps in TIMSS Math 2007
- School exposure by rural and urban

Poorest 20% dominate the out-of-school

- El Salvador: Working children with 6% lower scores

- Ethiopia: Orphans illiteracy rate 19%P higher

4. Case of Vietnam: Quality and Equity (1)

Figure 3.17: Small groups, big disadvantages
Average number of years of education for selected marginalized groups, population aged 17 to 22 selected countries, latest available year

Vietnam

<table>
<thead>
<tr>
<th>Share of population (%)</th>
<th>1</th>
<th>5</th>
<th>7</th>
<th>4</th>
<th>3</th>
<th>3</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion who are in the &quot;bottom 20%&quot; (%)</td>
<td>89</td>
<td>43</td>
<td>32</td>
<td>43</td>
<td>25</td>
<td>45</td>
<td>88</td>
<td>42</td>
</tr>
</tbody>
</table>

Sources: UNESCO-DME (2009); census, calculations by Hartgen and Klasen (2009).
4. Case of Vietnam: Quality and Equity (2)

Figure 3.6: Many countries have large regional disparities in education poverty

% of population aged 17 to 22 with fewer than four years of education, by region, selected countries, latest available year


Vietnam
III. Education responses to a changing world: towards a system of lifelong learning
1. Rethinking of Education and Training

- A holistic approach to education and learning
- A new set of skills and competences
- Sector-wide approaches with capacity building for better financial and programme management
- Varying degrees of decentralization
- Quality focus and introduction of national assessments
- Lifelong learning as a necessity rather than a luxury
1.1 Towards better quality: a holistic approach

Start with learners and take all actors into account
1.2 Defining LLL for 21st Century: Delors Report (UNESCO)

The four pillars of education

• Learning to know

• Learning to do (from skill to competence; the 'dematerialization' of work and the rise of the service sector; work in the informal economy)

• Learning to live together, learning to live with others (discovering others; working towards common objectives)

• Learning to be
### 1.2 Definition and selection of competencies (OECD)

<table>
<thead>
<tr>
<th>Interacting in socially heterogeneous groups</th>
<th>Acting autonomously</th>
<th>Using tools interactively</th>
</tr>
</thead>
<tbody>
<tr>
<td>To relate well to others</td>
<td>Acting within the big picture or the larger context</td>
<td>Using language, symbols, and text interactively (written and spoken, communication, mathematical skills in multiple situations)</td>
</tr>
<tr>
<td>To cooperate</td>
<td>Forming and conducting life plans and personal projects</td>
<td>Using knowledge and information interactively</td>
</tr>
<tr>
<td>To Manage and resolve conflict</td>
<td>Defending and asserting one’s rights, interests, limits, and needs</td>
<td>Using technology interactively (understanding the potential of technology and identifying technological solutions to problems)</td>
</tr>
</tbody>
</table>
1.2 Defining and Measuring 21st Century Skills

• This initiative is focused on defining skills needs in 21st Century and developing ways to measure them using information technology.

• **Purposes**
  • Clear, operational definitions of 21st century skills
  • Solutions to technical psychometric problems that confront those seeking to develop tests of these skills
  • Strategies for delivering assessments using ICT
  • Classroom-based strategies for helping students develop the skills

• **Initial participating countries**
  • Australia, Finland, Portugal, Singapore, the UK, and USA

• **Partners:** The University of Melbourne, CISCO, Intel, Microsoft

http://atc21s.org/default.aspx
1.3 National Assessments: Emphasis on Learning Outcomes

- National Learning Assessment (NLA)
  - Evaluate learning outcomes based on criteria set forth by national education authorities
  - Provide policymakers with systematic information (e.g. in-country disparities; improvement over time)
  - Have limited use for comparing learning outcomes across systems/countries, unlike international assessments

- An increasing number of countries has been conducting NLAs since mid-1990s (pre-Dakar), in particular in Asia and the Pacific.

- The focus has been on mathematics and language.

Introduction of national assessments

–25 countries in AP region have undertaken some form of National Assessment activities

Source: Benavot and Tanner (2007)
## 1.3 National Assessments in AP (examples)

<table>
<thead>
<tr>
<th>Country</th>
<th>Grade</th>
<th>Curricular subjects assessed</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>Grade 3</td>
<td>Khmer, math</td>
<td>2006</td>
</tr>
<tr>
<td></td>
<td>Grade 6</td>
<td>Khmer, math</td>
<td>Planned for 2007</td>
</tr>
<tr>
<td></td>
<td>Grade 9</td>
<td>Khmer, math</td>
<td>Planned for 2008</td>
</tr>
<tr>
<td></td>
<td>Grade 6,9</td>
<td>Japanese, math</td>
<td>2007</td>
</tr>
<tr>
<td>Rep. of Korea</td>
<td>Grade 6, 9, 10</td>
<td>Math, social studies</td>
<td>1998-2000</td>
</tr>
<tr>
<td></td>
<td>Grade 6,9,10</td>
<td>Korean, math, sci, social studies and English</td>
<td>2001-2002</td>
</tr>
<tr>
<td></td>
<td>Grade 6,9,10</td>
<td>Korean, math, sci, social studies and English</td>
<td>2003, 2006</td>
</tr>
<tr>
<td>Mongolia</td>
<td>Grade 5,9,11</td>
<td>Lan, math, history, physics, chemistry, biology</td>
<td>Every 5 to 6 year since 1997</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Grade 4,8 [not including Maori medium schools]</td>
<td>Art, sci, graphs, tables, maps, Reading and speaking, technology, music, Math, information skills, social studies, Listening and viewing, health, physical education</td>
<td>1995, 1999, 2003 [4 year cycles]</td>
</tr>
<tr>
<td>Pakistan</td>
<td>Grade 4, 8 and teachers [variable]</td>
<td>Lan, math, sci, social studies</td>
<td>2005, 2006</td>
</tr>
<tr>
<td></td>
<td>Grade 4</td>
<td>Sindhi, Urdu, math</td>
<td>2000</td>
</tr>
<tr>
<td></td>
<td>Grade 3</td>
<td>Urdu, math, English</td>
<td>2004</td>
</tr>
<tr>
<td>Philippines</td>
<td>Grade 4,6 and year 2 secondary</td>
<td>English, Filipino, sci, social studies, math</td>
<td>2005, 2006</td>
</tr>
<tr>
<td></td>
<td>Grade 3</td>
<td>Reading comprehension</td>
<td>2005, 2006</td>
</tr>
<tr>
<td></td>
<td>Grade 1-6</td>
<td>Reading</td>
<td>2004, 2005</td>
</tr>
<tr>
<td>Singapore</td>
<td>Pre to secondary</td>
<td>Lan, math, sci, ICT</td>
<td>2003</td>
</tr>
</tbody>
</table>

Source: UNESCO 2007
2. Building a System of Lifelong Learning

- Conceptualization of lifelong learning
- New skills and competences
- Diverse delivery and pathways
- Inclusive governance
- Innovative financing
2.1 From terminal to lifelong learning

Then
- Knowledge acquisition
- Rote learning
- Teacher directed
- Just in case
- Formal education only
- Directive based
- Learn at a given age

Terminal Education

Now
- Knowledge creation/application
- Analysis & synthesis
- Collaborative learning
- Just in time
- Variety of learning mode
- Incentive, motivation to learn
- Learn at any age

Life-long Learning
2.1 Conceptualization of lifelong learning
### 2.2 Int’l Assessment of Key Competency

<table>
<thead>
<tr>
<th>Competency</th>
<th>TIMSS</th>
<th>PISA</th>
<th>IALS</th>
<th>ALL</th>
<th>CES</th>
<th>PIAAC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Numeracy</td>
<td>♦</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Scientific Literacy</td>
<td>♦</td>
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<tr>
<td><strong>Problem Solving</strong></td>
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<tr>
<td>Information Communication Tech.</td>
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<tr>
<td>Working with others</td>
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<tr>
<td>Tacit Knowledge</td>
<td></td>
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<tr>
<td>Capacity to manage learning</td>
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<tr>
<td>Attitude to learning</td>
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<tr>
<td><strong>Responsible organizations</strong></td>
<td>IEA</td>
<td>OECD</td>
<td>OECD</td>
<td>Consortium (ETS, NCES, OECD, Stats)</td>
<td>IEA</td>
<td>OECD</td>
</tr>
</tbody>
</table>

IALS: International Adult Literacy-Survey
ALL: Adult Literacy and Life-skills Survey
CES: Civic Education Study
PIAAC: Program for International Assessment of Adult Competencies
2. 3 Diverse delivery of, and pathways to learning

- Open source education through ICT
  - Increased access to knowledge resources
  - Mobile Learning, E-/On-line Learning, Ubiquitous Learning
  - Social Networking/Peer Learning

- Non-formal and informal settings (public and private)
  - Vocational/training centers/institutes, On the job training (OJT)
  - Community Learning Centers, Community Media/Tele-centers

- Various learning modalities to cater to learners’ needs
  - Part-time, modular, etc.
  - New pedagogy supported by technology
2.4 Governance for Lifelong Learning

**From**
- Sectoral approach
- Control and regulation
- Issue orders, direct students
- Institution-driven
- National curriculum
- Rules and regulations

**To**
- Multi-sectoral, coordination
- Support and partnership
- Create choices, pathways, inform learners
- Learner-driven
- Recognition & quality control
- Incentives and facilitations
2.4 Governance Reform: Essential Aspects

- Multi-sectoral approaches to LLL
- Inclusive legislation and enabling environments for LLL with incentives (guidance and counseling in particular)
- National LLL policy framework and policy coordination (articulation between different types of learning)
- Quality control/assurance mechanism (accreditation, recognition and certification of formal/non-formal/informal learning)
- Monitoring and evaluation
- Advocacy and awareness raising
## 2.5 Financing Options

<table>
<thead>
<tr>
<th>Objective</th>
<th>Domestic</th>
<th>International</th>
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</thead>
<tbody>
<tr>
<td>Resource mobilization – public</td>
<td>Decentralization of revenue mobilization (China, India)</td>
<td>Debt swaps for education (Argentina)</td>
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<td></td>
<td></td>
<td>South-south cooperation e.g. teacher training</td>
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<tr>
<td>Resource mobilization - private</td>
<td>Cost recovery/cost sharing in secondary and tertiary education (China, Viet Nam, Singapore)</td>
<td>International financial transactions tax, internet users tax or contribution</td>
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<td>School self-financing (China, Viet Nam, Mongolia)</td>
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<td>PPPs in financing and provision (Korea, Philippines, Malaysia, Thailand)</td>
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<tr>
<td>Improve effectiveness/efficiency</td>
<td>Formula funding/performance contracts (China, UK, France)</td>
<td>Cash on delivery education aid</td>
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<td></td>
<td>Decentralized service delivery (Korea, Hong Kong, Thailand, USA charter schools)</td>
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<tr>
<td>Improve equity</td>
<td>Demand-side schemes (Indonesia, Australia, Brazil)</td>
<td>Cash on delivery focusing on the poorest 20% educational achievement</td>
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<td>Conditional cash transfers (Brazil, Mexico)</td>
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<td>Vouchers (Chile)</td>
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<td></td>
<td>Scholarships (Bangladesh secondary girls)</td>
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</table>
IV. UNESCO’s response
1. UNESCO in Brief

Mission Statement

"As a specialized agency of the UN system, UNESCO contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information."
2. UNESCO’s Work in Education

Core work in education

• Leading role for Education for All (EFA) and its Global Action Plan
• Leading agency for the United Nations decades
  • UN Literacy Decade (2003-2012), UN Decade of Education for Sustainable Development (2005-2014)

Approaches

• Giving priority to three themes: literacy, teachers and skills development
• Providing assistance in designing cohesive and effective sector-wide policies and plans
• Special support to 20 “target” countries that are at greatest risk
• Reinforcing the focus on Africa as the priority region in 2010-2011
2.1 Education for All (EFA)

- The EFA initiative provides for **lifelong learning** with a focus on quantity ("all"), equality and quality

<table>
<thead>
<tr>
<th>Goal &amp; Target group</th>
<th>Goal 5: <strong>Gender</strong> parity and equality</th>
<th>Goal 6 <strong>Quality</strong>: inputs, process, outputs &amp; outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1 <strong>ECCE</strong>: Young children</td>
<td></td>
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<td>Goal 2 <strong>UPE</strong>: School-age children</td>
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<tr>
<td>Goal 3 <strong>Skills</strong>: Youth &amp; Adults</td>
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<tr>
<td>Goal 4 <strong>Literacy</strong>: Youth &amp; Adults</td>
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</table>
2.2 Literacy, Non-formal Education and TVET

- Policy advocacy and awareness raising
- Support to development a national policy, curriculum and guidelines
- Capacity development of government and NGO staff
- Promoting international and regional coordination and information sharing
- Development of technical materials, manuals and guides
- Support to conduct assessment and researches
Economic development, social development and environmental protection are interdependent and mutually reinforcing components of sustainable development.

- **Society** – an understanding of social institutions and their role in change and development
- **Environment** – an awareness of natural resources and the fragility of the physical environment
- **Economy** – a sensitivity to the limits and potential of economic growth and its impact on society and on the environment

- With Culture at the Center of all Three
  - Culture – ways of being, relating, behaving, believing, and acting which differ according to context, history and tradition
2.4 Higher Education and Open/Distant Education

• Promoting international and regional coordination and information sharing
• Organizing international conferences and seminars
• Promotion of Education through ICT and its capacity development
• Support to development a national policy, curriculum and guidelines on higher education and teacher education
• Capacity development of teacher and teacher trainers
2.5 UNESCO work as an International Convener

- UNESCO World Conference on early Childhood Care and Education (WCECCE) 2010, Moscow Russia

- 6th International Conference on Adult Education 2009 (CONFINTEA VI), Belem Brazil
3. UNESCO BKK’s Focus in Education

• Education for All
  reaching the unreached

• Beyond basic education
  strengthening sector-wide national capacity and providing strategic policy options

• Sustainable development
  forecasting emerging issues and providing a knowledge platform to analyze and discuss education responses
4. Future Directions (1)

• UNESCO Regional Bureau’s Vision:
  “Quality education for an inclusive, innovative and sustainable knowledge society”

• Focus:
  • Evidence-based advocacy for EFA: Reaching the Unreached
  • Beyond basic education: strengthen national capacity in evidence-based policy development, planning and management
  • Knowledge sharing and North-South-South Cooperation for EFA and for sustainable development
4. Future Directions (2)

- Benchmarking Education Systems for Results (with WB), in order to:
  - Fill the knowledge gap (policy, data and information) on what matters most to improve the quality of education
  - Help countries and states:
    - improve the quality and effectiveness of their education systems
    - based on better evidence and analysis
    - to get better learning outcomes
4. Future Directions (3)

- Steps to create the benchmarking tools, through:
  - Design an indicator framework (common metrics for selected topics)
  - Pilot test the indicator framework in East and Southeast Asia:
    - To compare policies & performance across countries
    - To identify how and why some systems or subsystems in some countries perform better than others or improve over time
- Collect and analyze data and information to help countries apply findings to improve their systems
4. Future Directions (4)

• Inter-country collaboration for knowledge sharing and mutual learning:
  • Mobilise and transfer more advanced know-how and innovations
  • Facilitate collaboration in adapting and applying the new know-how
  • Further disseminate the results and lessons learnt to benefit other countries

• Co-operation with sub-regional entities (e.g. SEAMEO/ASEAN, Pacific Islands Forum)

• Mobilisation of expertise from national institutes (e.g. NIER, KEDI) for regional activities
V. Implications for Vietnam
• A holistic LLL vision and goals to attend to important trends (“leaf-frog” vs “left behind”)
• An inclusive legal and policy framework for LLL to address equity and quality
• Align system around learners’ needs/incentives
• Policy coordination for stronger linkages between formal, non-formal and informal learning
• Relevance/quality at core of government interventions
• Capacity building through inter-country collaboration (e.g., ASEAN/SEAMEO)
• Sustained public awareness and leadership
THANK YOU!

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