

Global Perspectives in Lifelong Learning and Lessons for Policy Makers

Gwang-Jo Kim

Director

UNESCO Asia-Pacific Regional Bureau for Education

Vietnam Forum on Lifelong Learning: Building A Learning Society

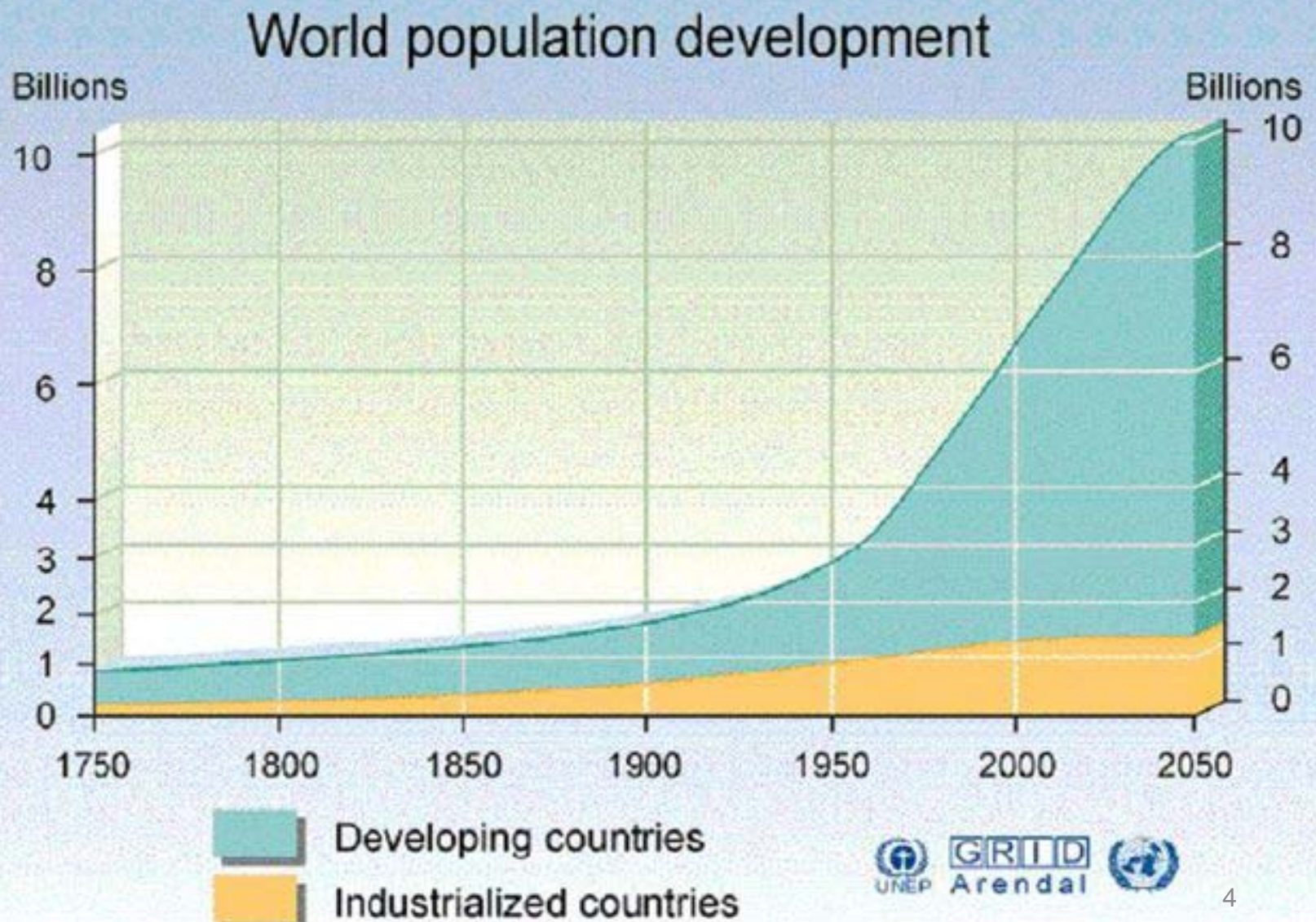
Hanoi, 6-8 December 2010

Outline of the Presentation

- 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



1. Demographic Change: Aging Society

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

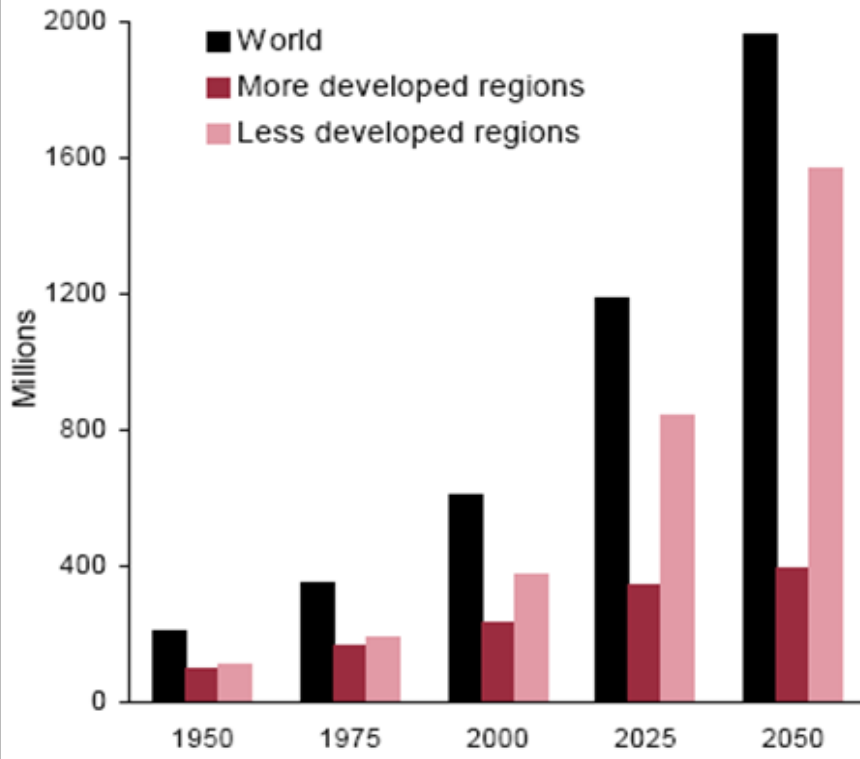
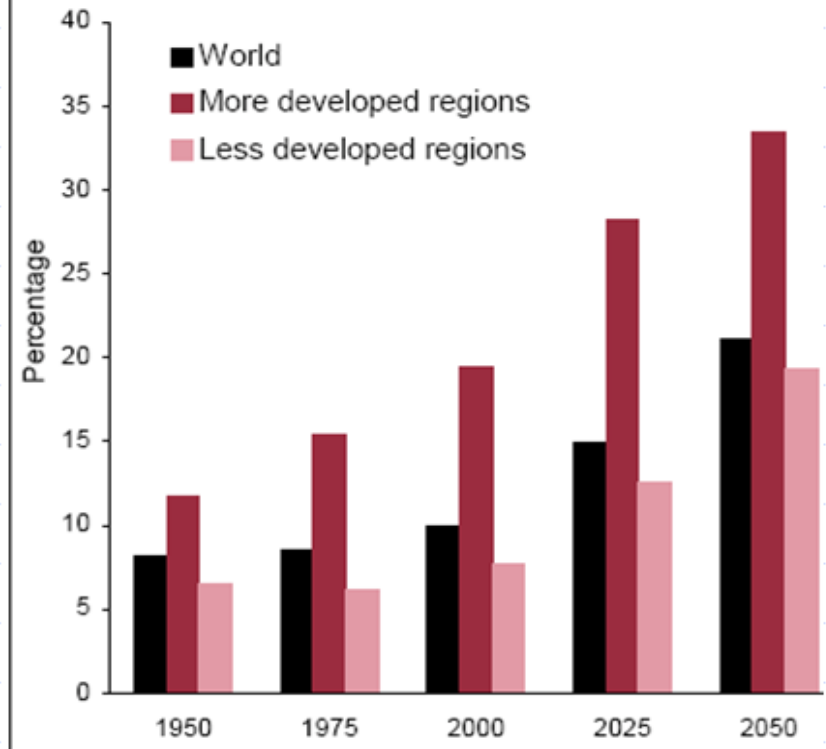


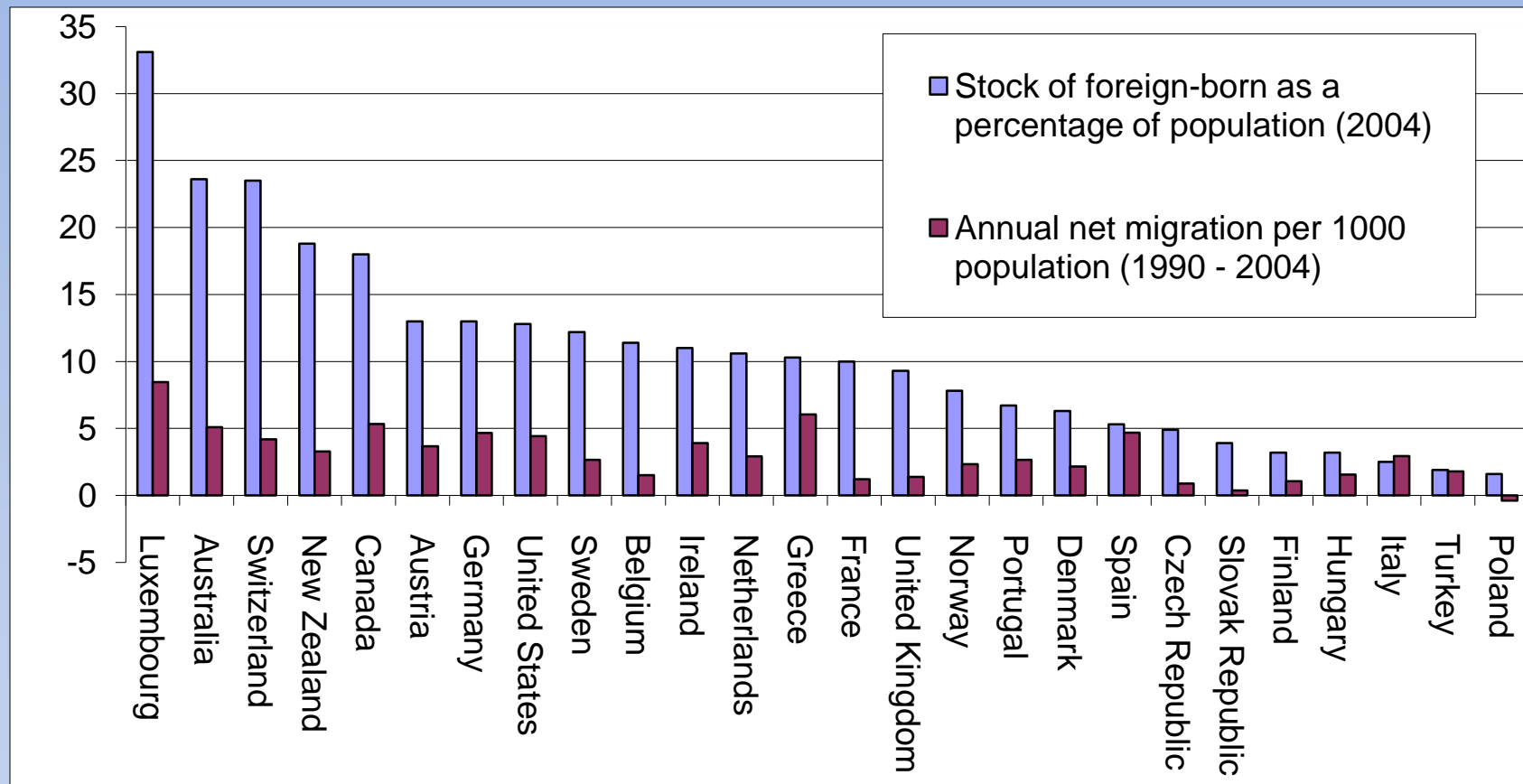
Figure 10. Proportion of population aged 60 or over: world and development regions, 1950-2050



From [World Population Ageing: 1950-2050](#)

1. Demographic Change: Population on the move

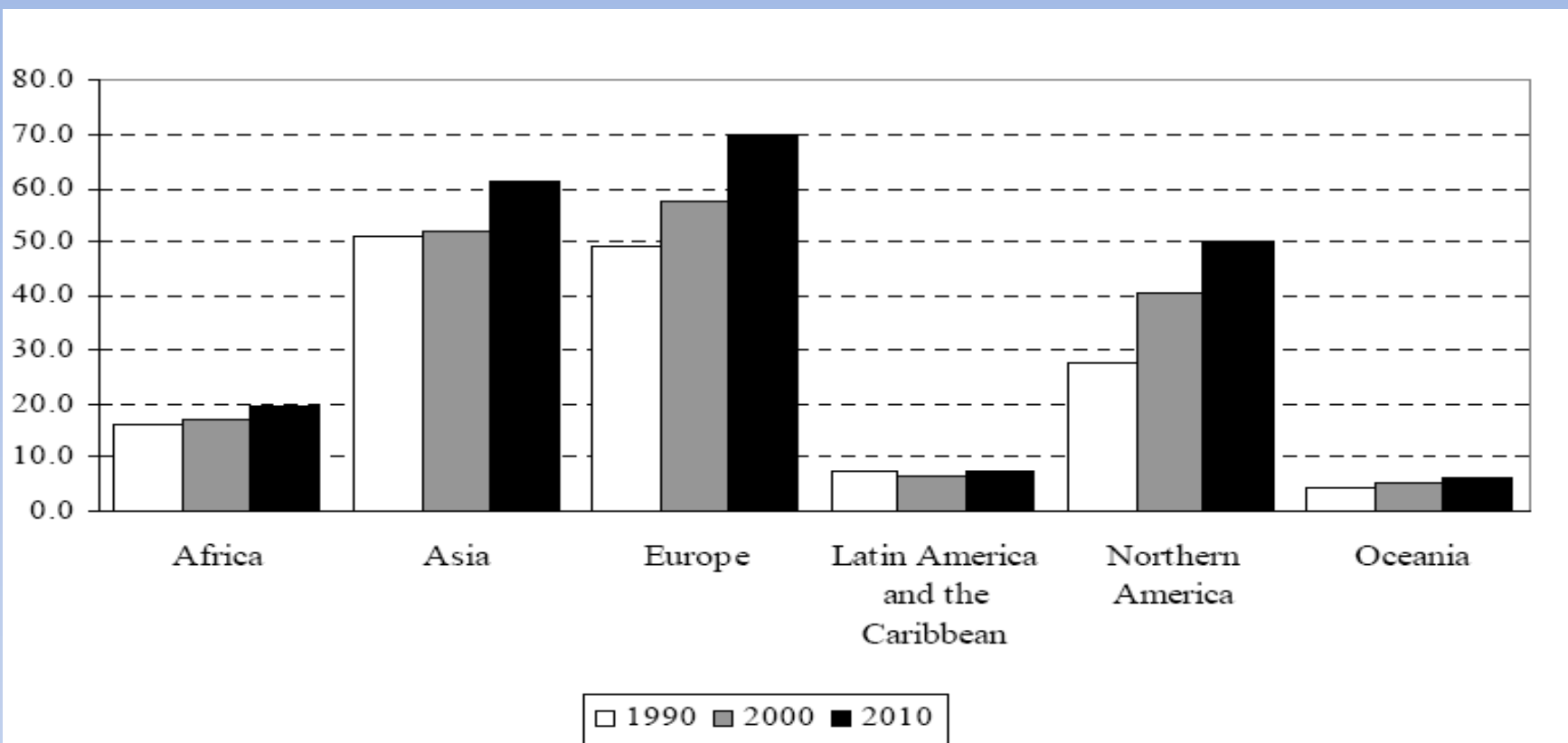
More enter than leave OECD countries, with substantial numbers now “foreign born”
% of “foreign born” (2004) and net migration (per 1000 population, 1990-2004)



Source: OECD (2009), International Immigration Outlook 2009

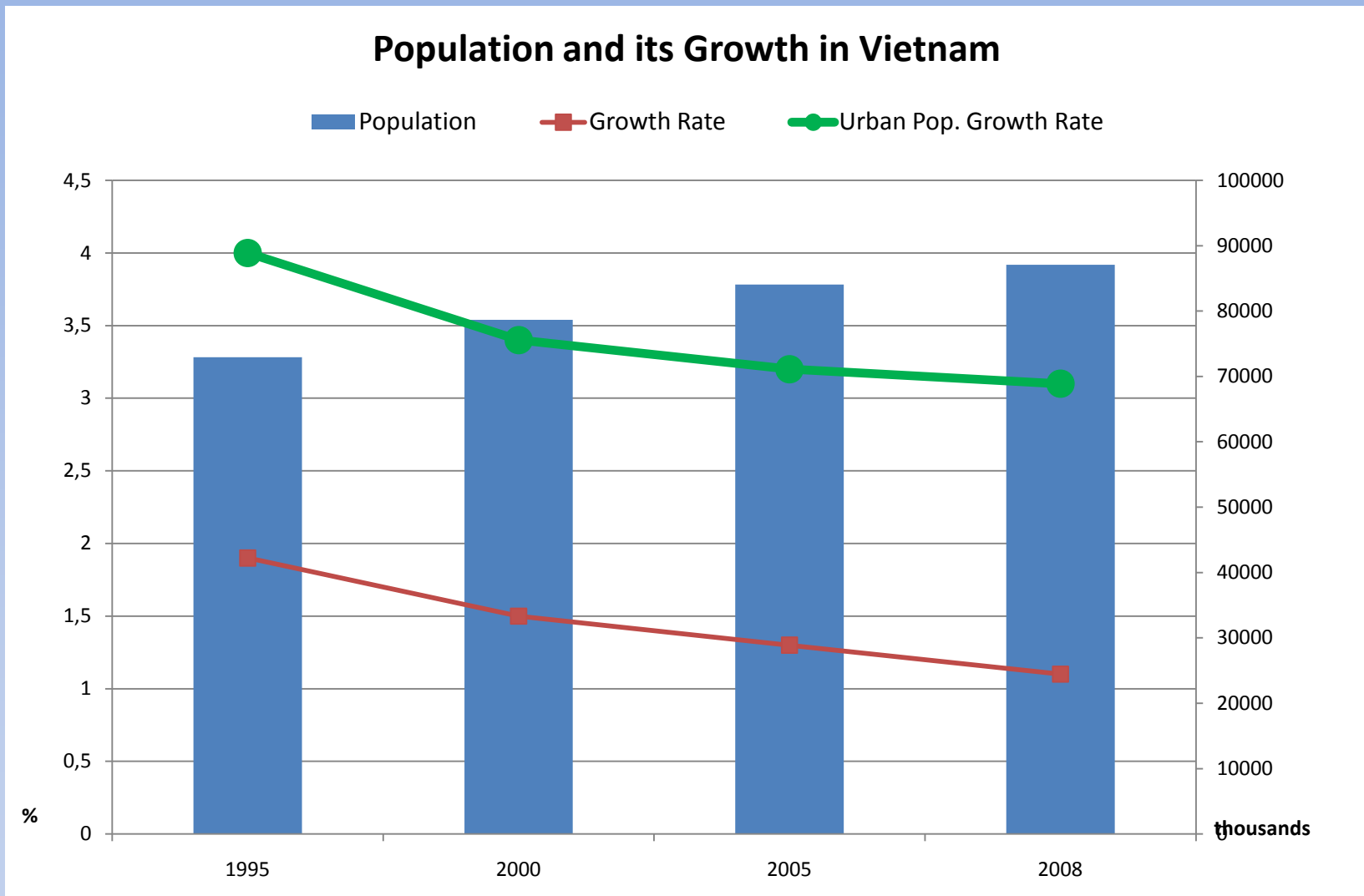
1. Demographic Change: Immigration

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



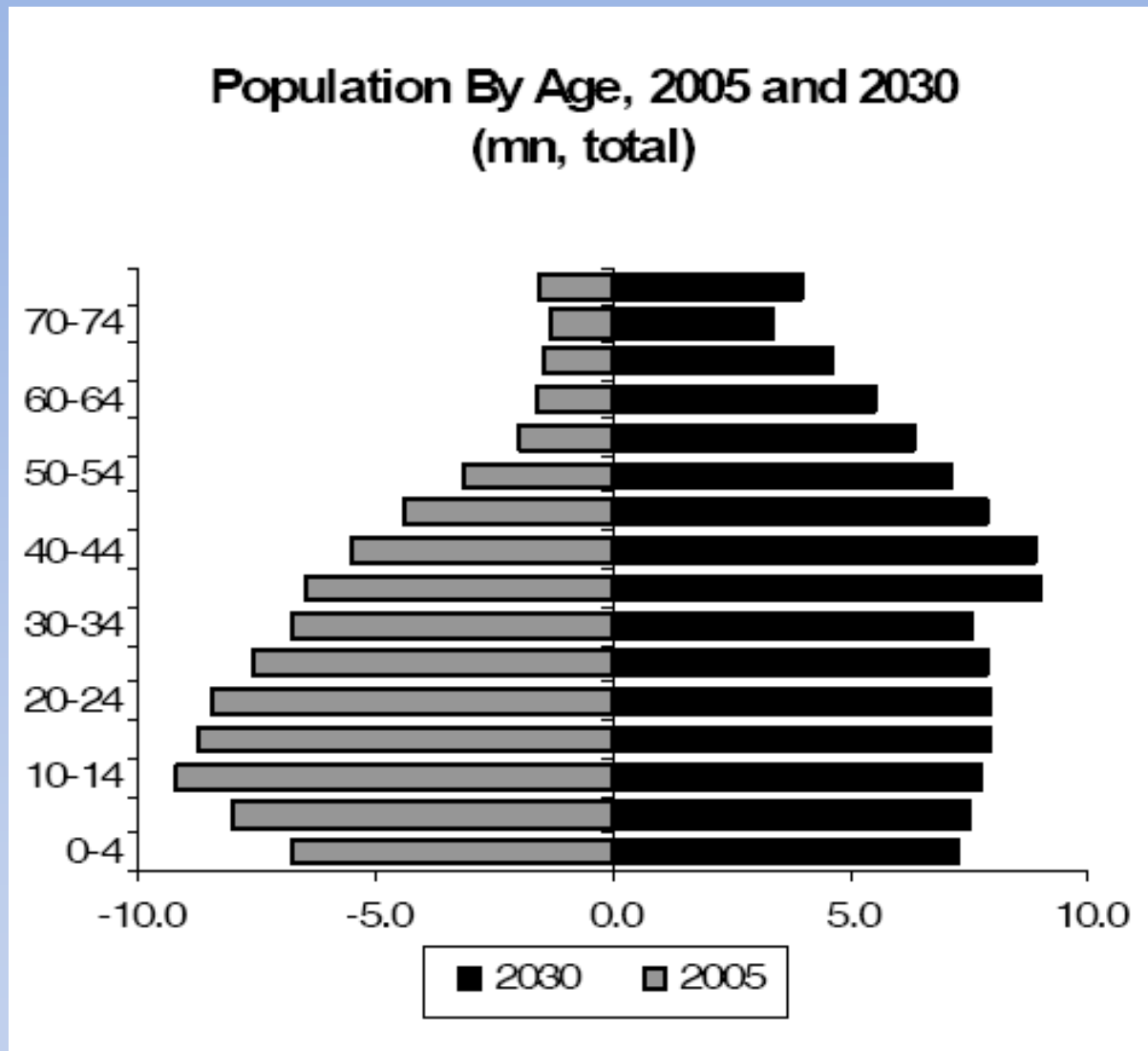
Source: UN Population Division, 2010.

1. Demographic Change: Case of Vietnam



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)

		Agriculture	Industry	Services
World	Level(2004)	3.5%	26.3%	63.1%
	Change(2004-1990)	-1.7%P	-5.1%P	6.2%P
Europe and North America	Level(2004)	2.0%	22.1%	68.3%
	Change(2004-1990)	-2.2%P	-6.2%P	7.6%P
Asia and the Pacific	Level(2008)	7.3%	34.9%	57.9%
	Change(2008-1990)	-2.5%P	-2.7%P	5.3%P

2. Economic Change: Employment Structure

Share of Employment by Sector (% , % change)

	Agriculture		Industry		Services	
	Level	Change	Level	Change	Level	Change
WORLD	34.5%	-7.1%P	21.6%	1.6%P	43.8%	5.4%P
Developed Economies & EU	5.8%	-2.1%P	24.9%	-3.1%P	71.4%	5.2%P
East Asia	51.0%	-10.4%P	23.7%	2.2%P	35.7%	8.2%P
South East Asia & the Pacific	50.2%	-7.7%P	19.4%	3.9%P	38.1%	3.8%P
South Asia	59.4%	-11.7%P	22.2%	6.7%P	30.1%	4.9%P
Latin America & Caribbean	22.1%	-4.7%P	19.9%	-0.2%P	62.6%	4.8%P
Middle East	22.4%	-4.6%P	28.1%	2.5%P	54.1%	2.1%P
Viet Nam	51.9%	-18.1%P	21.4%	10.8%P	26.5%	7.1%P

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

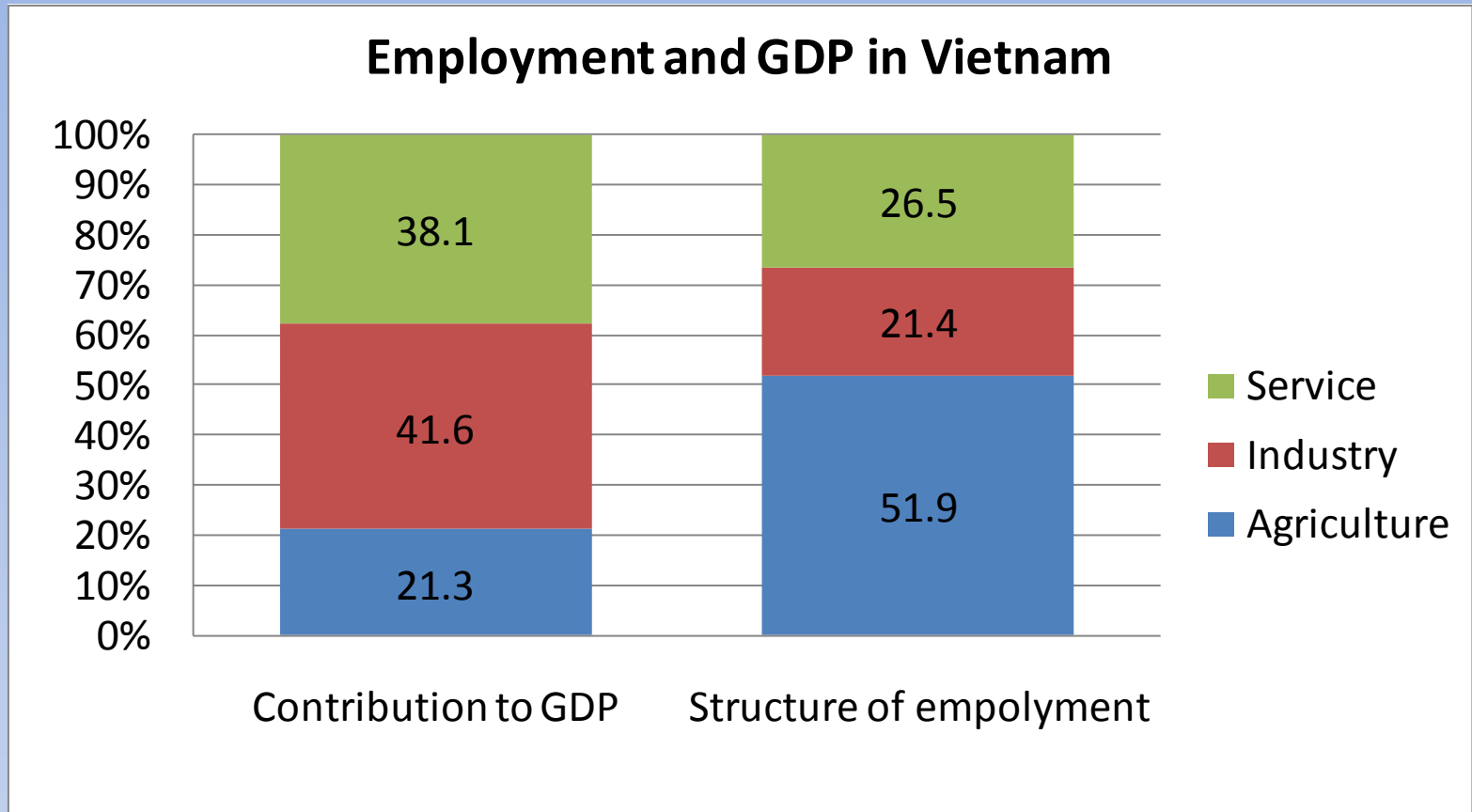
2. Economic Change: Rise of Professionals

Shift of occupational employment shares from 2000/2001 to 2006/2007

	AFRICA	AMERICA	ASIA	EUROPE	OCEANIA
Professionals	-5.8%P	5.6%P	2.2%P	2.8%P	3.0%P
Clerks	-0.6%P	2.5%P	0.7%P	-0.6%P	-0.9%P
Sales	0.6%P	2.0%P	1.6%P	0.7%P	-0.1%P
Farmer&Fishery	2.6%P	-4.9%P	0.5%P	-2.0%P	-0.8%P
Production worker	3.3%P	-5.3%P	-5.1%P	-0.8%P	-1.2%P

Source: ILO, % Change= (Average % of 2006 & 2007) – (Average % of 2001 & 2002)

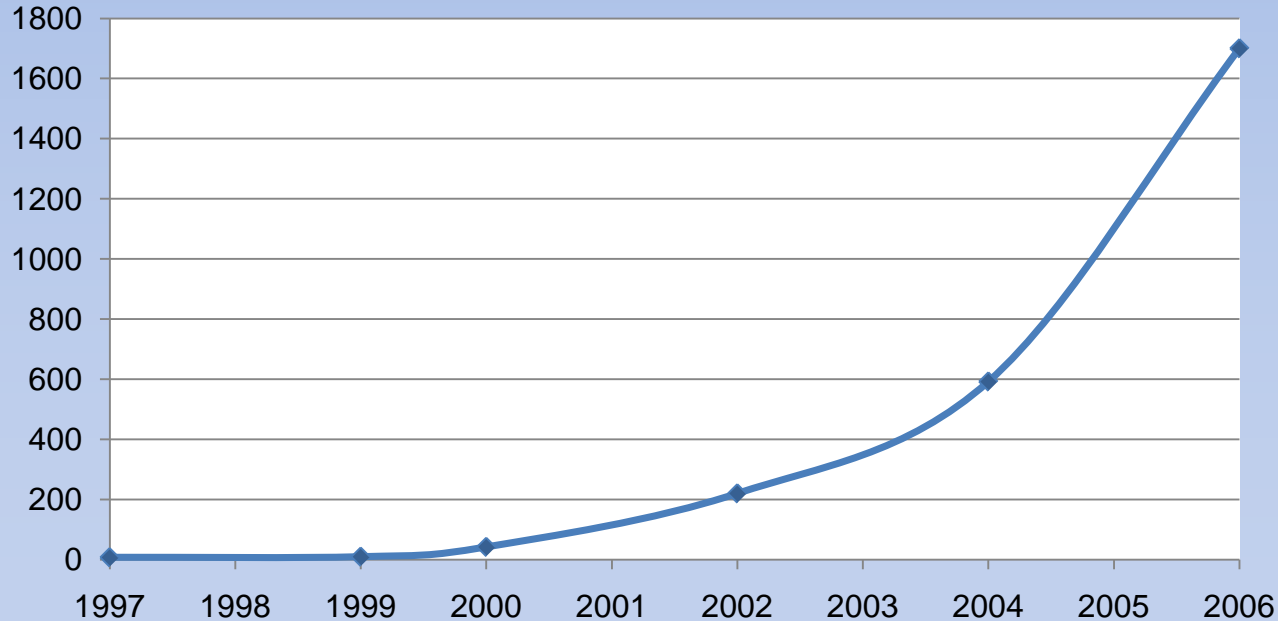
2. Economic Structure: Case of Vietnam



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)

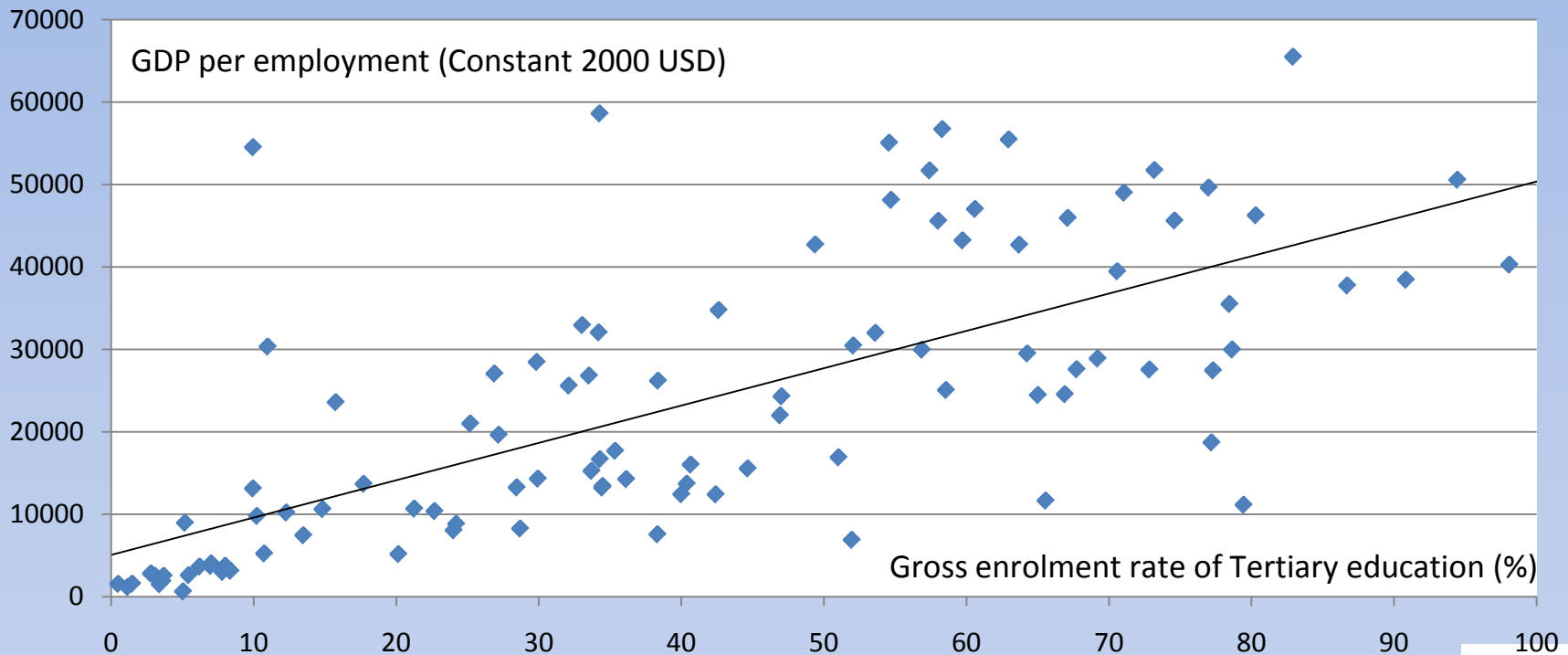


Source: OECD (2008), Trends Shaping Education

3. Knowledge Economy and Education : Education affects national prosperity

Higher education enrolment is highly correlated with the national labor productivity

Relationship between Labor Productivity and Higher Education Participation



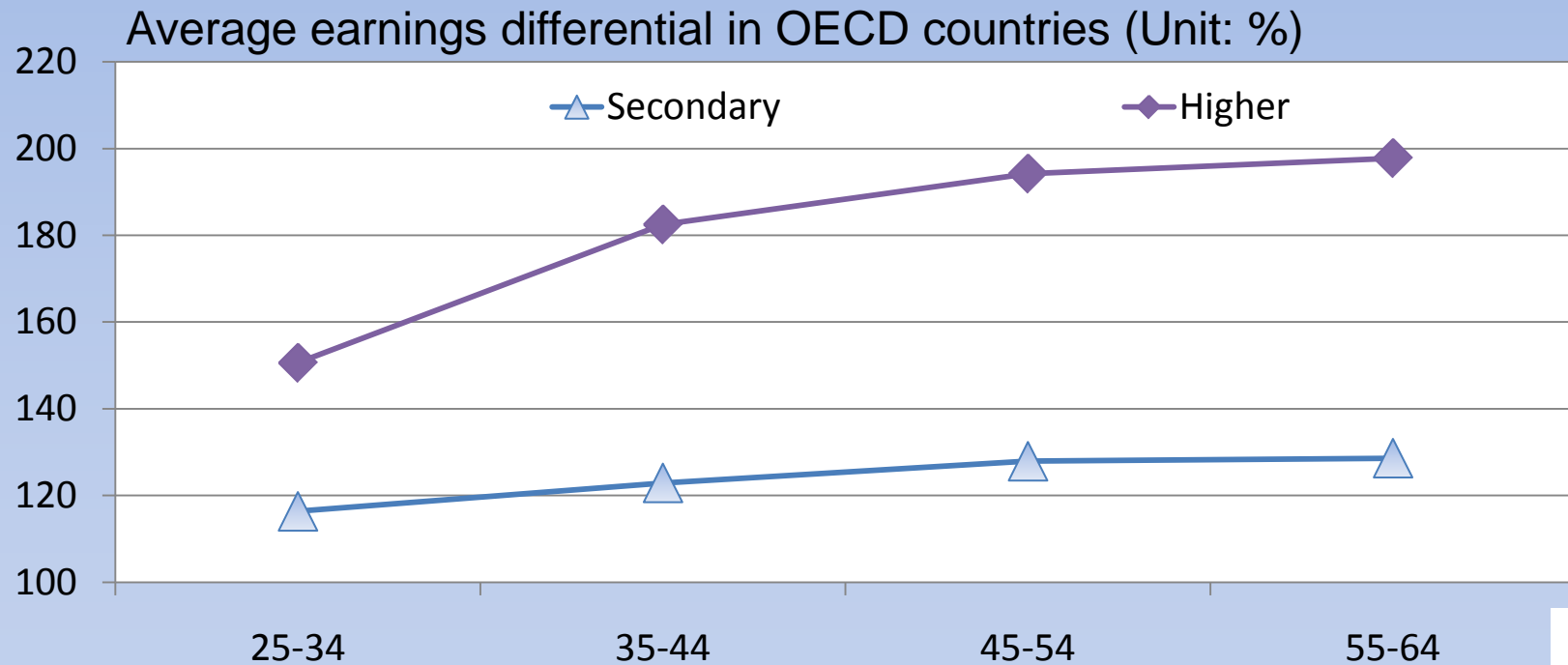
Note: In principle, 2008 data, if no data for 2008, then 2006 or 2007.

Source: World Development Indicators DB, World Bank.



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%

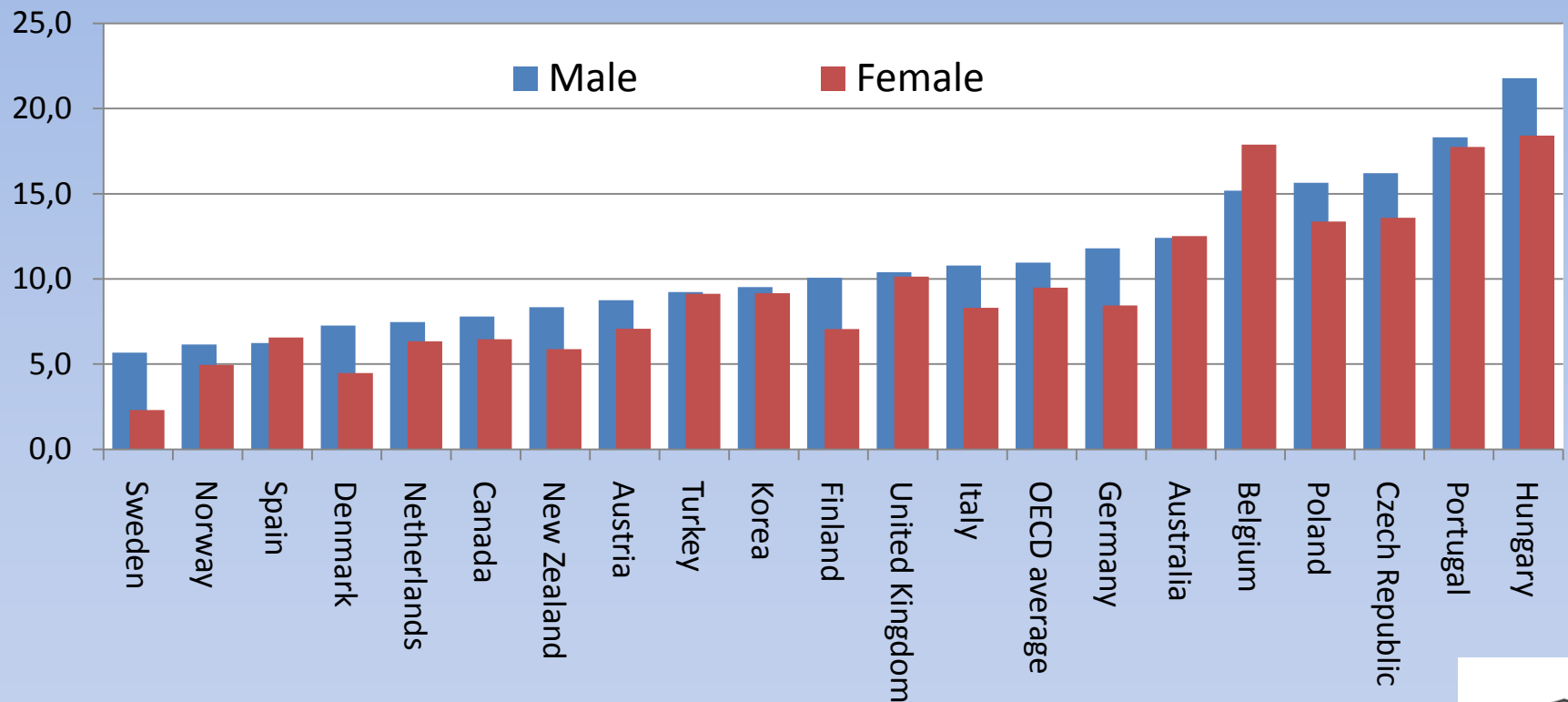


Source: Education at a Glance 2010, OECD.

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: %)

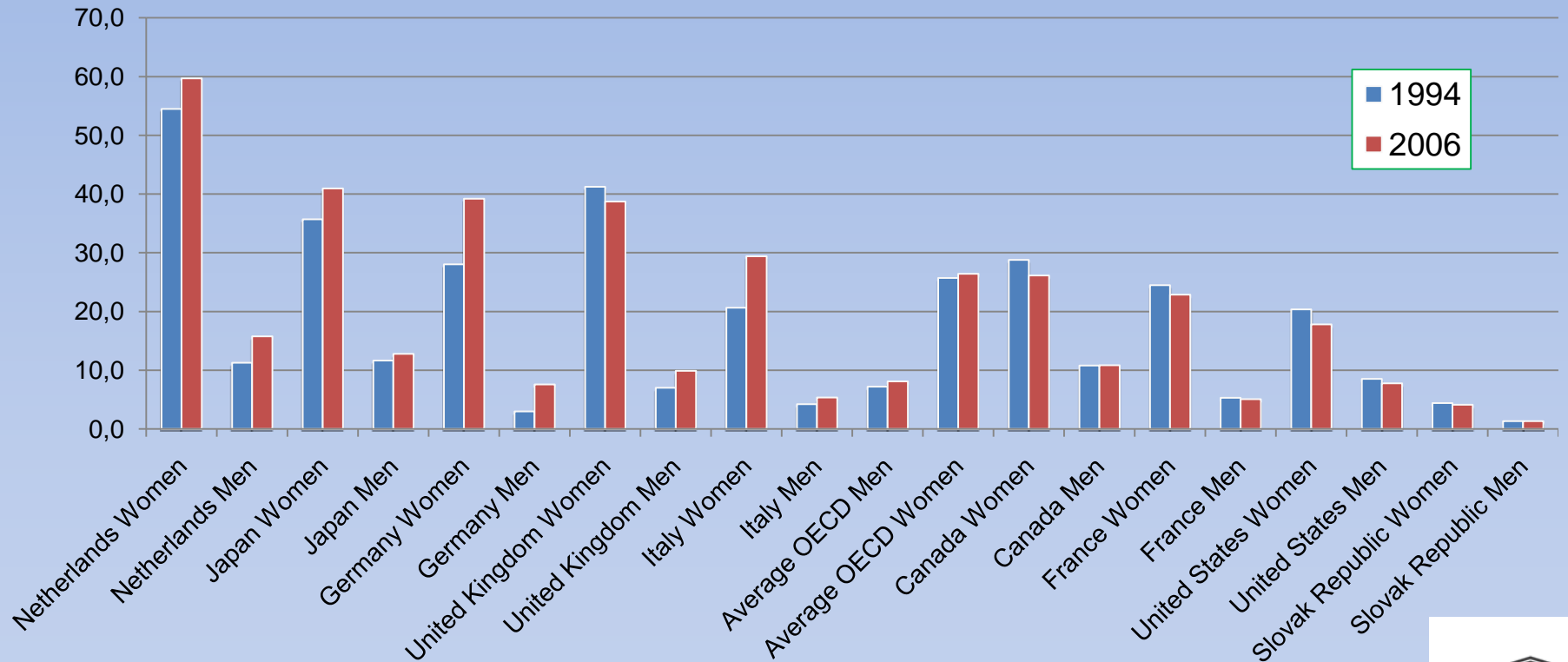


Source: Education at a Glance, 2010, OECD.

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

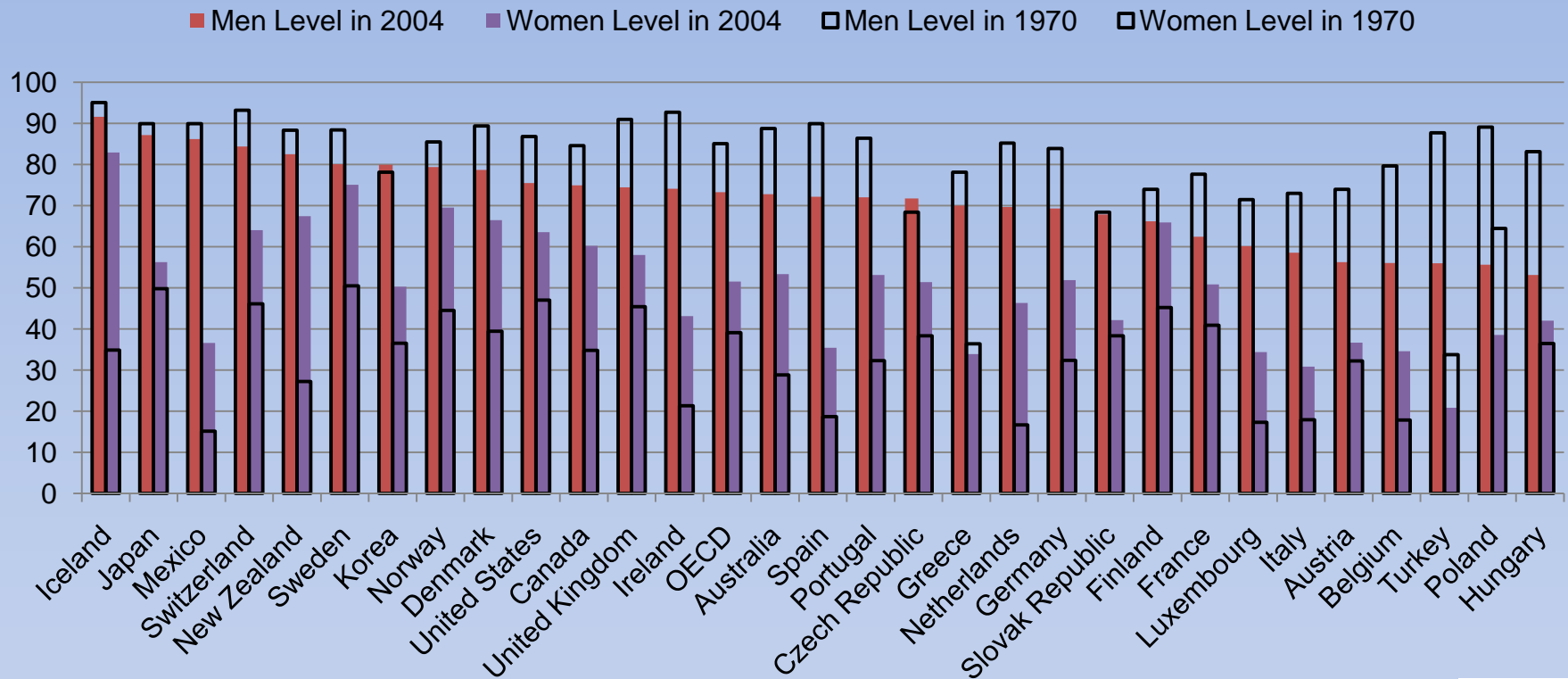


Source: OECD (2007), database of labour force statistics

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

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

Source: Goos et al. (2009)

4. Changing World of Work: Impact of ICT for job tasks

Computerization and job task content within occupations

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

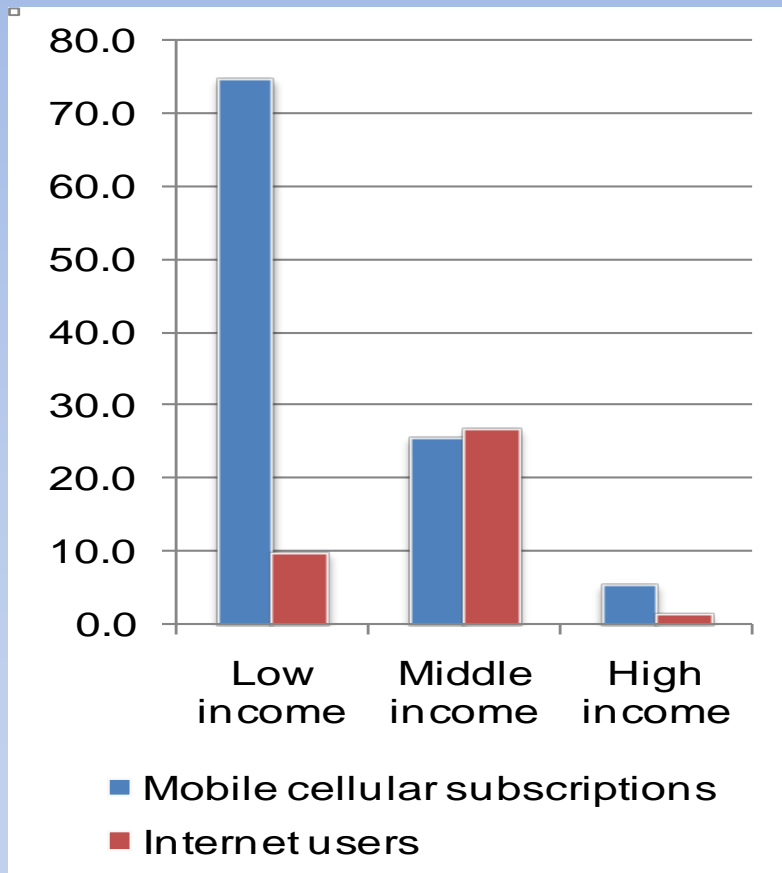
(Values are OLS regression of ten times annual change in the occupational task measure)

Source: Murnane, et. al. (2003)

5. Universal Access to ICT/Internet

Growth rates of internet users and mobile cellular subscribers in AP

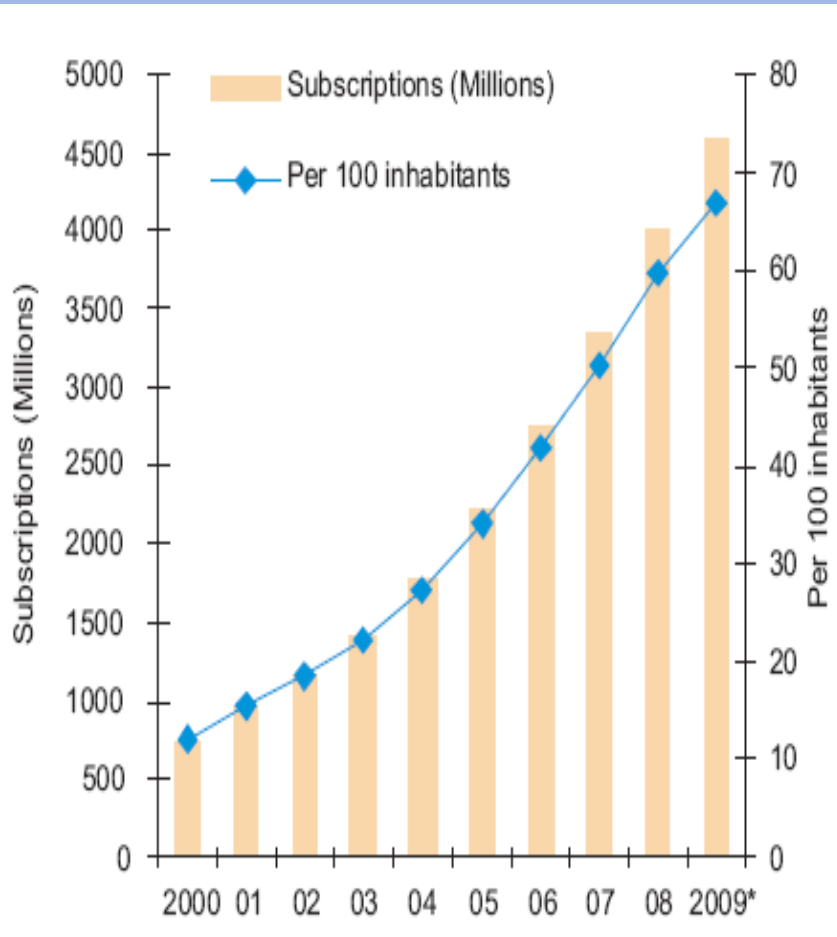
% per annum, 2006 - 2008



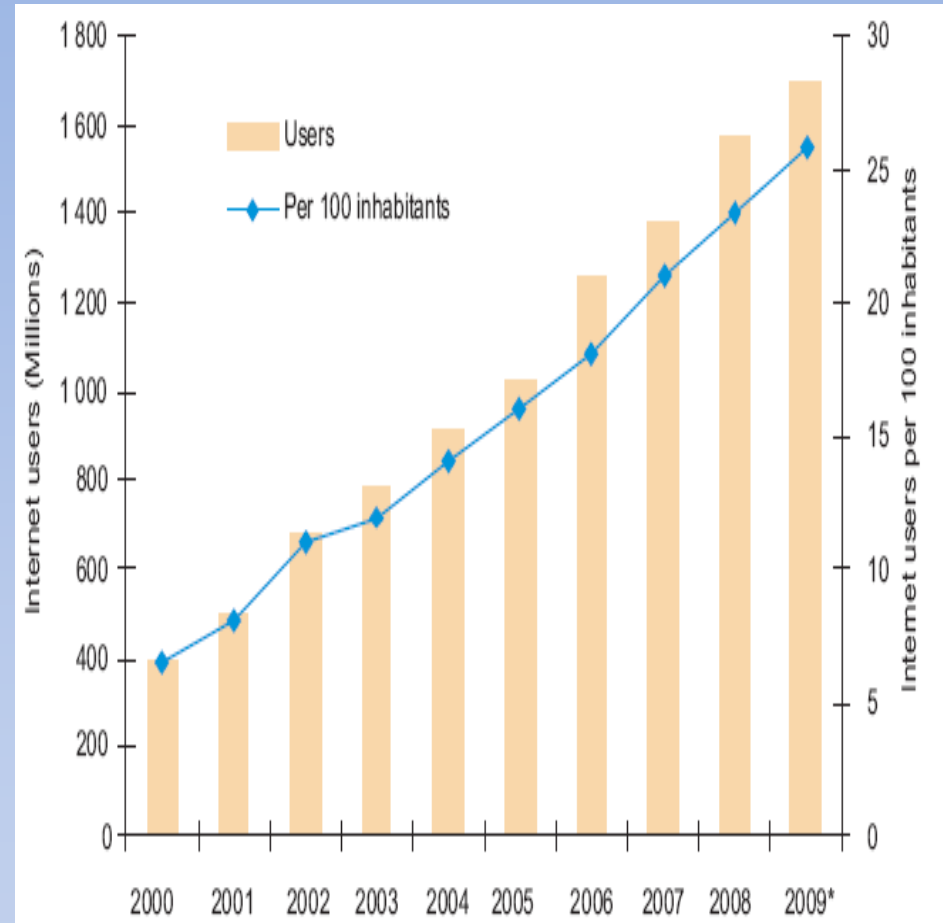
- Statistically, there was in 2008 a mobile phone for every two persons in AP
 - North and Central Asia: 106 subscribers per 100
 - Pacific island developing economies: 16.8 per 100
- The number of internet users more than quadrupled between 2001 and 2008 in AP
 - 160 million (4.2 per 100) → 712 million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

5. Universal access to ICT/Internet (1)

Cell phone subscriptions

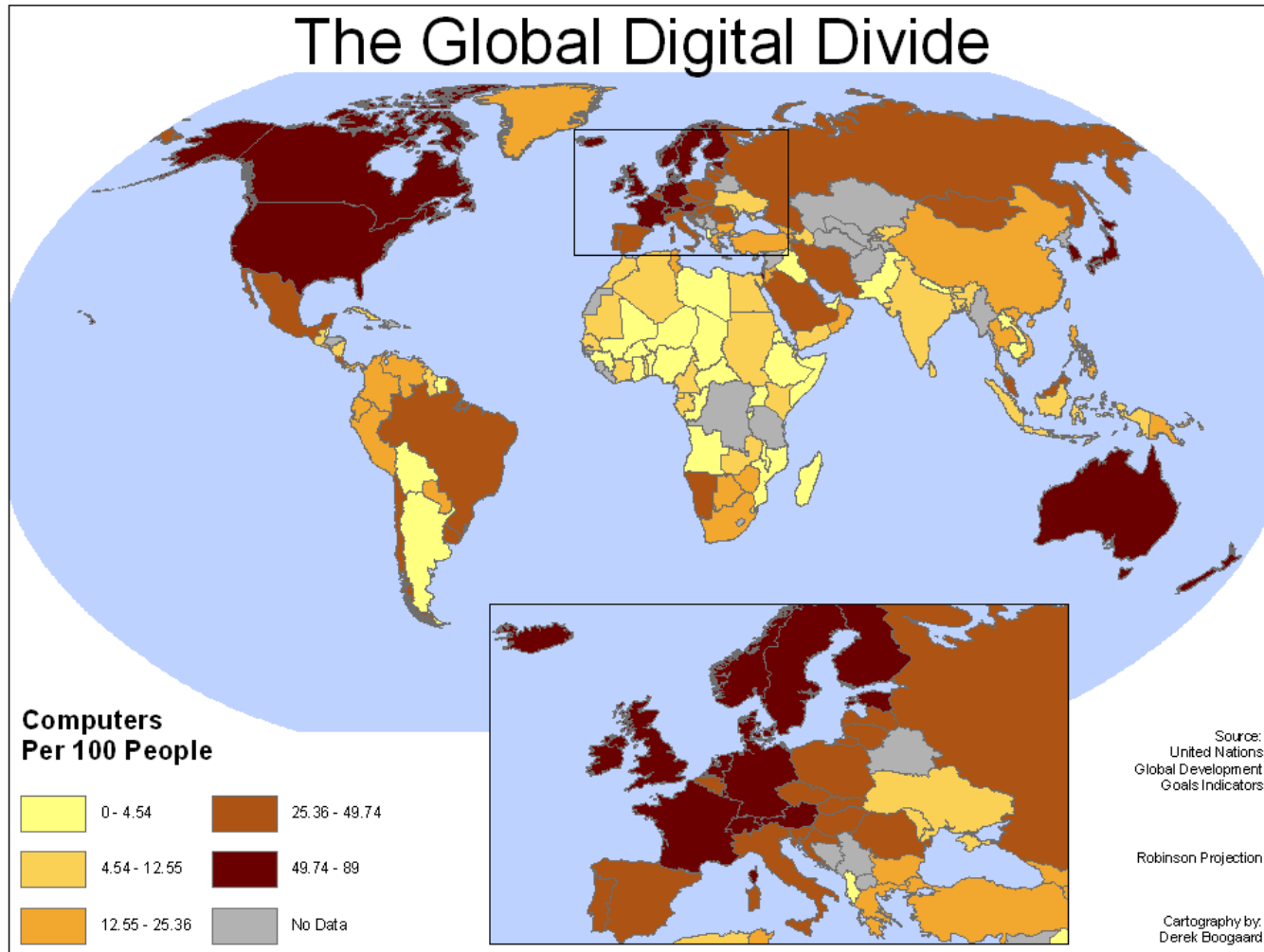


Internet users



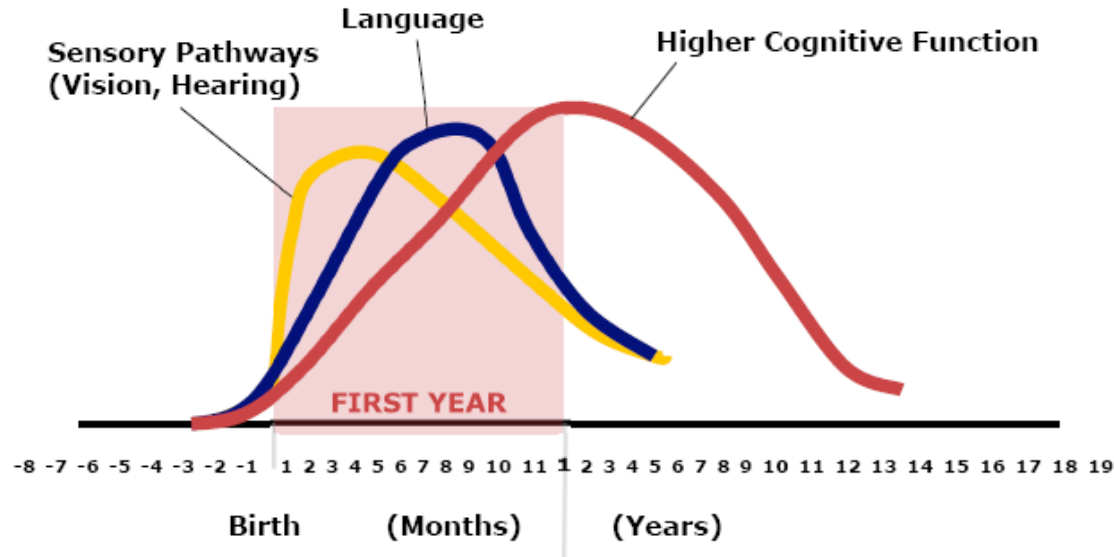
Number of Facebook users is 500 million.

5. Universal access to ICT/Internet (2)



6. Development of Brain/Neural Circuits (1)

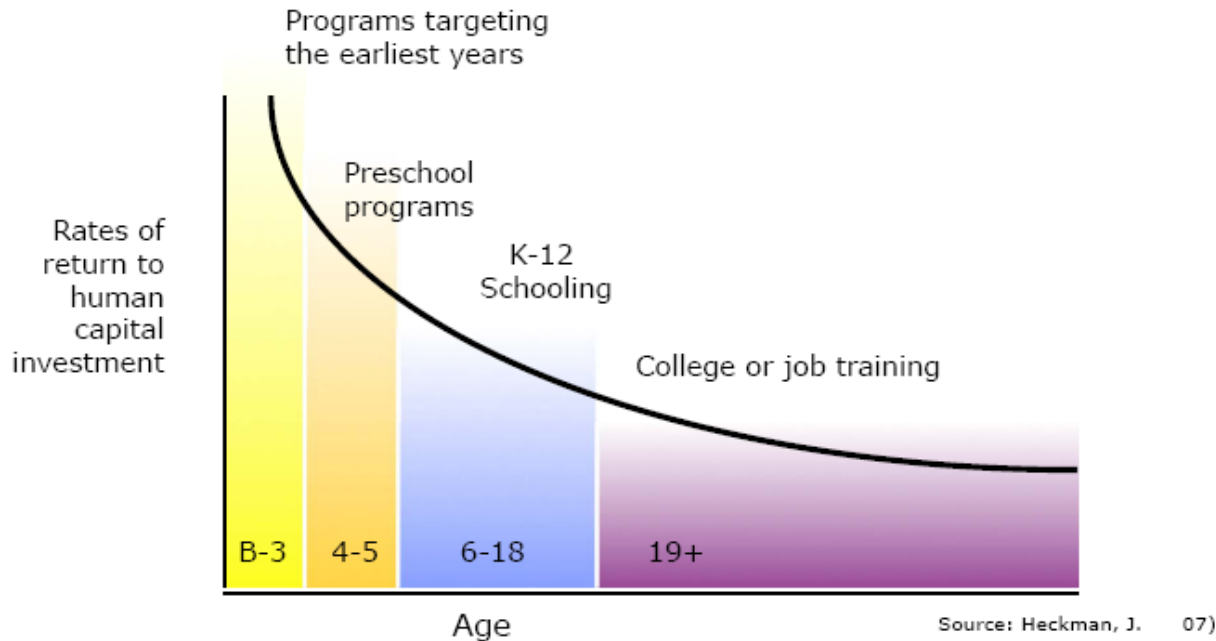
Neural Circuits are Wired in a Bottom-Up Sequence



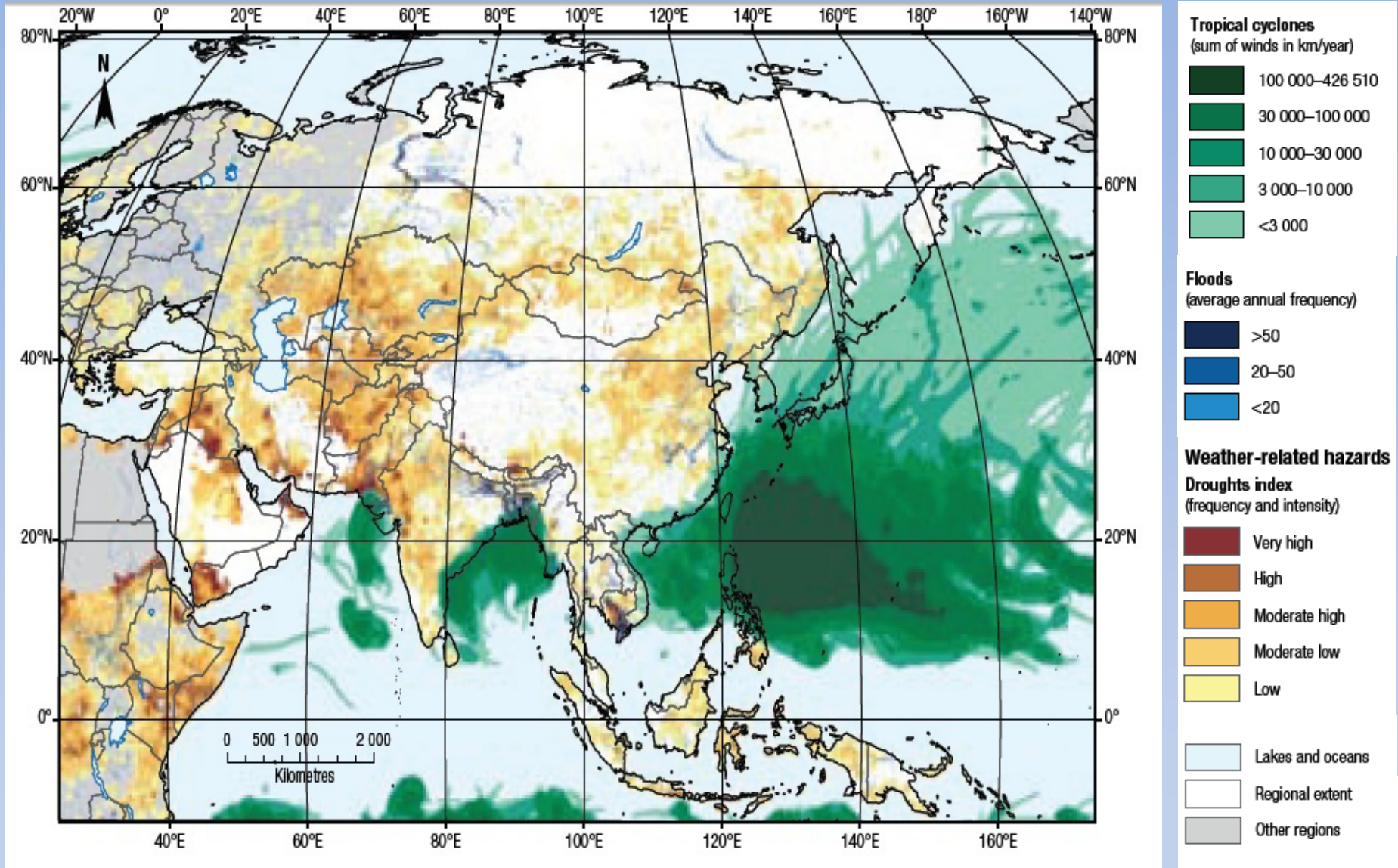
Source: Nelson (2000)

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



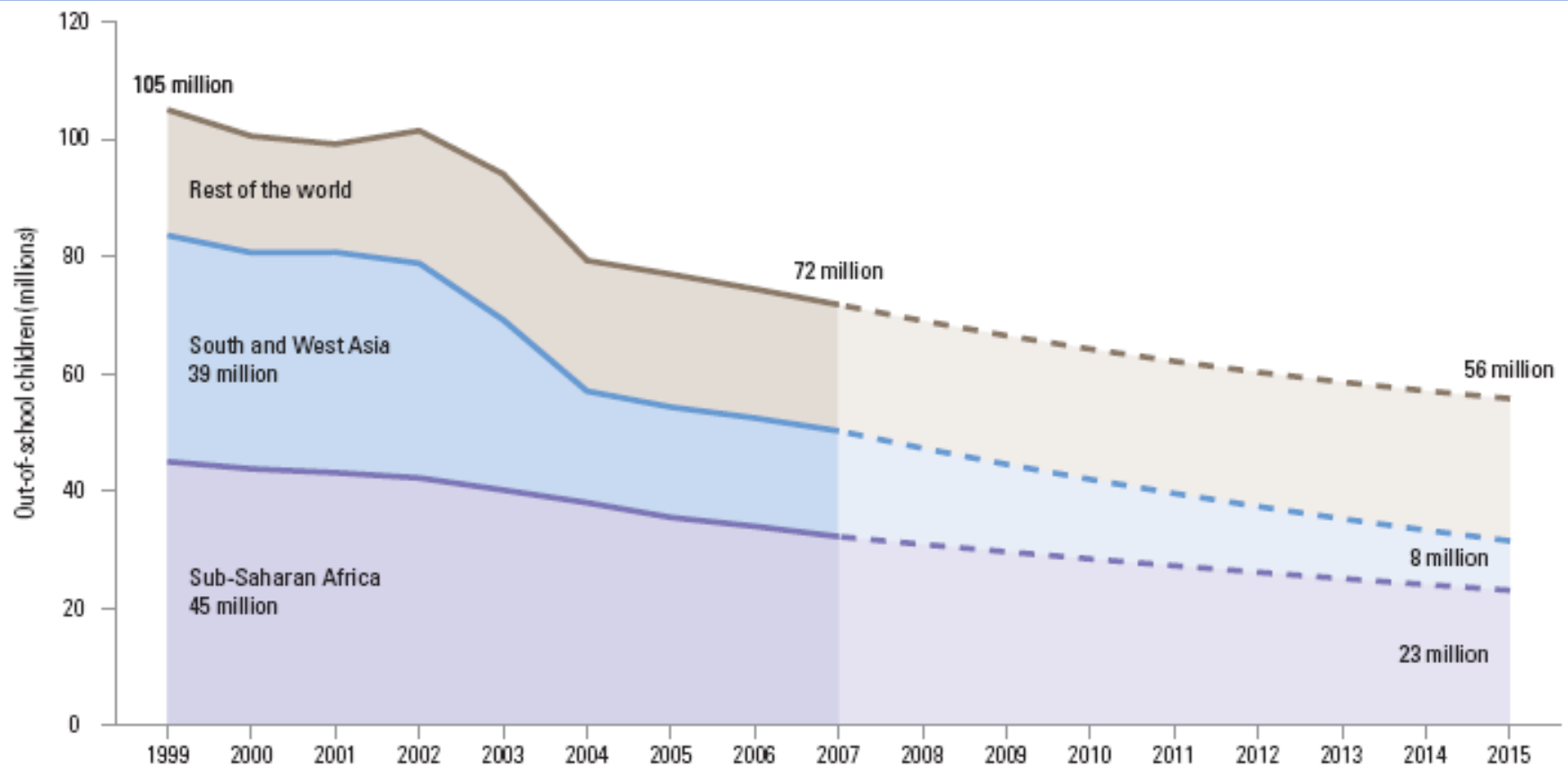
8. Climate Change: Vulnerabilities in the Asia-Pacific



II. Educational reality

1. Improved Access

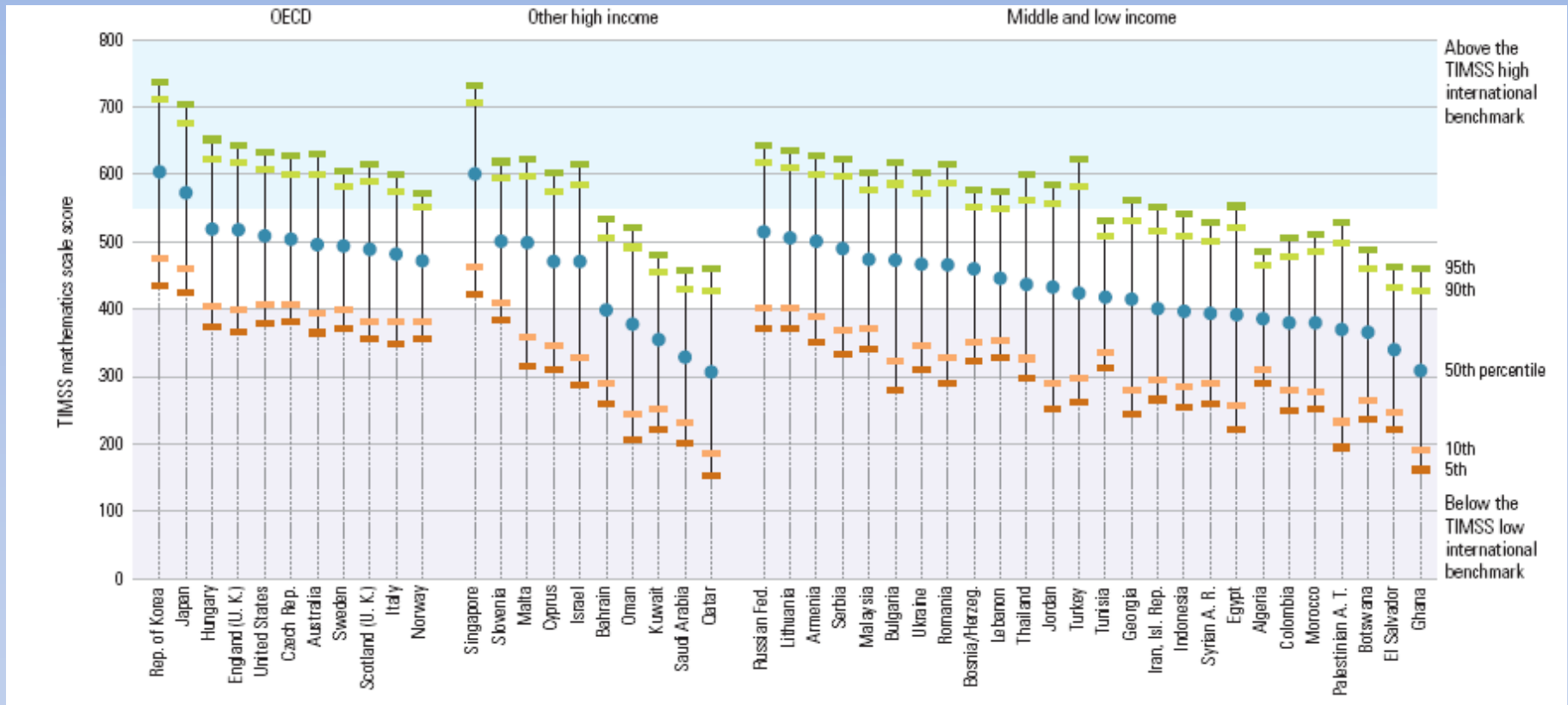
Level and Trends of Out-of-school children (unit: millions)



Source: EFA Global Monitoring Report (2010)

2. Education Outcome Gaps

TIMSS math score for 8th grade (2007)

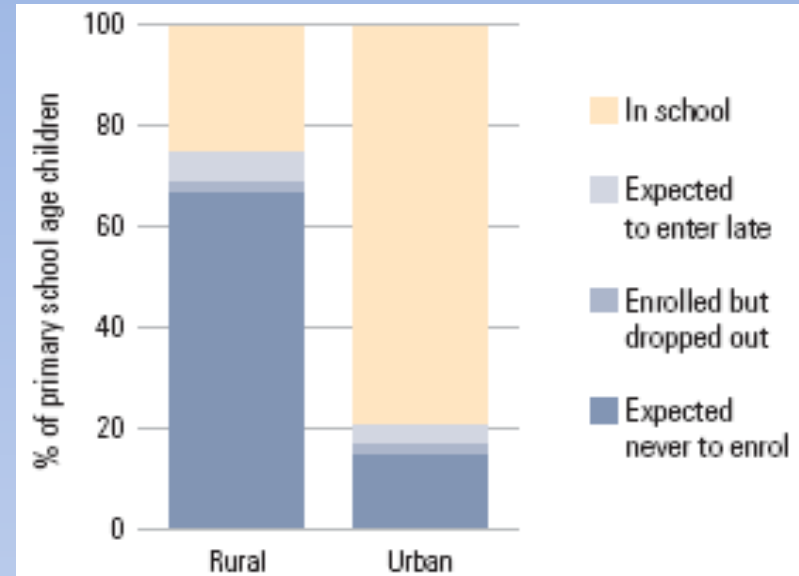
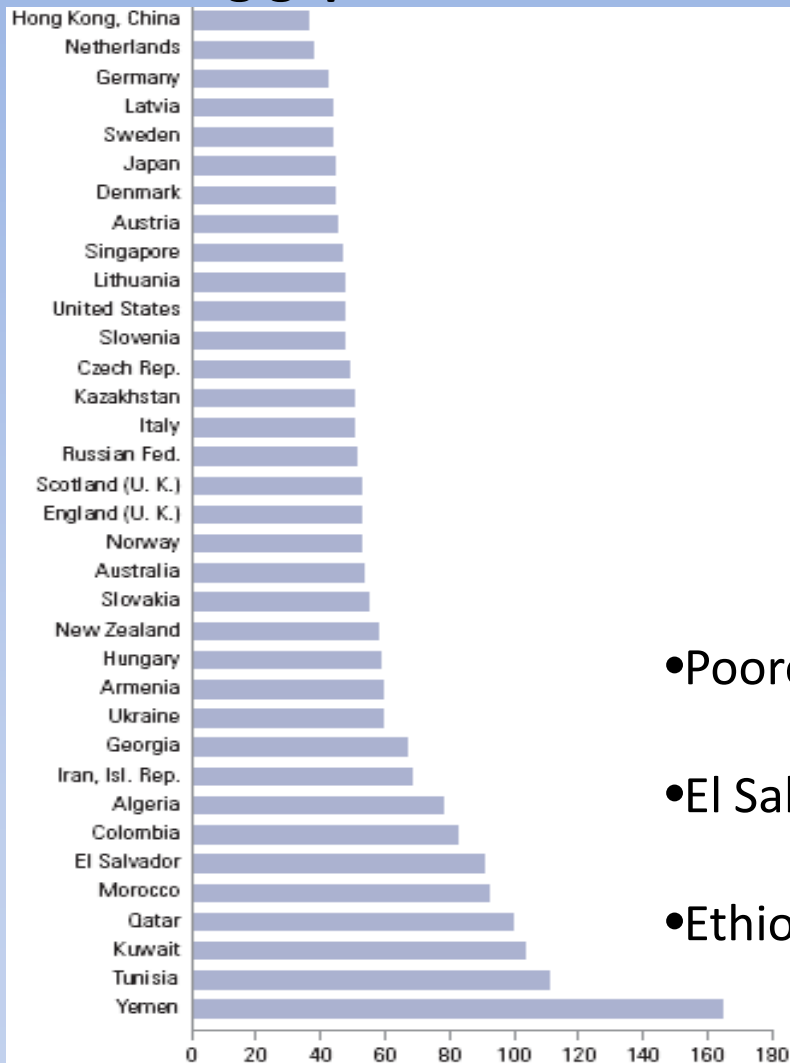


Note: The markers show the score of the indicated percentile

Source: EFA Global Monitoring Report (2010)

3. Educational Inequality Pervasive

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



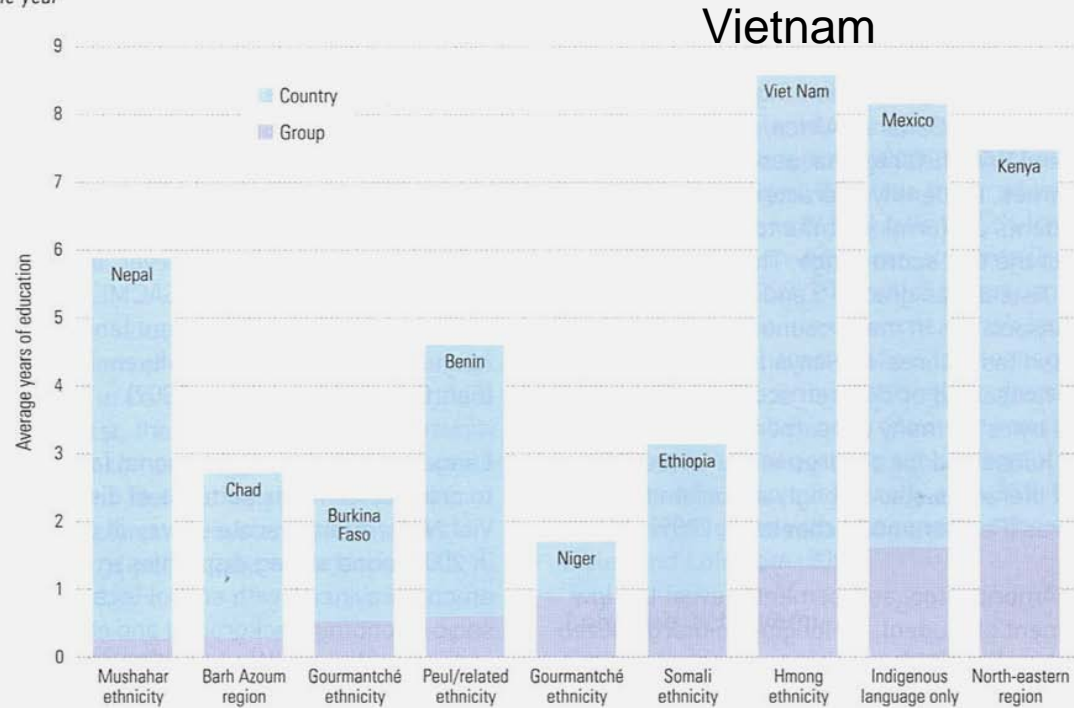
- Poorest 20% dominate the out-of-school
- El Salvador: Working children with 6% lower scores
- Ethiopia: Orphans illiteracy rate 19%P higher

Source: EFA Global Monitoring Report (2010)

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



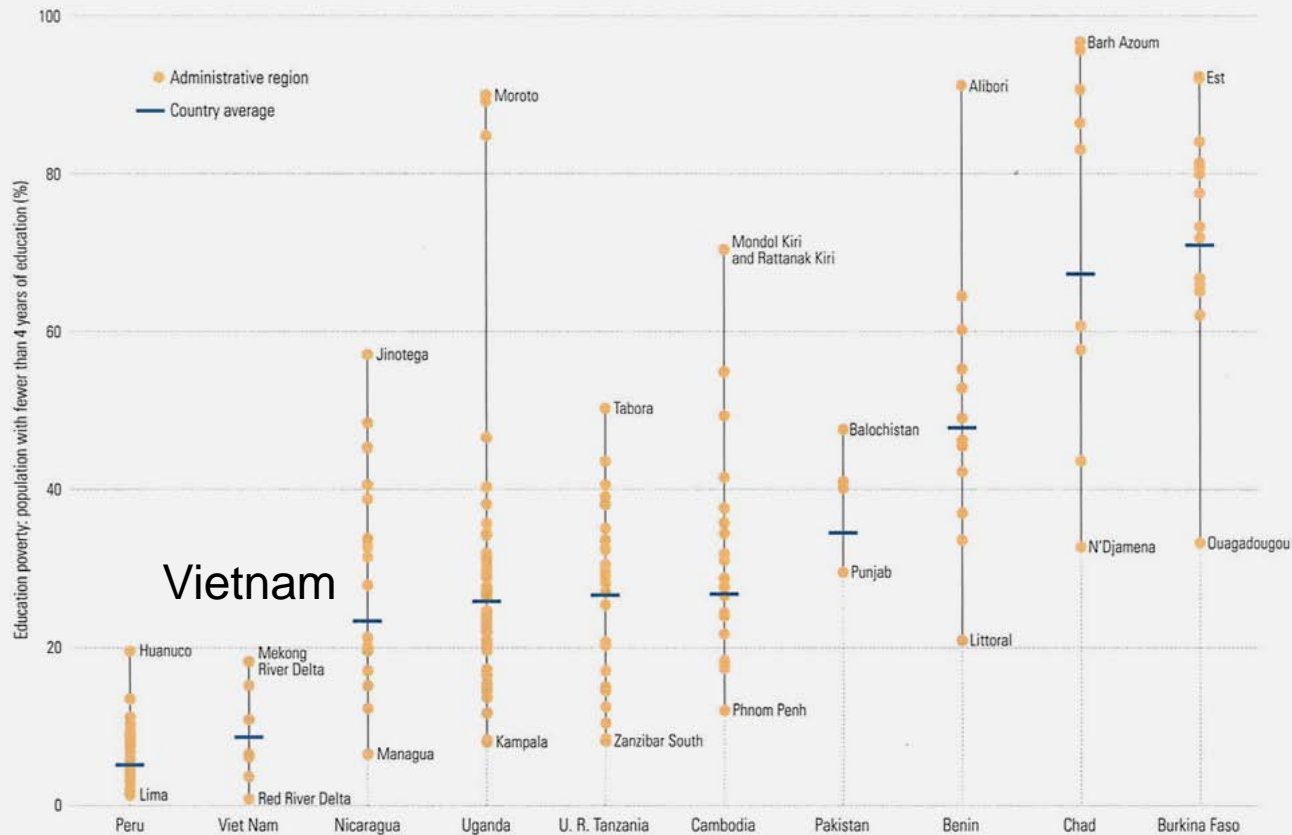
Share of population (%)	1	5	7	4	1	3	1	2	3
Proportion who are in the 'bottom 20%' (%)	89	43	32	43	25	45	88	42	77

Sources: UNESCO-DME (2009); census, calculations by Harttgen 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



Source: UNESCO-DME (2009).

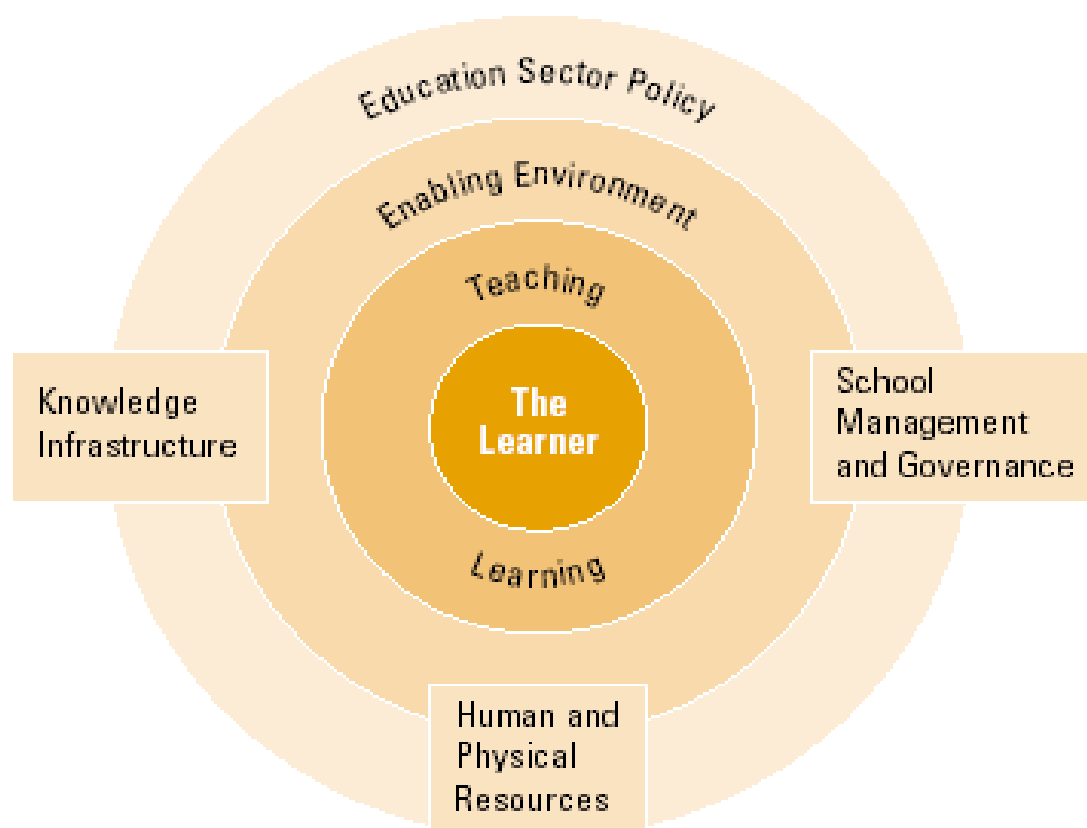
III. Education responses to a changing world: towards a system of lifelong learning

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

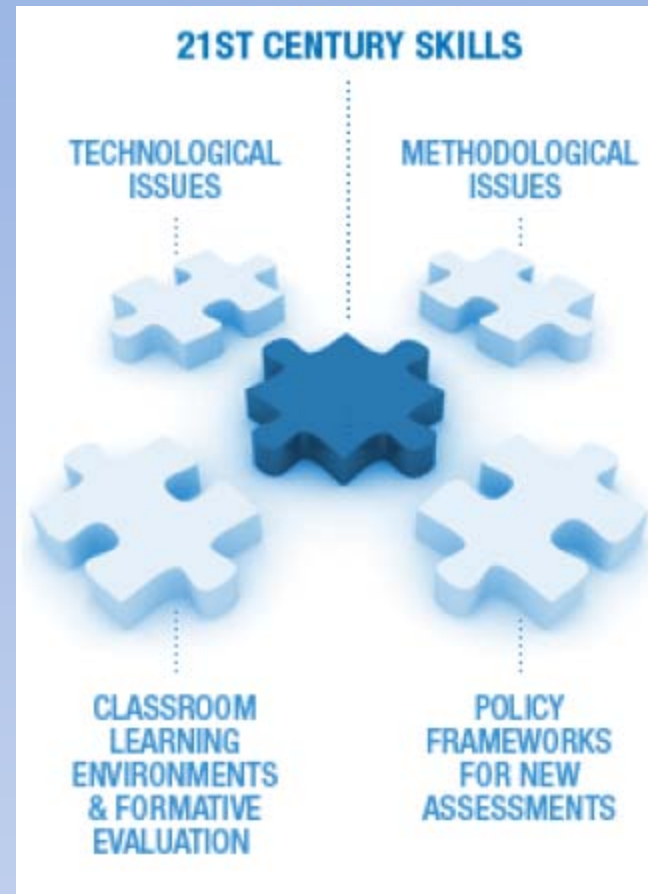
- **Learning to know**
- **Learning to do** (*from skill to competence; the 'dematerialization' of work and the rise of the service sector; work in the informal economy*)
- **Learning to live** together, learning to live with others (*discovering others; working towards common objectives*)
- **Learning to be**

1. 2 Definition and selection of competencies (OECD)

Interacting in socially heterogeneous groups	Acting autonomously	Using tools interactively
To relate well to others	Acting within the big picture or the larger context	Using language, symbols, and text interactively (written and spoken, communication, mathematical skills in multiple situations)
To cooperate	Forming and conducting life plans and personal projects	Using knowledge and information interactively
To Manage and resolve conflict	Defending and asserting one's rights, interests, limits, and needs	Using technology interactively (understanding the potential of technology and identifying technological solutions to problems)

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



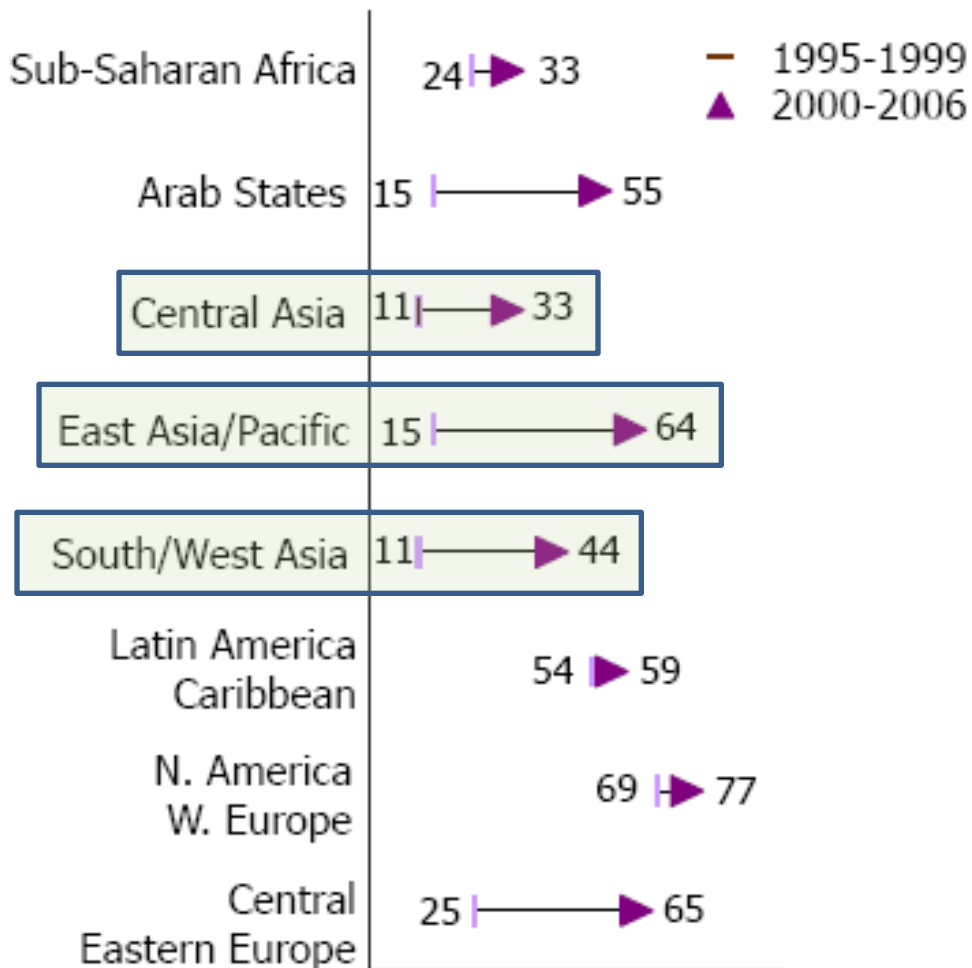


1.3 National Assessments: Emphasis on Learning Outcomes

- 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.

Source: Benavot, A and Tanner, E. 2007. *Mapping national learning assessments in the world, 1995-2006*. Background paper for *EFA Global Monitoring Report 2008*.

1.3 National Assessments



Introduction of national assessments

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



1.3 National Assessments in AP (examples)

Country	Grade	Curricular subjects assessed	Year
Cambodia	Grade 3	Khmer, math	2006
	Grade 6	Khmer, math	Planned for 2007
	Grade 9	Khmer, math	Planned for 2008
Japan	Grade 5,9,12 [Variable]	Japanese, English, math, sci, soc sci, geography, history, civics	2002, 2003, 2004
	Grade 6,9	Japanese, math	2007
Rep. of Korea	Grade 6, 9, 10	Math, social studies	1998-2000
	Grade 6,9,10	Korean, math, sci, social studies and English	2001-2002
	Grade 6,9,10	Korean, math, sci, social studies and English	2003, 2006
Mongolia	Grade 5,9,11	Lan, math	Yearly since 1997
	Grade 5,9,11	Lan, math, history, physics, chemistry, biology [variable]	Every 5 to 6 year since 1997
New Zealand	Grade 4,8 [not including Maori medium schools]	Art, sci, graphs, tables, maps	1995, 1999, 2003 [4 year cycles]
		Reading and speaking, technology, music	1996, 2000, 2004 [4 year cycles]
		Math, information skills, social studies	1997, 2001, 2005 [4 year cycles]
		Listening and viewing, health, physical education	1998, 2002, 2006 [4 year cycles]
	Grade 8 [Maori medium schools]	Sci, art, graphs, tables, maps	1999, 2003 [4 year cycles]
		Music, technology, reading and speaking	2000, 2004 [4 year cycles]
Writing, listening, viewing, health, physical education	2002, 2006 [4 year cycles]		
Pakistan	Grade 4, 8 and teachers [variable]	Lan, math, sci, social studies	2005,2006
	Grade 4	Sindhi, Urdu, math	2000
	Grade 3	Urdu, math, English	2004
Philippines	Grade 4,6 and year 2 secondary	English, Filipino, sci, social studies, math	2005,2006
	Grade 3	Reading comprehension	2005,2006
	Grade 1-6	Reading	2004,2005
Singapore	Pre to secondary	Lan, math, sci, ICT	2003

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

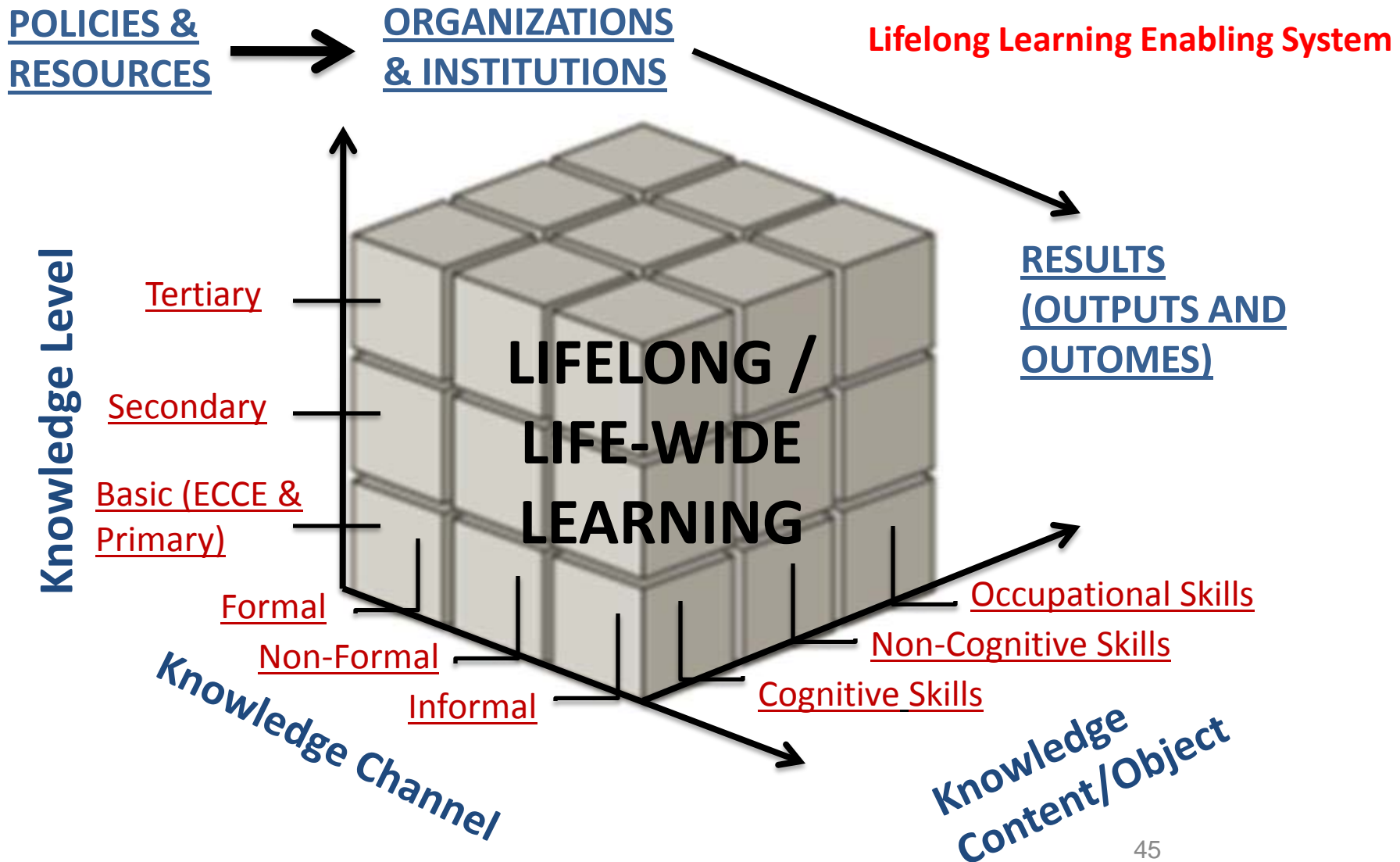


Now

- 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

	TIMSS	PISA	IALS	ALL	CES	PIAAC
Competency						
Literacy						
Numeracy						
Scientific Literacy						
Problem Solving						
Information Communication Tech.						
Working with others						
Tacit Knowledge						
Capacity to manage learning						
Attitude to learning						
Responsible organizations	IEA	OECD	OECD	Consortium (ETS, NCES, OECD, Stats)	IEA	OECD
No. of countries participated	1995 (45) 1999 (38), 2003(46) 2007(57)	2000(31) 2003(40) 2006(57)	1994 (9) 1996 (5) 1998 (9)	2002 (11) as of 5/27/02	2001 (28)	2007-2008 (4-6)

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

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

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

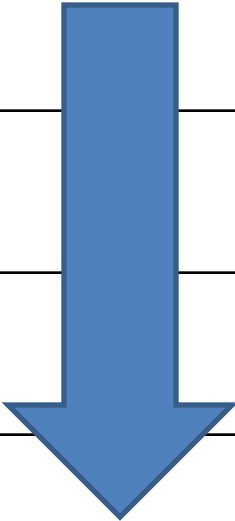
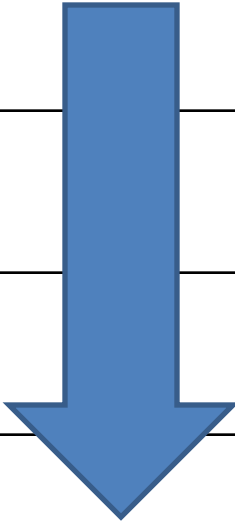
- Leading role for **Education for All (EFA)** and its Global Action Plan
- Leading agency for the United Nations decades
 - UN Literacy Decade (2003-2012), UN Decade of Education for Sustainable Development (2005- 2014)

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

Goal & Target group	Goal 5: Gender parity and equality	Goal 6 Quality : inputs, process, outputs & outcomes
Goal 1 ECCE : Young children		
Goal 2 UPE : School-age children		
Goal 3 Skills : Youth & Adults		
Goal 4 Literacy : Youth & Adults		

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

2.3 Education for Sustainable Development (ESD)

- **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

gj.kim@unesco.org
www.unescobkk.org

THANK YOU!