At the Sunset of MDG and EFA:
Lifelong Learning, National Development and the Future

edited by

Chris Duke and Heribert Hinzen

Quality Education and Lifelong Learning for All

Outcomes from Three Interwoven Conferences

Non-formal Education: a National, Regional and International Exchange

Non-formal Education, Lifelong Learning and Universities Network

Annual Meeting on Non formal Education

Vang Vieng, Vientiane Province, LAO PDR

10 – 14 March 2014

There have been several organizations on national, regional and global level to strengthen and support the cooperation of

DVV International

Contents

Part Three

Papers Arising from the Meetings

CD with additional PPTs and Photos

Abbreviations

ACBS	Academic Credit Bank System
ACTS	ASEAN Credit Transfer System
AEC	ASEAN Economic Community
ALE	Adult Learning and Education
APREC	Asia Pacific Regional Education Conference
APUCEN	Asia Pacific University Community Engagement Network
AQF	ASEAN Qualification Framework
ASEAN	Association of Southeast Asian Nations
ASEM	Asia Europe Meeting
ASPBAE	Asia South Pacific Association for Basic and Adult Education
CLC	Community Learning Center
CONFINTEA	UNESCO World Conferences on Adult Education
CSO	Civil Society Organisation
DESB	District Education and Sport Bureaus
DNFE	Department of Non-formal Education
DVET	Department of Technical and Vocational Education
DVV	Deutscher Volkshochschul-Verband
ECTS	European Credit Transfer System
EMIS	Education Management Information System
EQF	European Qualification Framework
ESDP	Education Sector Development Plan
EU	European Union
EFA	Education for All
GACER	Global Alliance on Community Engaged Research
globALE	Curriculum Global Adult Education & Learning
GOL	Government of Lao PDR
GRALE	Global Report on Adult Learning and Education
HEI	Higher Education Institutions

HRD	Human Resource Development
IGO	Intergovernmental Organisations
INGO	International NGO
LDC	Least Developed Countries
LLAS	Lifelong Learning Account
LLL	Lifelong Learning
MDG	Millennium Development Goals
MIC	Middle Income Country
MOES	Ministry of Education and Sports
MOU	Memorandum of Understanding
MPI	Ministry of Planning and Investment
MOET	Ministry of Education and Training
NFE	Non-formal Education
NFEDC	Non-formal Education Development Center
NGO	Non-Governmental Organsation
NILE	Natonal Institute of Lifelong Learning
NPA	Non-Profit Association
NHESP	National Higher Education Strategic Plan
NZQF	New Zealand Qualification Framework
PES	Provincial Education Service
Q&A	Question and Answer
QF	Qualification Framework
SEAMEO	Southeast Ministers of Education Organisation
TEACH	Teaching Adult Educators in Continuing and Higher Education
TVET	Technical Vocational Education and Training
UIL	UNESCO Institute for Lifelong Learning
UN	United Nations
UNESCO	UN Education, Social, Culture Organisation
UPE	Universal Primary Education
USM	University Sains Malaysia
WEF	World Education Forum

Foreword

Heribert Hinzen

It was a most remarkable week which around a hundred colleagues and partners spent in VangVieng in March 2014 to report and plan, inform and exchange towards a common goal which in short could be named as "Quality Education and Lifelong Learning for All". Such a perspective needed to go beyond a limited sector approach, not stopping at national boundaries, and open up instead to experiences in policy and practice from near and far.

DVV International started to work in Lao PDR late in 2009, following an agreed understanding to open a regional office for South and Southeast Asia for better cooperation in the coming decade. Ever since that time the DVV International support to the Annual Non-formal Education Conference was an important feature

in the collaboration with the Ministry of Education and Sports (MOES) via its Department of Non-formal Education. Valuable outcomes helped in shaping a better planning, and reports show quite substantial improvements in areas of joint efforts.

However, in the planning for the 2014 event it soon became obvious that business as usual would not serve the purpose in a year which is just ahead, of so many challenges and opportunities to impact on education and development agendas nationally, regionally, and indeed globally. This includes the new Lao Education Sector Development Plan, the Asia Pacific Regional Education Conference, and the World Education Forum in Korea. There was a felt need, and almost a call for alignment and coherence of goals and targets, albeit with context-respecting specifications. It seems encouraging that the current trend of global meetings, reports, and agreements that are circulating by now are close to the orientation we had in VangVieng: "Ensure equitable and inclusive quality education and lifelong learning for all by 2030" is what came out of the Global Education for All Meeting in Oman in May, now circulating widely as *The Muscat Agreement*.

During the preparatory process it became clear that we were actually combining a process we may call "three in one" where policy-makers, professors, and practitioners from Government, Universities, and Civil Society came together for an annual meeting and a network initiative within a regional conference. Throughout the preparatory work, during the gatherings in plenary, groups, or field visits, and in the period of looking back and getting this collection of presentations ready, there was a sense of shared responsibility and joint ownership. A number of follow-up activities therefore have already taken place, or are in the making, like sharing for learning workshops, translation of important terminology, and taking ideas into a wider audience.

A word of "thank you so much" should therefore go to all who contributed to make this event happen, and such a great success.

6

That includes all participants from within Laos, the Asia Pacific region, and those from international partnerships. Although it is always a little delicate to single out some organizations and persons and mention their names, we particularly recognize and appreciate that the Lao Government, represented through HE Vice-Minister Lytou Bouapao, and Director General for Non-formal Education, Dr. Ka Saluemsuk, and the National University of Laos through their Vice-President Prof. Dr. Somsy Gnophanxay took the chance to inform a wider audience beyond Lao PDR about the current education situation in the country, and to look at regional and global developments, learning from, notably: former Deputy Prime Minister and Minister of Education in Korea, Prof. Kim Shinil PhD; Prof. Dato' Susie See Ching Mey, Deputy Vice Chancellor, University Sains Malaysia; Mr. Le Huy Lam, the Interim Director of the SEAMEO Center for Lifelong Learning; and Dr. Timote Vaioleti, Executive Council Member of the ASPBAE. These were in the lead amongst the highly welcome colleagues from outside Lao PDR who were interested to understand the challenges of the country, and to share their experiences from a perspective of comparison and cooperation at regional level.

Without the excellent cooperation of the staff of DNFE and DVV International who joined hands in exploratory visits, struggled with all the logistical issues that such bigger meetings entail, and thorough out the conference such grand success would not have been possible.

Last but not least I should like to mention Prof. Chris Duke who during more than four decades has been providing leadership to the field of adult and continuing education globally, especially as we from DVV International have again benefitted from his outstanding expertise to synthesize documents and debates as relevant outcomes from conferences, and work on reports that will go to a readership much wider than those fortunate participants present in VangVieng. Indeed, this book will inform meetings already under preparation, and coming up in Vientiane, Delhi, Penang, Milano, Melbourne, Ho Chi Minh City, Yogyakarta and Phnom Penh, to name those only before ending this year, before we move towards the World Education Forum in 2015.

Opening and Closing Remarks

H.E Vice Minister Lytou Bouapao

In opening the Conference, HE addressed those present thus:

Prof. Dr. Heribert Hinzen, Regional Director, DVV International; Dr Ka Saleumsouk, Director General of Non Formal Education and the organising committees; H.E Prof. Kim Shinil, Korea, Former Deputy Prime Minister and Minister of Education, Chair Professor, Baeksok University Seoul. Distinguished delegates from Australia, Cambodia, England, Malaysia, New Zealand, Philippines, Thailand, and Vietnam. Distinguished Representatives from DVV, from international Organizations and INGOs in Lao PDR, and from MOES, Ladies and Gentlemen:

On behalf of the Ministry of Education and Sport and on my own behalf, I am very pleased to join all of you on Quality Education and Lifelong Learning Conference today in Vang Vieng District, which is one of Lao's famous tourist cities. This Conference is a very important meeting for two reasons. It is not only a follow-up to the Shanghai International Forum on Life Long Learning in May 2010, and strengthening the Momentum for Lifelong Learning by CONFINTEA VI at which the Belem Framework for Action was adopted. It is also an opportunity for the senior officials of the Department of Non-Formal Education, the MOES as well as for the Government and all Lao multi-ethnic people to deeply understand the necessity of Quality Education and Lifelong Learning in order to successfully prepare Lao people to enter the ASEAN Community in 2015 and to leave the status of least developed county (LDC) in 2020 as targeted by the Government.

On this meaningful occasion, I would like to express my warmest welcome to all of you for attending today's Conference. My sincere thanks and gratitude to DVV International for its active initiative and continued support for Non-formal Education Development in Lao PDR, and special thanks to all the distinguished and renowned resource persons from Australia, England, Philippines, South Korea and Vietnam for sparing with us your valuable time and effort in sharing regionally and globally lessons, experiences and best practices on Quality Education and Lifelong Learning.

This Conference is an exceptional opportunity for Lao policy-maker group members from central and local level to learn from international resource persons about Quality Education and Lifelong Learning, as they are great challenges for Lao PDR as a least developed country in the era of globalization and a global knowledge-based economy.

As I understand it, Quality Education assuring Lifelong Learning for All is becoming vital and crucial for the country to compete in the global knowledge economy. Quality Education and Lifelong

Learning are the key to overcome the poverty cycle, and to modernizing and industrializing the country gradually to ensure sustainable socio-economic developments. The recognition of learning outside Higher Education and General and Vocational Education and Training is an important concept for all. It reflects an understanding that all learning wherever and whenever it takes place should be valued and recognised. Assured high quality Education for Lifelong Learning will enable individuals to appropriately reflect their achievements to support progression personally and professionally. The emergence of the global knowledge economy places a premium on learning throughout the world. Ideas and know-how as sources of economic growth and development, along with the application of new technologies, have important implications for how people learn and apply knowledge throughout their lives. Lifelong Learning is indeed education for the knowledge economy. Within lifelong learning framework, formal education structures - primary, secondary, vocational, higher, and so on - are as important as learning and meeting learners' needs. Opportunities for learning throughout one's lifetime are becoming increasingly critical for any country in the global knowledge economy. The learning system needs to include a multitude of players - learners, families, employers, providers, and the State. Governance in a lifelong learning framework therefore involves more than just Ministries of Education and Labor.

In Lao PDR, the Party and Government have paid attention to the necessity of quality education and lifelong learning as adopted in the 9th Resolution and the revised Law of Education in 2008, as well as in the National Education System Reform Strategy stressing quality education for all levels and promote lifelong learning for all.

May I brief you on some Lao policies and strategies as follows: the Party and Government consider education and human resourcedevelopment as an important factor for development, and seek to ensure that education develops continuously in both quantity and quality. The Ministry of Education and Sport (MoES)

has established an Education Standards and Quality Assurance Centre which serves as a platform to implement quality assurance of the whole education system of both formal and non-formal education. This includes curriculum development and materials provision, pre- and in-service teacher training and staff development, teacher performance management, remuneration and incentives, and to monitoring and evaluation of teacher and manager performance.

It is important to ensure that development can accomplish the MDGs and EFA targets in 2015 in order to contribute to achieve the goals of removing Laos from LDC status by 2020 and achieve certain goals by 2015, as follows: the number of poor families will fall below 10 per cent.; through compulsory primary education, the majority of the population will graduate from secondary school, and the country will achieve the Millennium Development Goals by:

- Increasing the primary school net enrolment rate to 98 per cent
- Increasing the total enrolment rate at lower secondary to 75 per cent
- Increasing total enrolment rate at upper secondary to 65 per cent

Creating a favourable environment to reduce illiteracy among citizens aged 15-40 years old so the literacy rate increase to 99 percent. The policy of Lifelong learning is drafted, and the Community Learning Centre Model is also developed in order to gradually build a learning society

Strengthening vocational and technical education as well as higher education in order to develop and upgrade the knowledge, professional skills, attitude and ethics of Lao citizens so that they can gradually respond to socio-economic development needs.

Achievements and Breakthrough Needs

Primary school net enrolment in the 2012-13 school year is 96.8 per cent. Lower secondary total enrolment rate is 69 per cent. Upper secondary total enrolment rate is 34.7 per cent. Adult literacy: citizens aged 15-24 years old 89.1 per cent, 15-40 years old 64.7 per cent literate. Adult upgrading education: Among 147 districts in 18 provinces across the country, 140 districts have already completed primary education, and 7 districts completed lower secondary education.

Along with these successes, there remain shortcomings to be addressed as follows: the drop-out rate and repeat rate at primary level remains at more than 10 per cent, and survival the rate is only 71 per cent.

The quality of formal, non-formal and informal education and also lifelong learning are poor due to many factors such as these: most teachers at all level are unqualified; low salary; budget constraint; shortage of instructional material; lack of information and communication technology centre at school and community levels' foreign language barriers, and other things.

There are no standards for quality in non-formal education.

There is no clear regulation, policy, strategy and budget relate to lifelong learning enabling Lao citizen to actively learn throughout life.

In order to address these weaknesses and to achieve the above set goals, the Party has set out four breakthrough developments to be achieved:

- First we undertake a breakthrough in thinking by liberating or doing away with such ideas as dogma, stereotype, easiness, laziness and extremism.
- Secondly we undertake break through in human resource development, especially in training and improving knowledge and techniques in various fields, so that we have a qualified workforce to meet the demands of development.
- Third, we have to breakthrough in removing administrative and managerial orders and methods that block production business and services.
- Fourthly we must achieve a breakthrough in addressing poverty by seeking funding sources, introducing special policies, and creating a social and economic infrastructure with focus, so that it becomes a driving force for development in other areas.

The four breakthroughs that I mention are closely linked to each other and are to be implemented by all sectors and all levels across the country.

Thus, this meeting will be a good opportunity to learn from our distinguished international renowned resource persons the lessons, experiences, and good practices in the region and in the world, as Lao PDR has many weaknesses in quality education and

lifelong learning. I would like to request our resource persons to advise us how to assure the quality of education in the context of budget constraint. What kind of policy and governance lifelong learning system should be proposed in MOES's 8th five-year Education Sector Development Plan from 2016-2020? How could we break through in the thinking and human resource development of Lao society to pay more attention to quality education and lifelong learning as central individual empowerment, for eliminating poverty at household and community level and effectively entering the ASEAN Community as well as the World Trade Organization, which are the big challenges for Lao PDR?

On behalf of MOES and my own behalf, I highly appreciate DVV International's support for this first Quality Education and Lifelong Learning Conference in Lao PDR. I expect that the on-going strategic planning process initiated by DVV will facilitate and support the harmonization and alignment of both Lao PDR and the donor in the improvement of equitable access and quality education delivery through lifelong learning.

Last but not least, I conclude by wishing you all a very successful Conference. I would like to recommend that Lao participants do not hesitate to ask and raise questions about anything unclear to them from our resource persons. I wish all of you good health and success on your career. May I now declare this conference open.

In his closing remarks the HE addressed

Prof. Dr. Heribert Hinzen, Regional Director, DVV International, H.E Prof. Kim Shinil, Korea Former Deputy Prime Minister and Minister of Education, Chair Professor, Baekeok, University Seoul, Dr. Ka Saleumsouk, Director-General of Non-Formal Education and Organizing Committees, Distinguished Guests, Delegates and Representatives, Ladies and Gentlemen:

This Quality and Lifelong Learning Conference started on March 10 till now is fruitfully and successfully ended. My sincere thanks to all of you for your hard work in joining efforts to prepare the content of the Conference and inviting international renowned resource persons to share their experiences and best practices on Quality and LLL in the Asia-Pacific Region and in the world to Lao Senior Officials, enabling us to have the opportunity to better understand the importance of quality and LLL to respond to national social-economic development needs. I thank all distinguished experts for openly exchanging and sharing their experiences and best practice in general, and in particular the lessons and best practices of Korea after World War Two and the Korean War presented by H.E Prof. Kim Shinil.

On behalf of the MoES, may I strongly recommend that Lao Senior Officials draw lessons from these best practices and revise our education law, policy and strategies related to quality and LLL in order gradually to improve the quality of LLL and encourage Lao people to acquire the professional knowledge and skills needed to modernize and industrialize the country, accordingly to the goals and objectives of the IX resolution of the Party enabling Lao PDR to leave the status of LDC in 2020.

I would like to propose thast DVV consider if possible having a study visit in Korea or some other country to draw lessons and best practices. Last but not least, I express my sincere thanks to all our distinguished international resource persons for giving your valuable time with us. I wish you a good trip back to your countries, and declare this conference closed.

Part One

Overview of Book and Summary of Key Issues

The Conferences and the Book

In March 2014 the international German adult education organisation DVV International joined forces with the Lao PDR Ministry of Education and Sport (MoES) to organise an unusual and ambitious week of conference and seminar activity. The three events were:

o Lao National Annual Conference on Quality Education and Lifelong Learning for All 10-14 March 2014

o International Exchange on Quality Education and Lifelong Learning for All 10-11 March 2014

o Regional Networking for Universities, Non-formal Education and Lifelong Learning 12-13 March 2014.

This was an ambitious week, both in design and in intentions. The whole week was framed by the theme *Quality Education and Lifelong Learning for All*. It provided an opportunity for what has recently become a national annual senior level non-formal education (NFE) planning retreat.

Within the week, two other events were nested. The first two very full days comprised both an Asian regional and international as well as a national exchange on planning for lifelong learning (LLL): senior professional and academic lifelong learners joined with the Lao participants in simultaneously translated sessions of presentations and questions.

Many participants gave PowerPoint-guided presentations followed by question and discussion. Many were in Lao; others were in

English, with a number of non-Laotian participants of the events giving two separate papers. All these presentations were collected and assembled on CD in PowerPoint format. They are made available with this book in their original language of presentation, Lao or English. This will enable Lao participants, and the whole wider Lao NFE and LLL community, to study, discuss and act on the wealth of information and analysis brought together by the country's leaders and experts.

This introduction, and Part One of this volume, partly reflect the structure and purposes of the different meetings. Part Two reports on the three different but connected meetings. For this monograph, rather than reproduce all the separate papers in full the Editors invited several contributors to write new chapters integrating their contributions on Quality Education and Lifelong Learning for All with what they contributed separately on the role and contribution of universities. These appear in Part Three. The CD thus faithfully present the structure and elements of the tripartite meeting, while this book selectively draws out common themes and issues for the future from across the meetings.

This also allows for wider sharing and use of other contributions drawn mainly from neighbouring countries in the East and South East Asian region. Here are comparative perspectives on the circumstances facing each country, and accounts of the different ways that issues are being addressed and acted on. The final section of Part One of the report and papers draws out some general trends and themes of significance regionally and perhaps globally.

The National Level

For a full week the leadership of Lao PDR adult and non-formal education met in the provincial town of VangVieng, several hours from the capital Vientiane, to review, discuss and plan for the

further development of the national education system from the perspective of lifelong learning for all.

For a small nation recovering from a difficult recent history and still classified as among the Least Developed Countries - a category from which many nations have recently migrated to the status of MICs or Middle Income Countries - this was a very significant commitment of time and effort. The commitment and significance were demonstrated by the sustained participation of Vice-Minister Lytou Bouapao, whose presentation begins Part Three of this volume; and by the level of participation of the national and provincial leadership of the Department of Non-Formal Education, and the contribution of others, for example from the Department of Planning.

Equally significant was the amount of information assembled, presented, shared and discussed: not only among the Lao leadership but in front of and with foreigners from countries in and beyond the East and South-East Asian region. The openness of Laos to giving and receiving information and ideas to and from its neighbours and beyond can scarcely be overstated.

The Regional Arena

A key ambition of this main meeting, setting it apart from earlier Laotian annual planning retreats, was to involve and network with colleagues mainly from around the wider ASEAN region: learning from them but also making better known the challenges and responses of a country still quite closed, not only or so much in its own mind as in the minds of people elsewhere. Given current trends towards greater political and economic collaboration in the region, somewhat echoing an earlier story of European EU developments, this is timely and important.

The openness of information-giving, underpinned by painstaking data collection and analysis, was a significant aspect of the meetings. It marks a further step for Lao PDR out of relative isolation and into full active participation in an increasingly interconnected and fast developing SE Asian region. The participation of SEAMEO and plans for its new Vietnam-based CELLL signal the rapid development of this regional identity and planning.

The Global Level

In terms of the wider international arena this book is assembled with an eye to contributing urgently also to two important international developments to which the Laotian and SE Asian experience and ideas can make significant contributions. These are the immediate end of the two relevant main planning cycles: The UN Millennium Development Goals (MDGs), with their 2015 targets and the work now proceeding locally and globally to determine what succeeds them; and UNESCO's Education for All (EFA), which also concludes in 2015.

Both of these attempts at purposeful global development fell short in their plans and targets of the ideals of the more visionary champions of lifelong learning. The outcomes too have been varied in terms of levels of success. At the time of writing it appears that EfA will not be succeeded by a new distinct UNESCO Programme. Any planned continuation of its aspirations will be rolled into whatever succeeds the MDGs. This is expected to focus on Sustainability. High quality lifelong learning for all ought self-evidently to be absolutely central to this. The challenge is for LLL and NFE lobbyists and activists, whether from government or in civil society, to see that it is. In the interconnected world of intergovernmental organisations or IGOs, and of social networking, what happens in VangVieng can impact on purpose and planning in all other world regions.

Looking Back and Ahead: National, Regional and International Needs and Prospects after the MDGs and EFA from 2015

Heribert Hinzen

This chapter is based on my conference presentation: *EFA, MDG and CONFINTEA: Why is the year 2015 so important globally - and regionally for ASEAN*? At the same time it takes a look at some of the more recent processes and outcome documents which are steps further on the road to a new EFA agenda as well as an education component within the new SDGs, replacing Millennium with Sustainable. A sort of systematic recap will help to understand why the conference theme Quality Education and Lifelong Learning for All was so important for us, and such a big step ahead: suddenly it provided a new orientation for the many activities that we had implemented in the past years.

It may also help to see clearer why in the context of EFA my personal commitment and concern is trying to combine passion with profession. The global literacy, youth and adult education movement got involved in the processes described below at an early stage, especially through CONFINTEA, the series of UNESCO World Conferences on Adult Education, inviting to set a new agenda every twelve years. Already in 1973, following CONFINTEA III in Tokyo, the International Council for Adult Education (ICAE) was founded. ICAE wanted to develop as the civil society and non-state actors' counterpart to the governments and their multilateral agencies. My organization DVV, the German Adult Education Association, was deeply involved in combining the global with the national level and was thus an active participant in all the CONFINTEAs, and an ICAE founding member. As Director of DVV International I played the central role in this for a long time, especially in the decade before becoming Regional Director for South and Southeast Asia, where I encouraged and facilitated our

partners to join, for example to have strong Lao delegations to CONFINTEA and EFA events.

Taking EFA as an example, DVV International shouldered a strong advocacy role in the preparatory task force within Germany. The author was later invited to join the Government delegation that participated in Dakar 2000. Since that time the DVV journal *Adult Education and Development* has published special issues and numerous articles preparing for or reporting on the EFA events, and their outcomes in policy and practice at global, regional and national levels. These contributions were honored by invitations and seats for ICAE and DVV International in important committees like the CONFINTEA VI Consultative Group, the UN Literacy Decade Experts, and the Editorial Board of the Education for All Global Monitoring Report published on a yearly basis. The last two of these Reports were on *Youth and Skills* and on *Learning and Teaching*. (1) The latest issue of *Adult Education and Development* has *Post 2015* as its title, with a substantial set of articles to enrich the current debate. (2)

EFA and MDG

The year 2000 saw two very important events. Both set goals and indicators to be reached by the milestone year 2015, actually now just around the corner. Later these global gatherings were referred to as EFA for the education and MDG for the development agenda:

-   EFA: Education for All, where the 1.500 participants of the World Education Forum in Dakar, Senegal agreed on six goals covering early childhood, primary education, youth and skills, adult literacy and continuing education, gender equality, and improving quality.
-   MDG: Millennium Development Goals, where at the Millennium Summit of the United Nations in New York 193 member states agreed to achieve eight goals set towards

reducing poverty, primary education, gender equality, child mortality, maternal health, HIVAIDS, environmental sustainability, partnership for development.

It should be noted that Lao PDR called for an MDG: Goal 9: the clearance of 80 Million un-exploded bombs and mines that are still a major danger to the people and a substantial hindrance to development.

In Dakar it was achieved already that two goals were close to our concerns on non-formal, youth and adult education within lifelong learning:

- "(iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults…"

The EFA agenda was a move forward compared to the World Declaration on Education for All: Meeting Basic Learning Needs of an earlier World Conference in Jomtien, Thailand, in the year 1990, as the enlarged vision of EFA was actually orientated towards education and learning covering the whole life span - long, deep and wide. Also it had a clear commitment for the donors and development partners who later often enough hardly remembered their statement: "The international community acknowledges that many countries currently lack the resources to achieve education for all within an acceptable time-frame… We affirm that no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources." (3)

However, this potentially larger EFA vision during the decade of implementation was limited to the MDG 2 which called for: "Achieve universal primary education". Therefore, only this aspect of the EFA agenda got higher attention by most governments and development partners, including especially funding opportunities.

Concerns and critiques from the non-formal, youth and adult education community about the achievements of the MDG and EFA have so far therefore been on the limited concentration towards primary schooling, and where youth and adults and their learning and training needs have largely been left out. It is an important task to analyze the flow of development aid for education, and demonstrate how much - although not enough - there was for children and schools, and how little for the continuing education and training needs of youth and adults.

All in all it has become clear that most of the eight MDGs have not been reached in most of the countries of the global South, and will not be reached by 2015. The same can be said for the six EFA goals, where most indicators show that and how much more is needed. A critical look at the End of Decade Notes and Country Reviews related to EFA as well as the Preliminary Draft of the Regional Education for All Synthesis Report for Asia Pacific (4) testify to the

big gains as well as gaps, and the long ways ahead for many countries, especially for the not-closely-school-related-targets which didn't get the necessary political and financial support. This being said, there is no reason why the many successes should not also be further analyzed, as they can provide lessons for the next decade as jobs well done, in the Country Reviews as well as by the yearly EFA monitoring reports which are full of such stories.

CONFINTEA and GRALE

Complementary and at the same time distinct from the EFA and MDG agendas is the chance to use the CONFINTEA process to strengthen our positions. The Belem Framework for Action coming from CONFINTEA VI in 2009 is monitored by the UNESCO Institute for Lifelong Learning (UIL). A mid-term report is due also in 2015.

In between, in October 2013 there was the CONFINTEA VI Regional Follow-up Meeting for Asia and the Pacific in Korea. It was a very good chance to take stock, and assess the progress that had been made in the meantime. Participants included Lao, Cambodian and Vietnamese as well as ASPBAE delegations. The "Action Plan for Adult Learning and Education (ALE)" included areas where partners could agree to work. (5) Three can be mentioned here: (i) there are already translations of the UNESCO Guidelines on recognition, validation and accreditation of non-formal education outcomes in Lao and Khmer; (ii) this University Network meeting in VangVieng is an outcome of ALE also as the action plan called for "establish networks with universities, teacher associations and civil society organizations"; (iii) and the glossary of most important expressions on youth and adult education within lifelong learning has been translated in drafts for Lao, Khmer, and Vietnamese.

Common issues of terminology and translation will be discussed by participants during the Asia Pacific University Community

Engagement Network Summit (APUCEN) in Penang in September as a follow-up.

In Belem the first Global Report on Adult Learning and Education (GRALE) was launched. Recently published GRALE 2 puts the issues surrounding literacy in the forefront of the debate. (6) Now the youth and adult education community is in a position to know what has been achieved since Belem, and where policy and practice, support and partnerships should be concentrated, including the highly needed governance, professional and financial structures and mechanisms.

ASEAN and AEC

The members of the Association of Southeast Asian Nations (ASEAN) have decided to move forward to AEC - the ASEAN Economic Community. The timeline mentions again 2015 as the start of a common and open market for goods and services. The understanding of services is broad. It includes the education and training sector.

This move will be a push for those who are already advanced, and who are ready to take up the pressure and turn challenges into advantages for growth, maybe even for better quality. For others it will be a very difficult situation to cope with all the chances at one time and turn them into opportunities. Take the language issue only: for several of the ASEAN member states and their population English is no problem; for others it will be difficult for many institutions, not only in higher education.

As somebody who was in the leadership of DVV International at the time the when economic integration turned into the European Economic Community and later into the European Union (EU), I can well imagine what the moves towards an AQF (ASEAN Qualification Framework) or the ACTS (ASEAN Credit Transfer System) will

entail and how it will impact on national education and training systems. <mark>It seems that the AQF is very close in its framework to the EQF</mark> (European Qualification Framework), where we as a national association had to struggle hard for recognition, validation and accreditation of what is done in youth, adult and non-formal education. Similar, when the EU provided funding for the development of modules for the new bachelor and master degrees in adult and continuing education, they had to be in line with the Bologna process of the integration of higher education and the related European Credit Transfer System (ECTS), an important avenue for greater mobility and exchange of staff and students. The advantages are obvious. However the diversity in starting points creates more advantageous positions for the more advanced and richer countries in the region.

Post 2015 Debates

A diversity of processes, conferences, and websites has been put in place to evaluate outcomes so far, and to start the debate about what should follow. One stream of arguments is related to set

global goals again, but we need to have national and / or context-specific targets with related indicators. What is easy to reach in one country may be very difficult in another. Even within countries, disparities persist often between opportunities in urban and rural areas, between richer and marginalized people, or in the ongoing inequality between female and male access. For the new SDGs there is a growing understanding of the interconnectedness of the different goals: Healthier people learn better, better educated youth and adults feel stronger and are less vulnerable.

The UN System Task Team on the post-2015 UN Development Agenda published what they called a thematic think piece on *Education and skills for inclusive and sustainable development beyond 2015*. Following their understanding of the current state of development, they observe trends for education, and name respective chapters as:

- "The growth of information and its changing nature
- A shift away from teaching to an increased focus on learning
- Lifelong learning: Beyond a classroom-centered paradigm of education
- Future learning: Blurring boundaries between learning, working and living
- Rising skills requirements and foundational skills
- Employability challenges: Facilitating transition from school to work
- Anticipating change". (7)

This fits well with findings in the World Development Report 2013, where an interesting debate is looking at the close relationship between skills and jobs. (8) Quite often today there is serious discussion on the finding of a skills gap or skills mismatch, or just not having all the foundational and transferable skills needed to adapt throughout working life. In this respect the following statement of the Report is helpful: "Skills are acquired throughout life. People learn, adapt, and form their skills through a multitude of

interactions and mechanisms within the household and neighborhood, during the formative years of schooling, at work, and in training."

It seems that despite a variety and diversity of views and arguments, there is a growing common understanding which in respect to the different agendas calls for:

- An education-specific agenda covering all aspects of schooling, training, and learning
- And that education must be everywhere in the implementation of the development agenda

This can be seen from the many documents floating around. The good thing is that there are so many opportunities to participate in the high number of meetings, websites, blogs and social media. The discussion in the Asia Pacific region can serve as a positive example. Here the UNESCO Bangkok office has taken the lead to explore future perspectives together with experts through a series of meetings:

- May 2012: Towards EFA 2015 and Beyond - Shaping a new Vision of Education
- November 2012: What Education for the Future: Beyond 2015. Rethinking Learning in a Changing World
- March 2013: Education in the Post-215 Development Agenda. Regional Thematic Consultation in the Asia Pacific
- October 2013: Beyond 2015: Transforming Teaching and Learning in the Asia Pacific. Regional High Level Expert Meeting
- Early in 2014 a regional meeting was planned which looked at the preparation of national EFA reports that would feed into a regional synthesis.

Where are we now?

The debate reached a first global momentum with the UN Thematic Consultation on Education in the post-2015 development agenda. The meeting, in Dakar, March 2013, came up with priorities towards: "More focus on quality and how to measure it; on equity and access for hard-to-reach children; and what should happen during the first 3 years of secondary school." Unfortunately the current flow of processes and debates demonstrates that the new EFA goals are again dominated by schooling needs of children.

However, again there is also a great step forward with the following formulation in the Summary of Outcomes: "Equitable quality lifelong education and learning for all" was proposed as an overarching education goal to realize the world we want".

The Civil Society Communique of the Global CSO Forum on the Post-2015 Development Agenda, held in Bali March 2013, came up with a statement that a future "framework must include goals and zero-targets on universal access to equitable healthcare, quality, inclusive education and life-long learning, water and sanitation, and food and nutrition security."

Taking these debates up and deepening them further should therefore now provide an enlarged opportunity to have an in-depth discussion why "Quality Education and Lifelong Learning for All" could be close to an overarching aim that has education as a human right, as well as skills and competencies for citizenship, livelihoods, and vocational needs, as an overall orientation. It is not too late for the adult education community to get deeper involved. This involvement must cover both the education and the development agenda. Youth and adult learning and training must be strong components in both.

Only a few months after the VangVieng conference, while we were preparing this report and book, two major documents came out

which are very much in line with the debates we had there in March. In May 2014 the Global Education for All Meeting in Oman produced a final statement, the Muscat Agreement. It provides as the heart of the matter one overarching global goal, and seven global targets to be further refined in respect to country specific targets and indicators. The overarching global goal must be mentioned here: *Ensure equitable and inclusive quality education and lifelong learning for all by 2030*. (9)

The Proposal for Sustainable Development Goals as Outcome of the United Nations General Assembly Open Working Group on Sustainable Development Goals came out in July 2014. It has seventeen goals, starting with "End poverty in all its forms everywhere", and followed by ending hunger and ensuring healthy lives. For goal 4, almost exactly the same words are used as in Muscat, but with a difference. Thus "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" seems a little weaker. (10)

However, the Muscat Agreement and the Proposal of the UN Open Working Group need to be further analyzed, as on the level of the targets there are quite important differences also. This seems to be

worthwhile, as the latest respective meeting organized by UNESCO in August, APREC, the Asia-Pacific Regional Education Conference, came up with the Bangkok Statement on Education beyond 2015, which looked at the national EFA reviews, and the two latest global documents mentioned above. In here we find the clause:

"3. We fully endorse the vision, principles and targets laid out in the Muscat Agreement, noting that the overarching goal to 'ensure equitable and inclusive quality education and lifelong learning for all by 2030' reflects the aspiration of the region for education and development." (11)

Both of DVV's important partner countries in the region were represented at a high level through the Minister of Education, Youth and Sports in Cambodia, and the Vice-Minister of Education and Sports in Lao PDR.

Next steps

There is a dire need to widen and deepen the debates at national level in all countries with a wide diversity of stakeholders, much beyond central governments. In many countries it is not easy, not because of language problems only. DVV International together with partners has taken the initiative to translate the Muscat Agreement and the Bangkok Statement into Lao and Khmer languages. Sharing for learning workshops are under preparation to bring these global and regional insights closer to the country level planners and decision-makers.

Lao PDR needs to follow the call of the Minister of Education and Sports to intensify the current reform in the education sector. Additionally the preparation of the Education Sector Development Plan (ESDP) for the years 2016-2020 at this time creates a challenge and opportunity for coherence between national developments and the regional and global orientations. It would a

missed chance if such alignment were not established. Why not take this overall goal of the Muscat Agreement for Lao PDR and the ESDP also, and then go all out for country specific targets and related indicators?

It should be clear that opportunities and time for bottom-up debates are quickly running out. Already in May 2015 the EFA follow-up will take place as the World Education Forum in Korea. Why not ask for "Ensure equitable and inclusive quality education and lifelong learning for all by 2030" globally; and have related goals for the diversity of specific education sectors and needs of the people, especially including youth and adults, moving to national targets and indicators for implementing and measuring achievements? Equally important, have national budgets and international funding supporting all the targets in a just and sustainable way. (12)

Resources

(1) *The Education for All Global Monitoring Report* comes out yearly. It always has a specific theme and a wealth of statistical data. It is published by UNESCO, Paris

(2) *Post 2015. Theme of Adult Education and Development, No. 80*, 2013, published by DVV International, Bonn

(3) *Adult Education and Development, No. 55*, 2000, carried a full documentation of the World Education Forum, including The Dakar Framework for Action. Education for All - Meeting our Collective Commitments

(4) The UNESCO Bangkok office has published the EFA-related *End of Decade Notes*, has worked on *National EFA 2015 Review Reports*, based on respective Country Reports from each country, and offered the *Regional Education for All Synthesis Report, Preliminary Draft*; they are circulated, and can be accessed through www.unescobkk.org

(5) See CONFINTEA VI: *Regional Follow-up Meeting for Asia and the Pacific. Four years after Belem: Taking stock of progress.* In: HeribertHinzen and Joachim H. Knoll (Ed.): *Lifelong Learning and Governance. From Programming to Action - Selected Experiences from Asia and Europe.* Vientiane: DVV International, p 213 - 216

(6) See 2nd*Global Report on Adult Learning and Education. Rethinking Literacy*. Hamburg: UIL, 2013

(7) UN System Task Team on the post-2015 UN Development Agenda: Education and skills for inclusive and sustainable development beyond 2015. *Thematic think piece.*UNESCO. May 2012

(8) *World Development Report:Jobs*. Washington: World Bank 2013
(9) The Muscat Agreement. 2014 *GEM Final Statement.Global Education for All Meeting*. UNESCO, Muscat, Oman, 12 - 14 May 2014

(10) *Proposal for Sustainable Development Goals. Outcome of United Nations General Assembly Open Working Group on Sustainable Development Goals.* 19 July 2014

(11) Bangkok Statement. *Asia-Pacific Statement on Education Beyond 2015.Asia-Pacific* Regional Education Conference. Bangkok, Thailand, 6 – 8 August 2014

(12) UNESCO. 2013. *Education for All is affordable - by 2015 and beyond.* Paris, EFA Global Monitoring Report. (Policy Paper #6.)
http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/rethinking-education/beyond-2015/

http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/post-2015/

http://norrag.wordpress.com/2012/09/17/education-and-skills-post-2015-what-education-what-development/

Some Key Issues Arising in the Meetings

Chris Duke

There is a passionate commitment to using non-formal education within a strategy for lifelong learning (LLL) to build knowledge societies as well as economies.

Until recently LLL was seen as for rich nations, basic and non-formal education for the poor. This is an important change in perception and national ambition.

The meanings, methods and means are however commonly subjects of confusion and uncertainty.

The vision of lifelong and life-wide learning is often reduced to such tangible and immediate targets as enhanced literacy, and vocational training for job skills.

There is widespread belief in the benefits of international partnership, learning and exchange. This has to accept the diversity, particularity and uniqueness of each country's culture, history, and economic and social condition.

Poor countries like Lao PDR and Cambodia are determined to leave the status of least developed country - LDC - during the next development cycle.

The openness of the Lao PDR government administration to giving and discussing data, policies and plans in the regional context is important for stature and outlook, promising greater partnership and development work with others.

There is a growing sense of regional identity and solidarity in the ASEAN and wider eastern Asian and Oceania region, as well as diversity and tension within and between many of these countries. ASEAN developments somewhat along EU lines mean that 2015 will be a pivotal year.

With the end of the MDG and EFA cycle 2015 marks a new start in a difficult global environment and a new UN planning cycle, provisionally for sustainable development goals.

Strong clear open national and institutional leadership are essential to overcome difficult challenges for development.

Governments must lead using legislation to create the essential conditions and resources for civil society and academic as well as private and public sector parties to work together.

Well-informed untiring civil society advocacy for LLL is needed to inform and persuade national governments and IGOs to make LLL central to all educational planning. In most countries today it is still a marginal little-resourced add-on.

Regional advocacy and professional networking are vital means of political development for LLL, using established networks like ASPBAE and new and *ad hoc* networks and modes of communication.

University and other scholars must provide help and guidance, supporting innovation and evaluation to learn how lifelong and life-wide *learning* can be facilitated outside as well as within recognised education and training *systems*.

Good data collection and analysis are essential to achieve LLL goals effectively.

Devolution to regional, province, district and village or ward levels is necessary to achieve results, given great local diversity and the need to win the voluntary and enthusiastic energy of local people as learners in local communities.

Quality assessment and enhancement are essential. They require good data collection and analysis, good relevant R&D and R&I, and effective evaluation. This should be formative and participatory, leading to improvement.

2015 is a pivotal year globally and for SE Asia. It is necessary to seize the immediate opportunity to influence mid-term planning for the next decade.

Globally, humankind suffers an acute governance crisis. Its institutions and attitudes are not fit for today's unprecedented rates of social and demographic change, and of ecological non-sustainability.

Lifelong learning offers a way to equip ourselves to manage in this world. It demands a long view focusing on a distant planning horizon as well short-term opportunistic thinking.

Underlying all these issues are vital questions of ethic and values. Political and social philosophy presents us with dichotomies: competition versus collaboration, free-market neo-liberalism verses State intervention. These may be false, and require synthesis.

Part Two: Reports of the Meetings

Section 1

Report on Quality Education and Lifelong Learning for All: Non-formal Education: a National, Regional and International Exchange

Chris Duke

The Opening Session

Dr Ka Saleumsouk, Director-General of the Non-formal Education Department (NFED) in the Ministry of Education and Sport (MOES) welcomed participants in the opening session facilitated by his Deputy, Ounpheng Khammang. The highlight of the opening session was the keynote address of MOES Vice-Minister Lytou Buapao, who spoke with passion and optimism both about the current state of

affairs in the Lao People's Democratic Republic (PDR) and about his vision for the future, and the plans in preparation for achieving this. The whole session sketched for the Conference the poverty of Lao as a country under reconstruction, and ways that development was being approached.

Dr Ka explained current preparations for the 2016-2020 Education Sector Plan, and the preparation of a policy for lifelong learning for all for the Prime Minister's signature. This stresses *for all*, meaning all parts and all peoples in every province of this diverse multi-lingual nation, as well as for all ages. National planning was occurring in the global development context, and looking to the next World Education Forum in Korea in 2015. Lao universities were seen as having a key part to play, and would take part in the universities' network meeting later in the week. The session also touched on the intermediate regional level, and the fast-rising importance of the regional organisation ASEAN as well as the ASEM ASEAN-EU meetings, and SEAMEO. The region was changing fast and the Minister stressed Lao determination to be a full and active partner in these changes. He looked to 2030 development targets, as a 'global knowledge economy' player is a strong ASEAN setting, having departed the category of LDC by 2020.

Ministerial Keynote Address

Purposeful, balanced, confident and keenly aware of the challenging problems - these qualities characterised the Minister's address, which has resonance well beyond Lao PDR. He called both for full exploitation of new technologies for teaching and management, and for the valuing and perpetuation of traditional knowledge and wisdom. He blended the tasks confronting education policy-makers and administrators with the 'real-world' needs which these must address, and the importance of inter-sector and interdepartmental collaboration. Reducing poverty was essential: so, to be effective, was understanding and deploying

confused terms such as LLL, equivalency recognition, and the other special code used within the education system. The issue of technical language, as well as different languages in the more familiar sense, was taken up during the Conference and resolution to create a cross-language glossary of key terms was agreed, such as has been undertaken in Europe.

The Minister sought help from the Conference in making the case to raise the education budget element specifically for LLL from one to at least five per cent. At the same time, he saw high quality LLL for All as meaning just that, and looked for new MDG targets specific to Laos. Four 'breakthroughs' were required, needing the participation of all sectors and a national effort of all stakeholders: the cultural or thinking breakthrough out of dogma and stereotype, passivity and extremism; a breakthrough in training and HRD for a qualified workforce; the removal of bureaucratic blocks; and tackling poverty through social and economic infrastructure development, and mobilising the necessary resources.

Other Lao PDR Papers

Following the Minister's visionary presentation the Conference proceeded in plenary session by means simultaneous interpretation, with PowerPoint presentations and Q&A sessions. Lao members spoke mostly in Laotian with PP slides in either Lao or English. These were interspersed with contributions in English by foreign participants. The effect was to fill out the picture of what is happening and what is being planned and how, in Lao PDR, and to present alongside this a series of profiles and analyses of the experience and policy approaches of other countries, mostly immediate and nearby ASEAN neighbours, together with a few from further afield.

Most of the Lao presentations were from within the State system, either from different parts of NFED MOES centrally or from senior provincial staff. The inclusive meaning of lifelong learning for all was vigorously demonstrated by the presentation of Mrs Yang Xia Lee, Deputy DG of Primary and Pre-Primary Education with its stress on both inclusivity and integration at all levels. On the second afternoon there were several presentations describing local efforts to support non-formal education. Some were from local and international NGOs: non-Lao conference members working within the country spoke about the different contributions of their non-governmental civil society organisations. These were followed by four Lao administrators who spoke about community participation nationally supported via MOES: in literacy, primary education, life skills and vocational training, provided through Community Learning Centers in different provinces within Lao PDR.

The supplementation via community civil society efforts of what the national budget can provide by way of LLL and NFE was vividly illustrated at the most local community level when foreign participants visited a community village reading centre out of town. This offers a diverse and vibrant social learning setting used by many hundreds of local people at different times of the week, day

or evening. It has very modest resources fuelled by voluntary effort, and works across a range of activities from the conventionally 'cultural', such as traditional and contemporary dance, to literacy via the library and newspaper reading centre, and efforts to inform and support income-generation. The young man in his late twenties who has worked there for a decade instead of pursuing his own advancement was about to take up a place as a student at Kon Kean University in Thailand.

Here was a fitting illustration of how individual and community effort can supplement what a purposefully planned but very poor country can afford from its State revenue base supplemented by community activism; and of the benefit that can come from cross-border regional cooperation.

Planning in the Global Context

The forward-looking tone of the Conference was set both by the Minister's opening address; by the general atmosphere of purposeful planning challenging a perception that Lao PDR is quiescent rather than purposeful about its development; and

globally by the first morning presentation of DVV International's Vientiane-based co-organiser Heribert Hinzen.

Dr Hinzen spoke about the great global and local importance of 2015. His address focused on the MDGs, EfA, and the work of the twelve-yearly UNESCO world adult education conferences known by the acronym CONFINTEA. It was immediately followed for the rest of the morning by two national-level Lao responses: by the Deputy DG of the Department of Planning Somkhanh Didaravong's statistically strongly documented study of the Issues and challenges in achieving EFA and MDGs for Lao PDR; and by Acting DG of the Department of Planning Bounpanh Xaymontry on the Lao Education Sector Development Plan 2016-2020.

Planning and Development within the Region

Further presentations about the work in Laos were interwoven with input from other countries, as participants looked at NFE and LLL strategies and progress in a comparative way. The other Lao studies included Deputy DG of NFED Bounkhong Thoummavong's presentation on the draft lifelong learning planning and strategy development plan for Lao; and Deputy DG of the Department of VET [Vocational Education and Training] Phouvieng Phoumilay's report on the development of VET.

On the second morning the spotlight shifted to the Asian, especially the South-East Asian, region and Ms Chanhthovone Phanhdamong, the MOES DG External Relations, spoke about the educational opportunities and challenges posed by ASEAN integration in 2015, a further and pressing reason why 2015 is such an important year locally, regionally and globally for LLL. This session wove together the Lao government perspective on regional collaboration and development with those from the intergovernmental SEAMEO in respect of SEAMEO's new CELLL in Hanoi.

CELLL was set up in 2013 to promote lifelong learning regionally, as was explained by interim Director Le Huy Lam. Lam, like Hinzen, underlined the great significance of ASEAN plans for closer integration from 2015, the urgent need for effective LLL policies, and the great diversity of focus, purpose and target groups in different ASEAN countries. It was followed by an account of the advocacy role the influential Asian and South Pacific Basic and Adult Education Association ASPBAE favouring quality education and LLL for all, by Cecilia (Thea) Soriano, ASPBAE Programmes and Operations Coordinator.

The Conference thus continued to bring together and intersperse Lao PDR and other country experiences with trends and developments globally and in the region where Lao PDR can both contribute and benefit to efforts to strengthen LLL at all levels. This reciprocal exchange of experience, reflecting on the aspirations, the problems, the challenges and how to tackle them, was a central strand of the rapporteur's summing up at the end of two intensive days of presentation and analysis.

The Example of Korea

This brings us to the remaining contributions coming from other countries. Fittingly, the first of these was a keynote address by former Minister for Education and Vice-President of the Republic of Korea and ASPBAE activist Kim Shinil. Kim Shinil offered an inspirational example of what happened in Korea, and a challenge to do likewise, a subject immediately taken up by Minister Buopao in discussion following the address: the Lao Minister praised the address and wanted to know how the example was to be adapted and emulated in Lao PDR. Touching on infrastructure, resources, qualified staff culture and attitudes he politely demanded to know *how do we make policies happen?* His question applied at all levels from Lifelong Learning Centers upwards, including the universities. This sense of urgency and of *practical* implementation permeated much, especially in informal discussion, of what followed throughout the week.

Making implicit comparison with Lao PDR, Kim described Korea in 1945 as among the world's poorest countries: ravaged by war and with no assets beyond its human resources - its people. In twenty years the adult illiteracy rate fell from 78 to 5 per cent through powerful campaigns driven by central government. Primary school participation reached 95 per cent. Given Laos' success in reducing illiteracy, it could follow a similar path; Kim emphasised the strong emphasis on vocational education (half the high schools were vocational by the eighties), and the huge volume of employer participation as secondary and higher education also expanded.

An essential development and shift of priority for Korea came as fast economic development was seen also to have undesirable social consequences. 'Development' was then rebalanced with the New Community Movement and a drive for rural development: 'enlightenment education' empowered Korea to adjust to a new kind of society, and for transition to the information age in the

1990s. Civilian government followed the period of strong military rule; that decade saw higher education participation reach 50% of the age cohort and a LLL Act, passed in 1999 and amended eight years later, heralded in Korea's 'LLL society'.

Kim finally explained in detail developments in the present century. Central national support systems such as a National Council, and the National Institute for Lifelong Education NILE, now support and promote many kinds of local lifelong learning institutes. There is replication at regional and local levels. 'Lifelong learning cities' play a significant part. There are networks for community support and development. Thus Korea has moved in recent years beyond dramatic economic development to address also wider citizen needs, in a transformation equally affecting the role of its universities.

Other foreign presentations

Other foreign presentations suggested policies and arrangements to use NFE in promoting high quality LLL for all. They provided many examples for Lao PDR to reflect and draw on. None was more complete, inspiring and challenging that that of the Republic of Korea, which was complemented later by a second Korean study. Professor Jong-Pyo Kim spoke about the role and experiences of the Korean Federation of Lifelong Learning over which he presides.

General issues raised by the Korean story include first the vital role of a strong, purposeful, very authoritarian government in moving the nation in such a direction. Second is the balance which was provided as the civilian governments that followed maintained the strong policy commitment to education, within a more comprehensive LLL framework. This engaged local communities and mobilised local civic energy as the new needs of a now wealthy industrialised country with a large elderly population evolved into

a knowledge economy, and beyond this into a knowledge and learning *society*.

The Conference also heard presentations from LAO PDR' three neighbours: Cambodia, Thailand and Vietnam; and from three other wider region countries: Malaysia, New Zealand and The Philippines. This second trio also referred in their presentations to regional professional and civil society organisations relevant to high quality LLL for all: APUCEN in the universities sector, and ASPBAE for broader community and adult non-formal education.
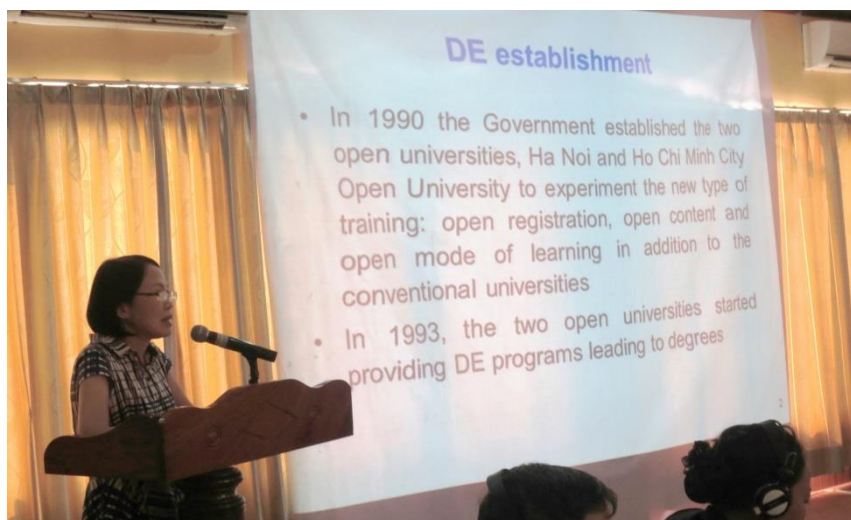
From Thailand Dr Siwarak addressed explicitly the political turmoil that has affected the country for many months, and its impact on planning and managing LLL, as in many other social and economic arenas. Like Laos, Thailand has (in this case over 500) Community Learning Centres. A new Lifelong Learning Law awaited the approval of a new government but paralysis prevented this from happening. Dr Sirawak spoke also of the class structure and the tension between urban elites and the more numerous rural population whose indigenous wisdom and knowledge as well as interests tends to be undervalued by the elites, and by government

officers who still tend to favour directive instruction over self-directed learning. A balance was needed between fixed standards and flexible 'situated' approaches. A good example of the situational approach with national support was the economically successful OTOP scheme whereby each village produced something distinctive (One Tambon One Project) that was then branded and marketed nationally and beyond.

From Cambodia's Royal University of Phnom Penh Dr Chhinh Sitha explained the very good official structures and arrangements now in place after a disastrously destructive recent history. However implementation of a perfect policy was altogether another matter – an echo of the Minister's question to Profesor Kim earlier that day. Despite a good policy, there were complications, with multiple Ministries and Departments involved and absence of coordination; NFE was one small Department among 24 in the Ministry of Education.

Priority needs tended to echo those for Laos, such as work attitude and perhaps the abiding cultural legacy of the Khmer Rouge years, paucity of practically experience senior administrators, foreign language skills, and a range of 'soft skills'.

In her presentation, Dr Le Thi Thanh Thu Vice-Rector of Ho Chi Minh City Open University, talked mainly about the way that open and distance learning had come of age as a means of bringing education to a large population in a short time. Quality was no less of an issue, after 20 years of development, but quality control issues remain. She saw this as a good strategy for LLL, given its capacity to provide both formal accredited initial higher education and flexible and accessible continuing education; both are included in the national education system. Continuing education uses Continuing and Community Education Centers at province, district, commune and ward levels as well as other venues.

The presentation by Deputy Vice-Chancellor Professor Susie See Ching Mey of University Sains Malaysia showed a country that has moved far along the road pioneered in this region by the Republic of Korea. Malaysia is confronting similar challenges in the transition to an advanced knowledge society in which social needs were jostling for attention alongside the initially most pressing economic development concerns. As with Thailand and indeed most countries in the region, politics and political tensions inevitably intrude, and inter-community strife may still threaten.

Malaysia however takes a strong policy position on LLL and NFE which are seen as the third pillar of human capital development alongside school and tertiary (or higher and vocational) education. The government has 21 LLL initiatives within its four strategies. It now emphasises sustainability and inclusiveness, appreciation of national cultural heritage and a sense of personal development and self-worth. Quality of life now wins policy attention alongside high national productivity and personal income. Dr See Ching Mey spelt out how these aspirations are translated into practical policy issues, noting that five main ministries were involved in NFE. If Korea looks a step too far as a model for development ambition, Malaysia as an ASEAN middle income country may attract Lao PDR

as an example of how progress can be made to a balanced knowledge society with practical steps to attain its social as well as economic ideals.

Much more different on the face of it is the case if New Zealand; yet the values pervading the Malaysian presentation and informing the future direction of its high quality LLL were strikingly similar to those in the New Zealand presentation. Dr Timote Vaioleti spoke of New Zealand's holistic whole-system, approach. He remarked ironically that New Zealand ranked high on all indicators - including inequality. New Zealand is home to many Pacific peoples: small countries and small islanders faced with what in Australia has been called the tyranny of distance. Maori and Pacific Islander culture and values significantly shape the character of New Zealand society and at times its policy-making.

A small country far from SE Asia with people from many distant small Pacific islands may seem irrelevant to Laos; but issues of remoteness and economic inequality, as well as the values drawn from traditional societies and looking to traditional wisdom, may be common and important to both. Dr Vaiolete spoke of the 'HOPE' framework of Holistic Ownership and Participation; the 'Emotional strategy' of pride in one's own culture, identity and a sense of belonging that informs educational planning. This runs deep: as it was explained 'I am not an individual', but a part also of my society and environment. There is mutual belongingness. It is perhaps not surprising that New Zealand universities are still charged with being critics and the conscience of society.

The papers presented by Dr Soriano followed Dr Hinzen's earlier path in referring to Education for All and the prospect for new MDGs after 2015. As an ASPBAE officer as well as a Filipino activist she looked for emphasis on civil society. She analysed the scale of Asian-Pacific disadvantage and shortfall measured in EfA and MDG terms, and spoke of the importance and potential to the region of SEAMEO, ASEAN, and ASEM [Asia-Europe Meeting] developments.

Talking about school and experience and the experience of unemployed youth, she reflected on processes of competition and ranking much loved by many governments. She touched on what motivates people to learn, as between intrinsic social drives and competition, reward and punishment. In this context too she noted the great cultural as well as economic diversity that characterises the ASEAN region.

Dr Soriano referred also to the recent UNESCO (UIL Hamburg) Learning Cities initiative, leading to the International Platform for Learning Cities that was agreed on in Beijing in late 2013; and to the significance of huge cities in the East and South East Asian region. The example of Manila and its vulnerability in a time of climate change and global warming serves as a warning to many in the region and beyond, and a huge 'real-world' challenge to education as well as political systems. This exemplified vital questions that had to be asked about what education and LLL were really for, at individual, locality, city and national levels. Dr Siriano thus moved the discussion of high quality and LLL for all on to fundamental questions about the essentials beyond economic growth, on which much development planning still focuses, and centrally into matters of political economy and sustainability.

Conference closure

The concluding session of this intensive two-day conference enabled participants to stand back a little and reflect on what has been said. Dr Un Leang, Cambodia, Dr Hinzen and the rapporteur between them remarked on a rich and worthwhile learning opportunity in which the importance and value of international and regional collaboration were evident. Many issues were common to all countries and at the same time contextually unique in this big diverse region. Different cultures (in its large sense) must be valued, and integrated with modern knowledge and ways of communicating and learning.

It was evident that LLL was essential for personal as well as national development. The exchange between Vice Minister Lytou Buoapao and Professor Kim Shinil was stark: how to get these good things *done* - the gap between planning and implementation was often not bridged. Perhaps collaboration across all sectors is a large part of the answer - 'together we can'. Also essential are openness and integrity in discourse and planning - something that had been modelled throughout this meeting.

Echoing the New Zealand case, we need to manage - maybe 'submerge'? - our own identity for a better future and thus establish one's own *real* identity. We are seeking new critical pedagogies for new times. For Lao PDR this was itself a breakthrough event: decentralisation had allowed the planning that made this event possible. For the Minister the event exceeded his hopes and expectations; it was a special event that would help to clarify Lao LLL policy and direction. He hoped this would be true also for the following universities network event, as these together with the Vocational and Training Centres were also important to Lao PDR. Our task was to eradicate illiteracy, hunger and poverty from the 21st century.

Section 2

Final Report on Annual conference on Non formal Education

DNFE, MoES

1. lntroduction

The Regional Office of DVV International in Lao PDR supported this Annual Conference on Non-Formal Education. The conference was organized by the Non-Formal Education Department in cooperation with NFEDC and NFEC on 12 -14 March 2014 in Vientiane Province Lao PDR. This was a nation-wide conference which provided an important platform for policy dialogue and advocacy on Non-Formal Education Development at country level, and a dialogue mechanism between Non-Formal Education partners for the line Departments concerned, PES, CLC, and Development Partners related involved in the sub-sectors. It was also to overview, review, exchange, learn lessons, identify and issue challenges, and plan for further development.

The main objects of the workshop were

1. Review some major comments and resolutions of the NFE Development 2013 conference.

2. To review the current status of Non-Formal Education in the country and the lessons from the different provinces

3. To identify key issues, challenges and opportunities in the effort to develop or enhance Non-Formal Education, with particular emphasis on a range of options for policies: on curriculum, teacher

development and delivery mechanisms; and the evaluation of Non Formal Education programmes.

4. To identify strategic priorities and action points, as well as synergies between formal and non-formal education related to quality particularly programmes serving out-of-school children and illiterate adults.

A total of 80 participants attended the NFE National Conference. The participants were NFED officials and the Line Ministry of Education and Sport Departments concerned, the Director and Deputy Director of PES, NFE Technical Staff, CLC and some DEB, NFEDC, and DVV International members.

2. The Opening Session

The opening ceremony started at 8:30 on 12 March 2014, The Master of the Ceremony Mr VitchitPhankeo Head of Literacy Division NFED, introduced the following guests one by oneas well as the conference objective.

Mr Ka Salumsouk DG NFED welcomes all conference participants and thanked DVV International for its technical and financial contribution for NFE development, particularly this NFE national conference.

Mr OuphengKhammang Deputy DG DNFE, summarised NFE activities in 2013-14 and plans for 2014-2015, includiig of Unreached children 6-14 year under the EFA FTl program (Savanakhet, Khammoun and Sekong), Literacy and EP primary education; lower and upper secondary education; and basic vocational skills. Beside that the report focused on CLC teachers, Curriculum and Learning facilities (CLC and NFEC NFEC).

The Deputy Director of Lounamtha Provincial Education and Sport Service commented on how to complete lower secondary education in 2020.

The Deputy Director of Saravanh Provincial Education and Sport Service commented on the NFE annual report, as Saravanh province will have difficulty completing the Literacy and EP primary education programme for the whole Province as there are two districts (Ta Oy and Samuoi district) and it is still a very difficult situation.

The Director of the newly established Xaysomboun Province commented on NFE report 2013, focusing on Literacy and EP primary in Xaysomboun Province. Many of the poorest in education villages are in Anouvong, Longcheng, Hom districts . To complete literacy and EP primary in the whole Province in year 2014 means facing many challenges and issues such as budgets constraints and the capacity of new staff.

The Deputy Director of Oudomxay Province Education and Sport Service largely agreed with the NFE report 2013. He stressed Lower secondary education in the year 2020.

The Formal Opening was by Mr Lytou Bouapao H.E Vice Minister of Education and Sport. He extended his thanks to the organizing committee for making the conference happen, and deep gratitude to DVV International for funding support. He noted the critical importance of effective high quality non-formal education and lifelong learning opportunities as part of the overall effort to reach the Education for All goals by 2015.

As an under-developed country competing in the 21st century Lao PDR is faced with many challenges. Nevertheless we remain steadfast in our resolve to become a developed nation that is an industrialised country. To this end, The National Mission was prepared outlining the necessary steps to overcome challenges and enable the achievement of our development objective as specified in the MOES vision 2016-2020.

In order to realise our national aspirations, a concerted effort is needed to increase our nation's productivity and innovativeness. We therefore need attributes such as a desire for knowledge, innovative thinking, and creativity.

As a whole the country has made remarkable progress in fulfilling the basic right to quality education, with more and more children and youth enrolling in schools, and semi-illiterate or illiterate persons attending learning programmes.

Yet this overall progress is not enjoyed by all, with continued marginalization of many population groups from accessing good quality learning opportunities. Overall, improvements in access and quality have benefited some while excluding others, particularly poor and disadvantaged groups such as working youth, migrants and ethnic groups. However, as in the case of other fast-growing and socially changing countries, challenges occur and have to be dealt with for Lao PDR. The gap between the rich and the poor, urban and rural, men and women, becomes wider and wider.

So far as concerns reducing the educational disadvantage of certain districts, this has always been implicit in the Education Development Programme. It is now widely recognized that the most formidable obstacle to the achievement of university literacy and the realization of the goal of Education for All is the existence of hundreds of thousands of people who belong to various educationally disadvantaged population groups.

It is becoming increasingly evident that a variety of learning channels are needed, including alternative models of delivery. With traditional formal schools unable to meet the learning needs of all children and youth in the region, non-formal education offer critical and, often the only, opportunities for learning, particularly for marginalized groups. Non-formal education or lifelong learning ideally provides a quality of learning that is equivalent to the formal system, and provides skills and competencies that are recognized as being equivalent to those acquired through the formal system.

Quantity and quality have not been definitively settled, as was clear during the discussion. Some participants referred to the insufficiency of financial and other resources to confront the extensive components of both problems simultaneously. Other emphasized the unacceptable wastage of precious investment. lf quality is sacrificed, even temporarily, in favour of quantity, we note the long-term inequity and inefficiency of focusing on a minimalist approach to basic education

The Minister expressed Lao PDR's commitment to supporting the development of Non-Formal Education strategies as part of efforts towards achieving the EFA goals and promoting lifelong learning. This continues to make significant contributions to knowledge sharing and the practice of non-formal education across Lao PDR He explained that the NFE conference provided the whole country with opportunities to share their experiences, identify ways in which NFE can be further improved, learn good practices and examine case studies from the participating provincial and district level.

Therefore, we would also like to have the opportunity to discuss the future perspective of NFE development and understanding of the differences for each participant from the provinces. He wished to see the possible contribution that the NFE conference could make. He asked all participants to contribute and hoped that the discussions would be enlivened by their participation. He then declared the conference open.

3. Other Presentations

The second presentation was made by Ms Chanthavong Phandamdong, Director General of lnternational Relations, on how to improve relations with international organizations related to the topic and intensifying internationalisation. She mentioned that a non-formal education development network should have been

strengthened through various Memoranda of Understanding (MOUs) and memoranda of agreement between local and international organizations. Several of these contribute to community and national development by providing literacy and EP primary education programmes. There is a challenge to the efforts of them of helping to generate income of the population.

The existing programme and projects are unable to cope with all the demands of learners, A critical evaluation on the efficiency of project activities shows that only 50% are active and sustainable. Hence it is appropriate that at a local level particular provinces and districts have to ensure that MOUs are active and that the public will benefit from them. lf necessary, inactive MOUs should be terminated in line with the provision in the MOU. Thus in future it is pertinent at the implementation level to be more vigilant when considering and deciding on the initiation of MOUs with other parties. The Department of External Relations has rules and

regulations on these matters for example to do with visa and immigration issues.

As a result of bilateral relations between the government of Lao PDR and the Government of other countries, we have an appropriate mechanism and criteria under Education law to further improve the efficiency and effectiveness of the support service, we need to ensure cooperation from all agencies and authorities in addressing and solving issues related to the NFE development programme.

The 3rd presentation was made by Mr Chanthady on improving the quality of teaching and learning. As we have to improve quality of education, we need to consider more effective academic staff competent and professional in teaching and learning facilities; learners and relevant curricula. We can measure in terms of their capability to produce quality learner who are marketable in line with the national aspiration and education development plans. Mr Chanthady focused on curriculum development, to ensure that curricula provide are of a quality to fulfil the education reform strategy. We need curriculum review at regular two or three year intervals taking into consideration the views of academicians, skilled workers and so on.

For additional effort to further improve of the quality of non-formal education, MoEs will develop and implement the Quality Framework which emphasises outcome-based learning. This will serve as a platform to implement a quality assurance system for NFE and as a referral centre for verification of the criteria and standards of the NFE programme. Therefore Quality Assurance will consolidate and link all NFE to the formal system.

Mr Chanthady also explained that the development of human capital, in the NFE context to promote the acquisition of standard academic qualification will be intensified. The desired human capital that is produced will be committed and self-motivated

towards a high level of achievement and able to contribute significantly to the community and the nation. However as there are no NFE teachers and volunteer teachers numbers are low, lacking diplomas and certificates in teaching and learning. MoES NFE has initiated various professional certificatetraining programmes in cooperation with National University and Teacher Training Colleges to solve these matters.

The 4th presentation was by Mr Kapkeo, Deputy Director of Sayaboury Province Education Service, on the lessons learned in Literacy and EP primary education in Sayaboury province: The quality of EP primary education, lower secondary education, literacy and continuing education programmes is generally low and not adapted to adults, learning needs in Sayaboury,especially for remote and low-income areas.

Overall, limited financial, physical and human capacities are key challenges for the consolidation of literacy, UPE and achieving ULSE in coming years. There is a shortage of schools, classrooms, facilitates, equipment, and teaching and learning materials, also a limited quantity as well as quality of teachers, limited financial

resources. This makes it difficult to achieve quality objectives and ensure affordable and equitable provision of basic education for all.

NFE is defined in broad terms relating to various activities and their application in learners' daily lives, with a predominance of income-generating programs. Thus there is various agricultural training for rice or corn, cane, fruit planting or small husbandry such as pig, fish, chicken, ducks and raising cows.

The 5th presentation was by Mr Visan Somphon on the Ministry of Education degree-related Non-Formal Education Equivalency programme. This is the programme mechanism to provide a new opportunity for children, youth and adults who are the NFE target group and who do not have access to formal education to continue their study again, leading to lifelong learning and progress towards further qualifications and the ability to contribute to national development work.

It is important for synergies between formal and non-formal education system to develop NFE equivalency programmes that allow the students who have completed the Equivalent Programme to obtain a certificate equivalent to grade 9 or lower secondary or grade 12 or upper secondary education in the formal schooling system. They will then have a chance to choose an occupation or vocational study in the formal system.

4. Discussion and Outcomes

In order to stimulate all participants to think more comprehensively and constructively, participants were divided into 4 groups according to their field competences and set the following questions:

1. What is your opinion regarding improving the report summary of NFE activities of 2013-14 and plans for 2014-2015?

2. How do we improve quality in the Non-Formal Education programme?

3. What is your opinion on expanding the eradication of illiteracy, and on primary education, upgrading and secondary equivalency programs for youth and adults with a focus on the remaining districts and provinces?

4. How to improve the quality of secondary school graduates through the additional year and new curriculum for lower and upper secondary years?

5. How to improve the curriculum and training packages for base vocational training to better meet the demand of the community and the labour market?

6. How to strengthen non-formal education performance monitoring and evaluation to enable an annual NFE report to be effective and reliable?

7. How to increase financial support in NFE areas from GoL, NGOs, public sectors and the community?

Conference Outcome

After intensive and constructive discussion, conclusions were reached for the conference resolution, as follows.

1. Acknowledge the Vice Minister's recommendation and guidance on the following

- to provide non-formal education to all targeted groups and ensure providing them with high quality education.

- each province to take responsibility to establish a least one model province Non-Formal Education Centre, Model district non-formal education centres and model CLCs equipped with one or two suitable GoL staff.

- be committed to improve non-formal education to have equivalency to formal education at all levels, EP primary, Secondary and basic vocational, in order to be more attractive to learners.

2. Have a consensus on findings and outcome of the NFE annual 2013 -14 report as well as the Plan activity for the next academic year 2014-2015.

3. Propose a Provincial Education and Sport Service in cooperation with District Education and Sport Offices in order to deploy better qualified teachers across urban, rural and remote areas atcommunity level, such as community learning centres or community learning classrooms. Use mobile teachers and NFE volunteer teachers, in an equitable manner, linked to educational growth with provision of facilities and incentives for teachers.

4. Continue to transform by upgrading NFE schools at each level into the Non-Formal Education Centres. This should be based on the Ministry decree to establish the NFE Centre at provincial and district levels, as well as improving the role, responsibility and organizational structure and the position of NFE directors.

5. All provinces should provide EP lower and upper secondary education in NFE provincial and district centres, and not allowed to conduct EP secondary level education in the provinces where NFE centres at provincial and district levels have not been established.

6. Stop providing EP secondary education through distance education until there is good regulation and mechanisms for this.

7. Prioritise the delivery of teaching and learning for literacy and EP primary education to illiterate people in the 4 districts of Anouvong, Loucheing, Hom and Longsan in Xaysomboun province in order to achieve EFA and MDGs goals in 2015.

8. All organizations concerned to assist in technical and funding support to Xaysombou Province to complete literacy and EP primary education in the remaining districts.

9. Finalise improving the strategy, rules and regulations for quality of instruction in teaching and learning, and the final examination at EP secondary education levels.

10. PES and DEB to deploy basic vocation teachers in NFE centres as needed.

11. The Non-Formal Education Department to cooperate with the organizations concerned to study possible ways of helping learners aged 8-9 year old who complete EP non-formal primary education through the mobile teachers programme in academic 2014-2015 to have a chance to continue study in formal lower secondary schools.

12. Continue to recommend that GoL increase the Non-Formal Education budget with salary for volunteer teachers of literacy, EP primary and secondary education levels.

13. Achieve the literacy rate targeted to be completed in the remaining district EP primary education to 8 districts targeted: Kaleum district in Sekong Province, Samoy, Ta Oy, Tomlane districts in Salavan province, Anouvong, Loucheing, Hom and Longsan in Xaysomboun province

- Continue to complete targeted literacy and EP primary education at district level in 8 remaining Provinces in 2014-2015, in Senkong, Atapue, Salavan, Savanakhet, Khammou, Phonsaly, Vientiane and Xaysombou Provinces.

- Continue to complete targeted EP lower secondary education at district level in: Samakysay, Thatei, Khonsadon, Khaisone, Xayphouthong, Nongbor, Prasan, Thaprabat, Saiysetha, Sikhonthaboth, Panjuam, Vienkhame, Xaikor, Veinthong, Vienxay,

Phoukoun, Thathom, Praxay, Xayngen, HouxaiTonpeunMengbeng, Mengheun, Bounneu.

14. Continue strengthening the NFE Monitoring and Evaluation system.

15. Mobilise all resources from international organization, private sectors, and the community, in order to achieve EFAs and MDGs goals, particularly by means of NFE.

Conclusion

Using this very good opportunity at the Non-Formal Education National Conference we have learnt the full range of provision of NFE activities at grassroots level; this also extends beyond NFE to out-of-school children, youth and adults. We have also shared good practices and learnt about the experience of Provinces, Districts and CLCs, and from the each other, in the development of non-formal education.

In the preliminary discussion the need to focus programme effort to achieve maximum impact was highlighted in the report on 2013-2014. It was considered that all future programmes should be practical, concrete and relevant to national needs.

ln reaching this position, the meeting was aware of the emphasis that has been given to morality, ethics and values during the non-formal education meeting on the quality required in non-formal education. It was agreed that any preferred future would have to be one in which morality, ethics and values would be an integral part of every aspect of life.

The meeting identified these priority areas:

- EFA goals
- Better skills for better life through non formal education and tifetong learning.
- Reorientation and qualitative improvement of EP lower and upper secondary education
- Action for EFA goals such as disadvantage population group
- lnnovative education responsive to learners' needs
- lnnovative partnership networking at community level
- Education of teachers and other professional personnel

The present modalities underpinning NFE areas and networks appear to be appropriate for the purpose. Of increasing importance, however, is the need for regular and efficient evaluation of such procedures along with that of the NFE programme.

Section 3

Report on the Networking Conference on Non-formal Education, Lifelong Learning and the Universities

Chris Duke

Introduction and Overview: Some Key Issues

A two-day international meeting followed the larger international NFE and LLL Conference. The experience of universities and LLL in eleven countries was directly represented, as well as indirectly in many more, together with wide experience of the work of international and regional networking agencies, both governmental and civil society.

This had more of the character of a dialogue with a view to ongoing networking and focused action than was possible in the bigger meeting dedicated to information-giving and national planning. Speakers from ASEAN and neighbouring countries made presentations on the work of their universities as this relates to national development. These are available on the CD that accompany this book. Their higher education analysis is incorporated into the country papers generated by the two meetings together and presented in Part Three following this section.

This Report summarises the contributions and discussion that ensued on those two days. The work had an action orientation, with intended outcomes at a critical time for development and the ASEAN region as well as for higher education systems globally. This takes different forms in each different country context.

The commonality among universities is partly because almost all are now influenced by worldwide trends and forces. These include the mainly economic drivers of competitive growth in and for global markets in a free trade neo-liberal economic environment, where trade in goods and services includes human resources, the main and perhaps central 'output' of universities. Massive demographic and technological changes alter the character, supply and demand of these human resources as well as the qualities, and especially the qualifications, required of them, as middle income countries (MICs) multiply and grow richer, and least developed countries (LDCs) gradually move into their ranks. Competition intensifies as nation after nation comes to define itself as an actual or aspiring knowledge economy and then society.

Not surprisingly, but in a surprisingly short time, rates of participation in higher education have soared from being tiny elite minorities to being fifty per cent or more of the age cohort. The impact on universities and higher education systems is massive and disruptive. Meanwhile higher education has become a huge national industry, often also an export industry. Its costs have soared, driving down the 'unit of resource' or funds available per student. The 'means of delivery' of instruction are being transformed; and the sources and means of paying for this change and vary between State and the tax system, private providers, employers, and individual fee-paying learners. Quality has naturally become a large concern; so have relevance and utility.

As if this was not enough to trouble a traditionally conservative institution trying to be socially responsible (universities conserve and transmit as well as adding to knowledge and information) issues of competitive quality and value for money in a 'globalised' world have created almost overnight a whole new rating and ranking industry. Universities have come under the new pressure of comparative assessment, based mainly on traditional criteria for research performance via academic publication. National rankings, using research and other ratings to build 'league tables', have

financial consequences for institutions and their staff. International world ratings and tables created and compiled annually by competing ranking agencies have different, often changing, methodologies.

These have large consequences for each university and for whole national systems and policies. Contributions to national and especially local economic and social development rate poorly in this process. Rankings therefore put pressure on university leaders to privilege specialised research over taking part in regional and community development. This damages regional universities, especially those trying to contribute to lifelong learning and non-formal education. Their choice carries lower status, and may attract less government support. In principle governments should rate whole HE systems, but star performers have more glamour; individual universities thus benefit, rather than whole systems playing together as national teams.

Some countries and their universities represented in this meeting already suffer from these trends and pressures. For less developed countries and systems it is a problem waiting round the corner. The trick is both to convince governments of the overriding importance of all higher education for full balanced development; and to achieve a good reputation by the quality of all the university's work. This will include well selected and applied research, and high quality, successful and useful students, both conventional and lifelong continuing.

Setting the Scene – the opening discussion

The opening round-table session laid out the range of different circumstances, challenges and priorities of universities in the countries represented. Many closely reflected national states and styles of development reported in the previous two days. Aspects ranged from national policies for education and training, including the extent to which the education system was seen as unitary or segmented, through specific development policy priorities from literacy and basic skills to youth employment, advanced career updating, indigenous and other ethnic minorities, and the social as well as economic problems presented by an ever-larger ageing population. Government attitudes and policies, academic cultures, and university structures all attracted attention. The role and importance of civil society and its relationship to universities was often mentioned.

Several contributors in this opening round touched on rather deep and fundamental issues to do with the purpose, value and meaning of lifelong learning itself, and with the ethical foundations of universities. Were they not to question and challenge as well as serve the needs and demands of society? These questions logically precede matters of strategy, structure and programmes.

Seeking to tease out the vital role of the university, especially in host Lao PDR, the session facilitator noted how perhaps impossibly wide, yet interconnected, the agenda was. He tried throughout the sessions to connect the discussion more firmly back into the work of adult non-formal education for development in the context of EfA, and of the old and especially forthcoming new millennium development goals. How could higher education (HE) be more strongly profiled and centred in this development planning? What was the role of universities for example in preparing staff to work in adult NFE and to permeate total education systems with lifelong learning perspectives and practices? In the MDGs, education had shrunk back to no more than primary schools.

In this opening round table the group heard briefly about a university role in training NFE teachers in Laos with a curriculum developed a few years ago, and a project for mobile teachers in this geographically very difficult mountainous country where unexploded bombs added a further development goal to the other global MDGs. In Cambodia the current challenge was reported as determining what the central need was, notably as between literacy and numeracy compared with the link of learning to workplace skills.

A Vietnamese perspective stressed the great variety across rural and urban settings and the usefulness of thinking in terms of LLL stages.

This point was a recurrent theme for the meeting, as for the one preceding it. What order of 'stages' was it really necessary to follow (early modernisation theories were often quite deterministic)? The case of Korea was analysed time and again, noting that other countries in the region such as Thailand and especially Malaysia were moving somewhat along the same path but were less far advanced. Korea had to move from mid-century 80% adult illiteracy through an essential foundation in basics as it underwent a fast revolution from an agricultural to an industrial to a hi-tech

information and knowledge society with something like 80% accessing higher education. Vocational schools played a vital part before NFE was really formulated as part of the total system, although much of it took place out of as well as within schools. The hard drive of a strong government forced big employers to take part.

Universities like LLL itself were drawn along and contributed to Korea's extraordinary development, but were also able to influence the thinking of powerful policy-makers gradually to absorb LLL into their pores and policies. Economic development and the growth of a LLL system were interdependent: each needed the other.

The meeting realised that Korea was unique. Yet the example kept coming back, as comparison found analogies and similarities in societies with different histories, conditions and development paths. We need while holding big broad long-term issues before us also to adopt a shorter term institutional focus.

In looking for such a focus and seeking outcomes for action from the meeting, participants asked what do we really *mean* by lifelong learning (LLL) – and indeed by non-formal education (NFE) and informal learning. Surely the university itself has a task to clarify these meanings and the purposes towards which they direct us? In this stimulating atmosphere of professional discussion across different countries and systems, how do we translate LLL for ordinary people so as to relate it and put it work for ordinary people's felt needs? How do we link it to the huge issue implied by lifelong learning life-*wide*?

These and similar problems to do with language, not just between national languages but in the 'in-group' jargon of the teaching profession and education industry itself, stayed with the meeting to the end.

Profiles of university work in selected countries near to Laos

A presentation from Chiangmai University in *Thailand* laid emphasis on the importance to the University of the local community and region, including traditional wisdom and the pressure of modern changes like tourism. The University worked with the Chiangmai Municipality City administration and other partners, mostly NGOs, trying to solve people's practical problems through different Institutes, and the strong Development Education and NFE expertise and provision of the Faculty of Education. Special provision was made for Karen and other local Hill Tribes. Overall the emphasis is on a participatory and problem-solving role and approach.

Vietnam has as a broad objective building a learning society. It speaks not of NFE but of continuing education for lifelong updating. This covers a wide range of provision from literacy and individual skill training to professional development and degree courses, using Continuing Education Centres at all levels from province to commune and ward. Universities contribute especially via distance education starting in 1990 and now in 25 universities, and in-

service education by most, as well as conventional degree programmes. Together this work is considered to be continuing education. The work has widened access and opportunity, helping to develop lifelong self-directed learning.

High ambition, easy access and very rapid growth have however bred problems and concerns with quality as a price for open entry and flexibility. Quality has been sacrificed to expansion. Some of the difficulty may be explained by the use of criteria more suited to traditional formal education. There is fierce competition among distance education providers, foreign as well as Vietnamese, but still low social recognition. Universities have a leading role to play in the redesign of regulations and controls to manage quality as well as redesigning the pedagogy for flexible and lifelong provision. This analysis implied the need for strong central direction such as took Korea rapidly to its very advanced condition.

In *Malaysian universities*, the 'publish or perish' phenomenon is strong. As in the other stronger economies of *ASEAN* and associates governments are keenly interested, but resources flow or dry up according to research-based ratings. This tends to squeeze out LLL approaches and the full practice of university engagement from being at the heart of institutional mission. For effective engagement there should be equal partnership between government, community and university rather than a top down approach. It would help to develop and use a common language for all this.

Universities like USM seek to be innovation knowledge centres providing NFE alongside master's and doctoral programmes. Introducing *community*, and *service*, into the equation implies a different culture and pedagogy. It generates community engaged scholarship. Community-based research and knowledge transfer are then valued alongside fundamental research; 'learning' may be community- or industry-based, professional, technical and vocationally oriented, as well as formal academic.

One issue for university management is how closely the (Academic) Senate should oversee non-formal work not involving academic degree qualifications. A further challenge for the university is whether it is really widening access to different groups those at both ends of a bell curve, highly gifted and those with specific learning disabilities; how well these are integrated, rather than managed separately? What about those who have retired? In Malaysia this can be from as young as fifty-five. Other questions concern the retention and progression of all learners.

The Malaysian presentation also raised the meaning and purpose of 'learning communities'. This should embrace quality of life and sustainability. In the R&I (research and innovation) field, 'all the talk is about commercialisation!' It is desirable therefore to link community not-for-profit engagement with innovation and to embrace innovation *for* community development.

Another important dimension has to do with partnership instead of working in silos: partnership with community groups and organisations but also internal partnership across departmental academic silos. Working together these can activate a civil society

intellectual base for shared problem-solving. Finally, this presentation by a senior university academic administrator long immersed in the internal strategy for building an engaged university explained the successful but long battle to get work in engagement formally recognised for academic promotion.

This strongly 'engaged' university did not make provision for master's degrees in adult, education, NFE or LLL as such, but it offers various 'embedded' courses which could be assembled as an NFE master's. It also offers a full degree in sustainability. Given the importance of the local anchorage and context for such work, the example led into consideration of offering and connecting modular master's units in different places in the region (see below at the end of this Section).

There followed presentations from *Lao PDR* explaining the creation by merger in 1996 of five institutions into the National University of Laos. Lifelong learning and NFO are not officially in place, but in practice, it was explained, they are, in the form of a wide range of flexible continuing education arrangements.

An account from *Cambodia* addressed frankly the disastrous events of the Khmer Rouge years with genocide in the seventies, and reconstitution towards a new start in the nineties. There has been fast growth in HE since 2000, especially of private universities which outnumber public by about two to one. There is still low HE enrolment by ASEAN standards, with too loose a registration system. Concerns persist about rural-urban inequity, poor quality, and lack of relevance to employment. Both countries share the ambition to escape LDC status before 2030. Cambodia has first to solve problems about quality, relevance and access, as well as management of HE. Absence of focus on LLL meant a missing opportunity. The aftermath of the genocide years however caused such a shortage of personnel that demand for HE was even lower than supply.

What CE provision there was is mainly by private providers. Six of Cambodia's 11 universities are in Phnom Penh; there is talk of them becoming a federated National University as in Laos. There in no university CE centre but the Royal University of Phnom Phen is building an MEd programme to include a flexible open short courses and distance learning programme through a CE centre. There is a long way to go, with no real idea of LLL, or incentive and resources to back CE, and no credit recognition system. Awareness-raising is perhaps the right and only way to start. An implication, relevant to this report and to where a regional HE network goes from here, is to draw examples and inspiration from neighbouring countries, and to judge when a more favourable economic, language and social environment will allow more of an LLL system of HE to emerge.

Profiles of university work in three countries further afield

During these meetings *Korea* became a touchstone for progress towards LLL and a learning society generally, and apropos the role of the LLL university. Here one finds universities committed both to the more specialist professional development of adult education,

NFE and LLL personnel and as whole institutions helping to meeting the needs of all society, and thus to national goals.

The afternoon session brought the meeting back to the outstanding example of Korea which has 432 HEIs including 189 universities for a population of 50 million, over two thirds of them private. In this mature 'learning society' with its 'fever' for a good education for school-kids, the HE participation rate stands at 76%, a majority of these students being self-funded. A central objective of national competitiveness is joined by political empowerment and self-development. With the new millennium personal development and a good environment became driving forces along with the economic. *Quality of life* has risen in importance for the nation.

Former Minister for Education and Vice-President Professor Kim Shin-Il traced dramatic change to the eighties when both civilian government and the information age kicked in. Before then and from the sixties student service was a strong tradition, with students for instance teaching factory workers. University extension programmes date from the seventies and the first university lifelong learning centres from the eighties, encouraged by government support and financial incentives. Onto these foundations, the Government encouraged different universities to specialise according to the particular needs of their different community regions. The Ministry of Education also supported training of adult education personnel from1982, mainly in management and planning. Seoul National University taught LLL as a master's (from 1988) and doctoral (from 1990) subject from the end of that decade.

Another important element of the mature Korean LLL system alongside community service and collaboration is industrial collaboration, with tailored programmes. The diverse engagement work therefore attracts government support from different functional ministries, not just from MoE. In the most recent development, prompted by the changing demographic profile of a

low-birth-rate high longevity society, and smaller cohorts coming through from school to higher education, 25 universities are now transforming themselves into 'LLL-friendly' participate in a new 'lifelong learning-oriented universities' programme. The lifelong-oriented university is prominent in the 2013-17 National Learning Promotion Plan, although some resist this tendency. It implies structural and operational changes – to admissions, curriculum, teaching methods and staffing, recognition of prior learning, etc. These institutions attract new kind of students and use more teachers who are practice-oriented professionals.

The final presentations were from The Philippines, a full ASEAN member, and New Zealand, affiliated to ASEAN. They added new perspectives, including the sense of pressure from violently damaging weather associated with climate change, and the extreme social challenges of poverty and inequality.

In *The Philippines* the meeting was told pithily that there was much goodwill, but that everyone there saw LLL and NFE as someone else's responsibility. A fifth of the State institutions (SUCs) are known as centres of excellence. As in Korea, three quarters of the 1,523 HEIs are private; they include many locally oriented institutions (local universities and colleges or LUCs). In 1991 university extension work was decentralised, with devolution to local government units or LGUs. (This is an orientation that bodes well for universities engaging with the needs of their local communities rather than mainly competing for international rankings.)

The Filipino presentation drew out five 'key action points' for extension work: workers should be scholars as well as 'ordinary development workers'; knowledge should be transferred to the community; the work must be based on needs assessment and analysis, not forced; it must be anchored in inclusive and sustainable growth; and choice of site for working should depend

on intensity of need, a receptive environment, and conditions that made the work possible including having the relevant expertise.

Generally the political climate was favourable, but there was confusion about function and organisation within HEIs, and lack of a clear mandate for HEIs (contrast Korea). The presentation concluded by reflecting on the need for more effective professional roles for universities in working with and enabling other community workers, better quality assurance, and multiple pathways to allow more flexible LLL provision. 'Above this' however came a need for a useful and workable definition of adult education and LLL; and 'boundaries' of LLL that can be defined as a people's right and so a State responsibility.

The concluding account came from *New Zealand*, reflecting also on realities and conditions in the vast, sparsely populated Pacific Islands region. Given the number of Islanders residing in New Zealand, and others with children studying there or visiting seasonally to work, there are strong reciprocal cultural influences. A respect for traditional ways and wisdom found echo in several mainland Asian countries in this meeting. For example the Tongan practice of *talanoa*, meaning 'allowing open-ended discussion to go where it takes us', is used in New Zealand.

This concluding presentation was in some ways the most challenging, in terms of its values and wider implications beyond adult education and NFE. It warned of a tendency to concentrate on current issues and problems at the expense of preparing for the future - something keenly felt as different Pacific Island communities face the threat of rising sea levels during this century.

Fittingly for its programme position, this paper challenged colleagues to ask where we went from here as an active and committed regional LLL network. In suggesting modes of scholarly and professional collaboration in the emerging post-MDG, post-EFA, new ASEAN economic community context, it first asked those

present to look at their own motivation to continue working together.

The presentation called for recognising, valuing, and benefiting from understanding and sharing diversity of culture, institutions, and professional methods, each reaching their own potential rather than competing. The special value of sport to New Zealanders, and its contribution to social development and to learning, is an example. The State played a generally positive role, as in a1990 Act requiring universities, in aiming for advanced learning to develop intellectual independence, to 'accept a role as critic and conscience of society'.

The HE contribution to LLL aligns with national policy and legislation. For this participant, while mutual learning had great value, 'globalism' was not an unqualified good. It was driven by a neo-liberal ideology that elevated the market above all else. In support of community effort a study by the big global consultants PWC found that ROI (return on investment) yielded at 1:17 for government effort, 1:37 in community education, but 1:60 for civil society (NGO) effort by churches, unions, youth and sports clubs, and so on. It was concluded that New Zealand could offer countries

like Lao PDR a different philosophy for their universities and NFE as well as specific approaches and future partnerships.

Looking for Action: future exchanges, networking, and cooperation

The final sessions of the universities meeting concentrated on active and fruitful future work, rather than take more new presentations from and about different international organisations, associations and HE providers. Several of these had already been profiled in earlier sessions and in the preceding conference; for example SEAMEO CELLL, UNESCO and DVV through several contributions, the Asian-Pacific universities association APUCEN by its Malaysian leader, and ASPBAE by the Filipino and New Zealand participants representing the philosophy and work of this powerful community-oriented body.

The discussion was opened by the DVV International organiser-facilitator exemplifying what might be done and connecting it to the twelve-yearly international UNESCO adult education conferences known as CONFINTEA. Intergovernmental but strongly infused by professional adult education-NFE and latterly CSO activists, successive CONFINTEAs have become key staging points in a long campaign to install LLL at the heart of national policies and practices. The professionalisation of NFE educators was essential. He also stressed the need for civil society, universities and governments to work together via *networks*: none alone would succeed.

An example was the TEACH programme *Teaching Adult Educators in Community and Higher Education*,developed in Europe and highly relevant to South-East Asia and its wider-region partners in East Asia and Australasia. ASEAN, somewhat tracking the emergence of the European Union (EU) from its EEC and EC origins, was moving toward the free flow of good and services, including

education, from 2015. The region was changing fast and would change still faster, so the meeting was timely; it was important to get engaged now. In three or four years the opportunity to shape things would have largely passed. Dr Hinzen also spoke of the need for professional preparation especially at the level below the bachelor degree (level 5 in the qualification framework).

The meeting then addressed priority needs for forward planning: what do we need most; and how, starting from this point, do we get there? For Lao PDR removal of abiding confusion about meanings and definitions was needed, as well as more research and a good baseline. There were also essential structural needs such as a qualifications framework. MOES-university joint NFE planning was needed. Civil society should be involved with these parties in reviewing the current Draft LLL Policy. The Ministry did not grasp the wider meaning of NFE; and universities needed to provide training for NFE personnel. (This probably related especially to level 5 training.) The university needed to 'listen for needs' and develop accordingly. It also needed legislative support, for example to develop and insist on a quality assurance system. This implied both collaboration and a new law.

Other speakers echoed these points. In Thailand the quality system was heavily bureaucratic. There were already community colleges for rural development and some two-country collaborations, but how to go further? Others referred to different professional needs in, for example, the management of centres, curriculum reform, programme design and evaluation, and a sharper focus on quality and the critiquing of policies.

Over the terminological problems of Lao PDR and others, working and writing together across countries in the region should help. Several speakers indicated a key catalytic role for DVV International in system development including legislation, and the development of staff, including facilitating inter-country collaboration. Responding to this later, Dr Hinzen spoke of DVV's

forty years of cooperative development, the wisdom of being clear, and not trying to be too big. Certainly, while unable ourselves to make changes, we could with DVV support help to steer change, with 2015 fast approaching as a decisive year. As Tanzania's Julius Nyerere used to say, we cannot wait for children to grow up; we must act now.

As the meeting drew strands of discussion together, Cambodian perspectives stressed the important role for universities in leading local workers and efforts as well as national policy 'from literacy to lifelong learning'; in his context especially via the community learning centres. Responsibility must be shared between local 'DIY initiative' and government. In working for LLL and NFE both structures and content were important.

Others focused on the need for and potential of regional collaboration; joint research effort could save energy, time and money. The Malaysian view supported this, meanwhile stressing the diversity between countries in the region. The point about understanding and accommodating difference between countries was echoed from a Korean point of view: there should be a common philosophical base to the systems, but this did not imply a

need to homogenize. Governments and ministries, universities and NGO-civil society partners must all take part. So especially must 'the real stakeholders' – people as learners and communities. All five are needed, as well as international networking, to achieve common goals

Two simple diagrams – two 'golden triangles' – summed up what the meeting was all about. One shows the three Ps of *philosophy, policy and practice* in connected interaction. The other similarly represents the three main partners, *government, civil society organisations, and universities*.

The meeting was challenged by the New Zealand participant not to wait for legislation, but to use combined intellectual power to argue for and change policy together: the power and authority of assembled voices underlined the importance of regional networks such as ASPBAE, and ACEPEN for universities. It is noteworthy how ASPBAE (and the global ICAE) draws strength from civil society to advocate and significantly influence the thought and work of such key IGOs as UNESCO and other UN bodies.

Practical steps

What practical steps might be taken during and after 2014? A series of upcoming national and local-regional meetings should feed into the major global *World Education Forum* taking place in Korea in May 2015. The agenda set for these meetings should reflect the issues raised here. These are occasions for clarification and advocacy prior to the pinnacle meeting. A useful guide for action is found on pages 215-16 of the book distributed at the conference *Lifelong Learning and Governance: from programming to action – selected experiences from Asia and Europe* with the *Action Plan for Adult Learning and Education*. The point was made that effective advocacy required strong partnership to succeed.

One recommendation here is for a *glossary of key terms* in use across the different countries. We must get our language clear and meaningful. There were frequent references to loose, ambiguous and confusing terms in use throughout the week, starting with such core terms as learning and lifelong learning, non-formal education, and even community. One member argued for two or three regional or sub-regional seminars to work on the core concepts and terms as these applied in the SE and East Asian region, and in different policy settings. The idea was taken up to expedite an regional parallel to the glossary of 100 key terms that had been undertaken in Europe. The European Glossary of key terms was subsequently sent electronically to all members of this network meeting. Members of the meeting undertook to attempt this for their respective countries in coming months. That work started before this report went to press.

On the use of terms, care is needed to use positive words. Thus 'level 5', and 'non-degree' or 'sub-degree', may not be good terms for this important kind and level of professional preparation and accreditation called for during the meeting. Some such term as licence, or teacher of lifelong learning specialist licence, may be better.

Given confusion over the scope of 'lifelong learning' – sometimes used to mean simply adult education – it may be timely to reintroduce from the early 1970s the original OECD concept of *recurrent education*, referring to education dispersed across the lifespan wherever most appropriate and needed, always in support of lifelong *learning*. It should not be a competition for resources between school and adult education but a wise policy judgement about resource priorities.

For university networking it was recommended that each university represented, and others in these countries, become members of APUCEN. APUCEN gives priority to local and grassroots community partnership and action, in line with the philosophy of

ASPBAE. If APUCEN convenes a summit meeting in Penang in September 2014 efforts should be made to take forward the issues discussed and agreed upon here. APUCEN might also take a lead in resisting the damaging pressure on governments and university heads to compete for world rankings at the cost of fulfilling their primary regional and community mission.

It was also proposed to test GLOBALE (*see final note in this volume*) in a university or other agency in a few countries represented here. An interest was expressed in using Cambodia as one such test site, as well as being involved in the Glossary project.

Summary of purposes and desirable actions

Priorities for action were summarised as:

o gain a clear shared understanding of Lifelong Learning
o win the active contribution of both universities and CSOs
o prepare a Glossary of Key Words in the different country languages
o pilot models of globALE
o contribute actively to the WEF in Korea in May 2015, and to the evolution of the ASEAN free trade area in 2015 as it affects LLL and NFE
o develop bilateral and multi-lateral partnerships both for advocacy, and for certificated professional training and development, together with research collaboration and exchanges of personnel
o offer and connect modular master's units in different places in the region
o continue to build networks, and contribute to the work of existing relevant regional networks, in particular ASPBAE and APUCEN, actively contributors to this network meeting.

Other significant themes included:

o   the internal management of the university as an adult-friendly LLL institution permeating all faculties, schools and departments, with or without a specialised central LLL unit
o   university provision for the professional preparation of NFE and LLL personnel in all sectors
o   the duality of university provision to LLL: as whole university catalysts and resources, and via Faculties of Education etc for special professional provision

More broadly, this and the preceding Conference implied an important question about development paths and international collaboration:

How far should LDCs seek to follow the path taken by now advanced knowledge societies like Korea? How far does national diversity mean different strategies and timelines, as well as diverse outcomes? Embedded in this is a question about valuing and incorporating the indigenous knowledge and wisdom of different societies into an advanced knowledge society.

Part three

Planning for a Quality Education and Lifelong Learning for All

Bounpanh Xaymountry

Summary

The education sector in Lao PDR is implemented according to a 5-year Education Sector Development Plan, currently for 2011-15 (ESDP 2011-15). The Ministry of Planning and Investment has directed all sectors to begin developing their 2016-20 plans. The 2011-15 sector plan is a consolidation of sub-sectoral plans with no linkages and with no priorities identified. It is not strategic in nature and consists of long lists of targets by sub-sector. Although there is an associated policy planning matrix, there are minimal links between this matrix and the content of the Plan. This is due to the structure of the Plan, being based on the unlinked various sub-sectoral action plans. The Ministry of Education and Sports (MoES), together with supporting development partners, recognises that a more strategic sector plan that identifies priorities is required, particularly within the tight fiscal context of the next 5 years. All development partners agree to support the MoES's plan but want the government's priorities to be clearly identified in order to develop their own country strategies to ensure efficient and effective alignment.

Together with supporting development partners, the MoES implemented a mid-term review of the ESDP 2011-15 during 2013. This comprehensive sector analysis provides the basis for developing a more strategic approach to developing the next sector plan. As a result, the MoES with support from Australia and UNICEF will hold a joint Theory of Change workshop as a beginning point to

drafting the 2016-20 sector plan. This Theory of Change workshop will facilitate a participatory approach to development of the Theory of Change diagram for sector development over the period 2016-20.

Background

Following directions from the Ministry of Planning and Investment (MPI), the Ministry of Education and Sports (MoES) is beginning (April 2014) the process to develop the Education Sector Development Plan for the period 2016-20 (ESDP 2016-20). The development of the next sector plan will be informed by the recommendations from the Mid-Term Review of ESDP 2011-15.

This Review made a series of recommendations according to priority of implementation: (i) Immediate; (ii) Before end 2015 and (iii) During 2016-20. The first step was to assign Focal Groups to develop action plans for implementation of immediate and before end 2015 recommendations, in order to determine what can realistically be achieved before the end of 2015, and what must wait until the next sector plan. A participatory approach is intended for development of the 2016-20 sector plan.

Mid-Term Review Issues and Life-long learning

A large number of issues and recommendations arose concerning individual sub-sectors, cross- cutting issue such as gender, inclusiveness, quality assurance, disability and so on, together with the underlying financing plan of the sector plan. The Mid-Term Review also highlighted a number of issues relevant to lifelong learning.

Primary-equivalency, Lower Secondary Education-equivalency, and vocational training courses have been implemented over the ESDP period. In 2013 around 140,000 learners in total are enrolled in the

various courses. There are examples of people whose lives have been improved, with NFE leading to community development initiatives, livelihood opportunities and improved confidence.

- Assessment of literacy and data collection on Non-Formal Education (NFE) requires improvement and is not currently included in the Education Management Information System (EMIS).
- It has not been easy to attract all those in the target groups for NFE, especially in the most remote areas, and dropout remains high.
- It is a challenge to find and train suitable volunteer facilitators in the most disadvantaged communities.
- Community Learning Centres (CLCs) and NFE regional centres face significant management challenges and there is limited supervision/support from District Education and Sports Bureaus (DESB).
- The target to increase the number of CLCs has not been met; rather they have declined in number.

- There is limited opportunity for people to use their new literacy skills and as a result they lose these quickly, especially in contexts where literacy is not part of the traditional culture.

Mid-Term Review Recommendations for Non-formal Education 2016-20

The Mid-Term Review recommends additional support to CLCs to expand their role beyond being a location for course to being truly 'centres' of learningthat enable all community members to extend their learning and make use of literacy, and indeed a wider set of communication strategies, for their own purposes and needs. However, the report highlighted the need to reactivate existing CLCs and noted that it would be beneficial to focus over the next two years on consolidating the existing CLCs. A fundamental issue is improving the management of CLCs through additional training. Recommendations for implementation during the period 2016-20 included:

- Improve data on NFE. There needs to be improved data collection on youth and adult NFE programs and this needs to be integrated into EMIS. There is also a need to agree a system for re-assessing and then monitoring adult literacy rates, which should make use of learning from other countries in the region. (6.3.3.a)
- Reactivate existing CLCs.Given that it seems capacity and demand for CLCs is currently limited, it might be beneficial to focus over the next two years on consolidating the existing ones. This would include improving management through training and as far as possible supporting CLCs to expand their role beyond being a location for courses to being truly 'centres' of learning that enable all community members to extend their learning and make use of literacy (and indeed a wider set of communication strategies) for their own purposes and needs.

There might be useful learning to be applied from other ASEAN countries. (6.3.3.b)

- Strengthen coordination of support and resource mobilisation for youth and adult basic education. Development partners could assist by supporting ways to integrate youth and adult learning activities across development interventions (e.g. in health and livelihoods) and supporting linkage of non-formal education with other interventions targeted to educationally disadvantaged communities, for example VEDC training, community-based ECD etc. (6.3.3.c)

Process of developing the sector plan

The ESDP 2011-15 Mid-term Review showed the importance of sub-national consultations and Focal Group discussions. Such a process allows for several rounds for information collection and validation of recommendations. There are a number of key requirements for the ESDP 2016-20. It must demonstrate the linkages between various the sub-sectors; it must be based on realistic policy development within likely fiscal constraints; and it must have broad ownership, both by Government at all levels and among supporting development partners.

Although it may seem obvious that there should be only one integrated and strategic sector plan, previous sector plans have been developed by consolidation of separate sub-sector plans. This has led to a final plan made up of many long lists of separate targets, consolidated by the Department of Planning. As a result, there is limited ownership of the sector plan by other departments and also at sub-national levels. During the period 2011-15 it was not unusual for other sub-sectoral plans to be developed, separate and independent of ESDP 2011-16. This often occurred as a result of development partner-funded activities. These additional sub-sector plans are not included in the financing plan of ESDP and therefore sustainability of recurrent funding is a problem.

Approach to ESDP 2016-20

Before being involved in identification of the specifics of the next sector plan, it is important to ensure that all stakeholders at all levels agree to the main elements of the sector plan, particularly the:

- Overall vision and goals;
- Broad directions and objectives to achieve the goals; and
- Policy framework to support goals, directions and objectives.

To achieve consensus on the policy and strategy framework tosupport agreed goals, directions and objectives, a *Theory ofChange* will be developed through a number of consultative workshops. A theory of change is a tool for identifying how to achieve a complex goal - such as the goal of ESDP.A basic *Theory of Change*explains how a group of early and intermediate accomplishments sets the stage for producing long-range results.
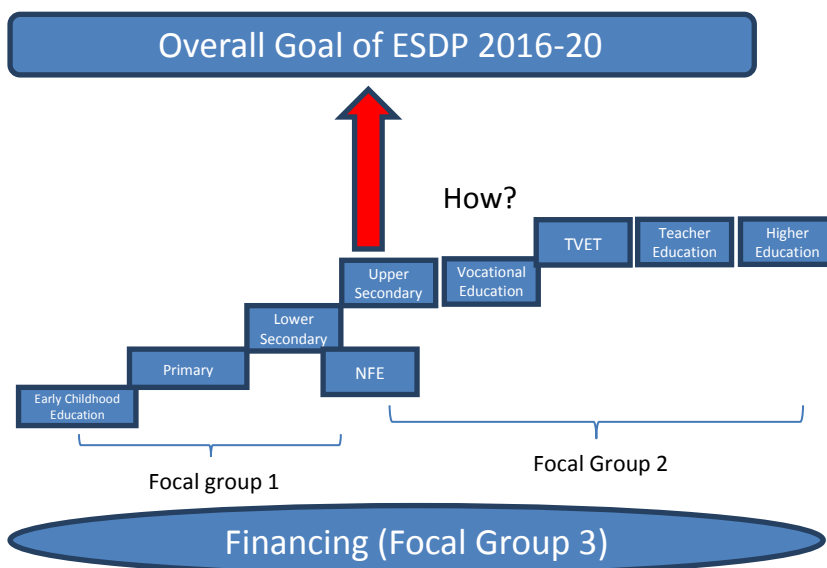
For example, a *Theory of Change* demonstrates how to move from enrolling students in primary schools to achieving overall education sector goals.Part of the development of the *Theory of Change* requires participants to identify assumptions about the process through which change will occur and specifies how the goal is achieved.

Steps to developing an ESDP Theory of Change

There are a number of steps required to develop a Theory of Change for ESDP 206-20. An important consideration in achieving each of these steps is to ensure participation by all key stakeholders to ensure broad ownership.

- Identify the long-term goal.
- Identify the preconditions necessary to achieve that goal.
- Identify how to create these preconditions.
- Develop indicators for each precondition.

An example of a Theory of Change, developed by Australian Aid as part of the development of their Education Delivery Strategy for Lao PDR follows:

Implications of using a Theory of Change

A *Theory of Change* approach to developing the sector plan will facilitate identification of issues related to quality and lifelong learning, since these are cross-cutting issues. When separate sub-sectoral plans are used as the basis for ESDP, these cross-cutting issues have low visibility. The process of achieving consensus on a ESDP *Theory of Change* will require correctly locating these issues in the hierarchy of outcomes and interventions. Stronger sub-sectoral linkages will be identified since all sub-sectoral activity, at all levels, must be located in the same *Theory of Change* diagram.
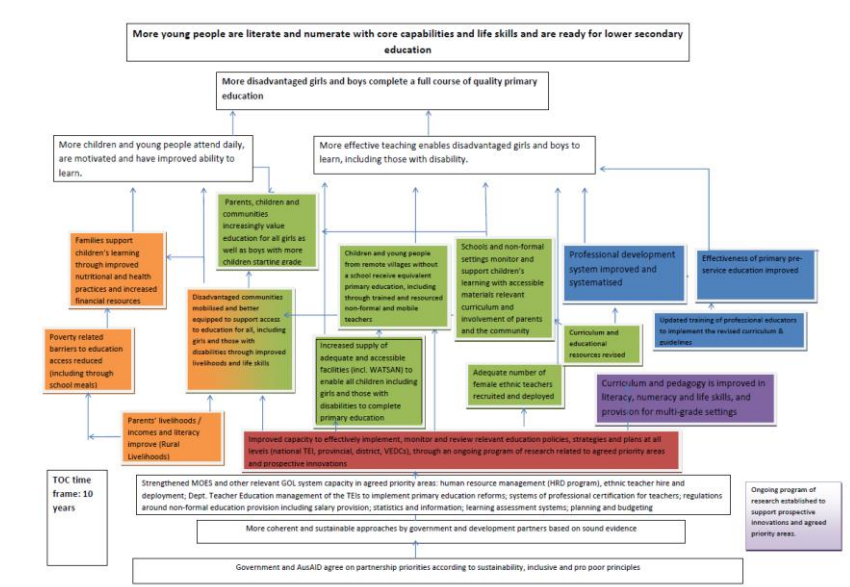
Reaching consensus on Sectoral Theory of Change

It is essential that consensus be achieved on the *Theory of Change*: that is, agreement on how to achieve the key goals of the sector plan. The process is as follows:

1. A full-day High-level Outcomes workshop with key senior managers:
    a. Understand the context, the problems and opportunities.
    b. Create a common vision for what success would look like.
    c. Develop a vision statement/ development objectives.
    d. Develop high level outcomes that contribute to vision.
    e. Agree end-of strategy outcomes that we can achieve by 20--, and consider whether we need targets.
    f. Discuss principles for how we wish to implement the strategy.

2. A large group workshop with focus on pathways of change.
    a. Session: what is theory of change?
    b. Session sharing the high level logic developed so far.

3. Followed by separate Focal group workshops on what needs to happen to achieve these outcomes – who needs to change/ what needs to change?
    a. Stakeholder analysis.
    b. Network mapping.
    c. Develop practice change statements.

4. A final full-day workshop to present one overarching logic model
    a. What should we measure to see if we are on track?
    b. What are our key assumptions – and are they plausible?
    c. What more do we need to know?
    d. Action planning to complete the strategy.

Following completion of the draft *Theory of Change,* a series of sub-national consultation workshops will be implemented to gauge the

response of provincial authorities. Following these the draft *Theory of Change* will be discussed at the Senior Education Administrators Conference.

Sub-sectoral action plans

In order to provide direction at an activity level, sub-sectoral action plans are still required. Once sub-sectors identify how their activities are located within the *Theory of Change*, Action Plans will need to be developed that identify how each sub-sector will deliver the outcomes required by the Theory of Change. These detailed sub-sectoral Action Plans will be included as annexes to the ESDP 2016-20.

Conclusions

In the past lifelong learning has not received high visibility or importance in sector planning. In the ESDP 2016-20 sector plan the only mention of lifelong learning appears as a strategy (Increasing enrolment in non-formal education programs with an increased investment in village-based community lifelong learning centres) under the policy to 'Facilitate enrolment, progression and completion of all unreached learners though Inclusive Education'.

Since it is internationally acknowledged that lifelong learning principles, if systematically implemented, will be able to contribute to more just and equitable societies, it is expected that within the sector plan's *Theory of Change*, lifelong learning will be identified as an overarching layer that encompasses learning at all ages and includes formal, non-formal and informal learning. It is also hoped that this new approach will result in a sector plan that is strategic, identifies policy priorities and has broad ownership at all levels.

Policy development and higher education for NFE, LLL and Learning Communities in the Republic of Korea

Kim Shinil

Introduction

A national policy for education evolves in interaction with the progress of the society. Accordingly, the plan of national economic and social development unavoidably affects the educational policy and that in return influences the economy and politics of the nation. Educational policy of Korea has thus been developed along with the economic and political progression of the nation.

When Korea regained its independence at the end of the World War II, the people of Korea suffered very high illiteracy and extreme poverty as the results of Japanese colonial rule. The rate of illiterates of the adult population over 12 years old was as high as 78 percent in consequence of prohibition by the colonial government-general on reading and to writing the Korean language. The economy was almost a calamity, with a malformed economic structure, short supply of basic materials, and deficient production infrastructure. To add to the nation's misery, then the world super-powers made Korea be divided into the South and the North. This soon crashed into the Korean War during 1950-53. The three years of the Korean War devastated the entire peninsula; nothing remained other than ruins and starvation. Korea was ranked as one of the poorest countries of the world in the early 1960s, with the GNP per capita of US$ 82. Natural resources were scarce. The only resources that the nation could depend on for development were the labour force and talents of the people. A national education and training policy was formulated in such a critical situation.

This paper describes the development and implementation of non-formal education and lifelong learning policies in South Korea. Although the official name of the nation is the Republic of Korea, it is usually called 'Korea' for convenience, as in this paper. The education policy of (South) Korea has been developed in close interaction with the progress of the whole society. Education policies have responded to the needs of the society.

Literacy and Basic Education in the 1950s-1960s

The most urgent task for Korean education in the 1950s and 60s was to open elementary schools for as many children as possible on the one hand, and to provide ample opportunities for literacy and basic education for adults as well as out-of school youngsters on the other.

In order to achieve universal enrolment in elementary schooling without delay, the government drove forward a Six-Year Compulsory Education Policy from 1954, which accelerated building new school buildings and supplying new teachers. During the period of six years, the Ministry of Education poured almost 80 percent of the total education budget into elementary education (Lee and others, 2010: 70). As the result, the enrolment rate for elementary education reached 96 percent in 1959, and nearly 100 percent in 1965.

At the same time, the literacy campaign was another priority policy from the early days of national independence when the adult literacy rate was barely 22 percent, as mentioned above. A great effort was focused on literacy programs, which were abruptly stopped by the Korean War breaking out in 1950. However, the literacy campaign was resumed after the ceasefire in 1953. The government with participation of a variety of organizations conducted a nationwide literacy movement over a decade from the mid-1950s through the mid-1960s. The organizations that

contributed considerably were schools, business companies, the army, and communities, among others.

==Every school opened night classes for illiterate adults who worked in the daytime for a living.== During the vacations in summer and winter, schools and universities required students to ==teach the illiterates in their communities as a part of 'homework'==. At the same time, the Army took a massive part in the literacy campaign. The first action of the army to the new recruits was screening out illiterates and sending them to the literacy class rather than to the drill ground for combat. Those new recruits were transferred to military training courses only after finishing reading and writing classes. Under the law of the mandatory military service for all young men in Korea, the literacy program of the army eventually made every young citizen literate.

Every organization participating in the literacy campaign had to report to the supervisory office the number of learners it had taught throughout the year. After compiling the reports from all

regions, the government office announced the achievement of the year along with the year's literacy rate. Regions ranked at a low grade had to submit a new plan of actions to the central government, with concrete programs to catch up on the low accomplishment in the next year. As a consequence of those efforts, the national literacy rate reached 95 percent by 1965.

Another educational priority policy was to complement the education of adults who had failed to take elementary or secondary education. The government promulgated 'the civic school ordinance' in 1946 to encourage provinces to establish non-formal schools for adult learners at any place such as a community center, church, factory, school, learning center, etc. The civic schools operated short-term courses for the respective levels of formal schooling: 1-3 years of elementary school, 1-2 years of middle school, and 1-2 years of high school. The civic schools rapidly spread across the nation. By 1947 there were 15,500 short-term schools for elementary level with 849,000 students (Hwang 1994, 386). The policy of the non-formal schools for adults made a great contribution to adult education.

Skill Training and Community Education in the 1970s-1980s

In the period from the mid-1960s to the 1980s a drastic change occurred in Korea. This was the shift from an agricultural to an industrial society. The Korean economy grew fast with a series of Five-Year Economic Development Plans. Korea has been often cited as one of the nations that achieved industrialization in the shortest period.

During this period, the challenge to education was to adjust to the ever-increasing demand of skilled workers and technicians from the industrial sector. Educational policy responded to the demand by expanding secondary schools, of which half were vocational and technical schools, with out-of-school vocational training. In order to

secure the finance needed for the educational expansion, a legislative action was taken to allocate the fixed rate of 13 % of domestic revenue to local education grants for elementary and secondary education.

Although vocational high schools had been increased in number, they could not fully meet manpower demand in terms of both quantity and quality. In 1976 the government proposed a Basic Vocational Training Act that required employers to train skill-workers. If employers did not provide the in-service vocational training, the Act imposed on them a levy for vocational training at the public training centers.

During the period of the 3rd and 4th Economic Development Plans 1972-1981, almost a million skilled-workers and technicians were supplied by the out-of-school vocational training system. In accordance with the economic growth, the scope of the vocational training had been broadened to cover not only manufacturing but also business and service industries. At the same time, the training program was diversified to include not only initial training but also upgrading training, job transition and retraining (Jin, 2010, 562-563). The out-of-school vocational training made a great contribution to economic development at the initial stage of industrialization in Korea.

In the meantime, rapid industrialization produced a lot of social problems. One of the most serious problems was retardation of the rural community, where farmers suffered greatly from the widening gap between the urban and the rural. They were caught in a very difficult situation that compelled them to abandon old customs, folklore, and accustomed ways of life. The urgent task was helping farmers to adjust to an industrialized modern society that was more science-oriented and more competition-oriented. The Saemaul Movement, literally a movement for community innovation, was initiated to solve those problems in the early

1970s. It was a Korean style of national drive for rural development.

According to the guidebook of the Saemaul Movement, the movement attempted to develop 'new communities' and 'new citizens' as follows:

> "By the development of new communities is meant the modernization of rural areas as well as the minimization of the gap between the urban and the rural. Through the modernization program, activities should be provided to save rural communities from poverty under the plan of helping them increase their income by virtue of advanced technology. For all that, new community can not be achieved without developing new citizens. It is necessary to persuade them to discard their attitude to preserve inefficient, irrational and pre-scientific belief prevalent around their life and rooted in their old-fashioned and out-moded customs and life-styles. And, educational programs should be provided for them to learn new knowledge, skills, and value-orientation. Emphasis should be put upon these: familiarization with new scientific-technological knowledge of their ordinary life through intensive educational programs, rebuilding of their life-style through enlightenment activities, and motivating them to make continuous efforts for the increase of their income along with the development of technological training (MOCI, 1973, 1-2)".

Since the essential element of the movement was educational programs, Saemaul Education became a pivotal instrument from the beginning of the Saemaul Movement. In order to facilitate educational activities for community innovation, the government urged and supported provinces to provide a variety of educations for farmers at every available place, such as the village hall, community center, school, church, temple, farm, etc. One of the vital methodologies of Saemaul education was the leadership training of community leaders selected from among the resident-farmers of

each village. Upon completing the leadership training, the farmers-cum-leaders managed educational programs for residents of their villages. Compared with instructors assigned from outside, they achieved much more in terms of educational outcomes.

At the same time, university students poured into rural communities to help farmers during the vacation time. Commitment to the rural community by university students had a long history in Korea. They had considered the commitment to rural community as an obligation of the intellectuals since the colonial period. The students assisted farming works during the daytime, and provided a variety of education in the evening, usually to the separate groups of girls, house wives, old ladies, young men, adult men, and old men. Education by the university students often resulted in the empowerment of rural people.

Lifelong Learning by Education Reform in the 1990s

The 1990s was a transition period to the information age in Korea.

It was also a period of education reform ignited by the information age as well as by the civilian government after three decades of the military-oriented regime. In 1995 the Presidential Commission on Education Reform (PCER) created a new epoch for Korean education. The PCER proclaimed a new education system for 'the new Korea' as follows (PCER, 1995, 19):

The vision of new education system is to establish *Edupia*, a utopia of education, meaning an education welfare state: a society of open and lifelong education to allow each and every individual equal and easy access to education at any time and any place.

It is noteworthy that the PCER advocated an open lifelong education to supersede a closed schooling system. The aim of education reform was to get rid of a closed schooling system so that a new education system could enable every person to learn what he or she wanted to learn at any time and any place. It meant virtually a lifelong learning society.

In accordance with the Education Reform Plan, the Lifelong Education Act substituted for the Social [Adult] Education Act in 1999 that was established in order to implement the Article 31 of the Constitution, reading 'the State shall promote lifelong education'. Hereafter the Lifelong Education Act has mandated lifelong education with the implementation initiative specified in the Constitution. The Act was amended in 2007 to establish the National Institute for Lifelong Education (NILE), a key driving force for implementing national lifelong learning policy, and to reinforce the role of regions and local communities in providing lifelong learning. The Act defined lifelong education as follows.

Lifelong education refers to all types of organized learning and educational activities that are conducted outside formal schooling and are inclusive of, but not limited to, supplementation on academic skills, literacy education for adults, vocational training, liberal arts education, and citizen participation programs (Lifelong Education Act, Article 2).

Consequently, many policies were developed for expanding learning opportunities to meet people's diverse needs. Accordingly various organizations and facilities joined in lifelong education as program providers. The government recognized them as the lifelong education providers. Those providers were operated not only by public entities but also by private ones. Some private providers gained profits by running lifelong education programs. Providers were classified as:

- After school programs
- School and university-affiliated lifelong education institutes
- School-type lifelong educational institutes
- Corporate universities
- On-line learning institutes
- Company-affiliated lifelong education institutes
- Civil organization-affiliated lifelong education institutes
- Press/media-affiliated lifelong education institutes
- Institutes for knowledge/human resources development

Towards a Learning Society in the 21st Century

Long-Term Plans

Turning to the 21st century, lifelong learning took a top priority in Korea's national policy. The government affirmed making all efforts in building a learning society. A series of five-year plans was started in 2003 on the basis of the Lifelong Education Act that required the Minister of Education to form the national plan for promotion of

lifelong education every five years. The five-year plans have continued to be formed and implemented by the Ministry of Education, as follows.

- The 1st National Lifelong Learning Promotion Plan, 2003~2007
- The 2nd Plan, 2008~2012
- The 3rd Plan, 2013~2017

The third five-year plan is now underway. The major goals of the 3rd plan during the period of 2013 through 2017 are: a) the realization of a college-based lifelong learning system, b) the construction of an online and offline total supporting system for lifelong learning, c) support for customized lifelong learning for social integration, and d) reinforcement of the learning capacity of local communities (NILE, 2013, 3).

Supporting System

The Lifelong Education Act also requires the government to install the Council on Lifelong Education Promotion in the Ministry of Education to supervise and to review major policies on lifelong education as follows:

- Mid- and long-term policy goals and basic orientation of lifelong education promotion
- Establishment of lifelong education infrastructure
- Expansion of investment to lifelong education and the provision of funds
- Examination and evaluation of lifelong education promotion policies
- Other issues related to lifelong education promotion.

At the regional level, a Municipal/Provincial Lifelong Education Coordination Council is to be established for each metropolitan city and province to deliberate on and review issues of lifelong

education. The Council consists of 10-20 members. The Act encourages local communities, namely city or county, also to operate a council for discussing relevant issues.

In addition to the councils at three level of administration, the Lifelong Education Act mandates the national government, and regional and local governing bodies, to establish institutes for operation at each level as follows:

- National Level: the National Institute for Lifelong Education (NILE)
- Regional Level: the Municipal/Province Institute for Lifelong Education Promotion(17)
- Local Level: the City/County/District Learning Center (more than 230).

Recently the national government has strengthened collaboration with the regional governments and also increased financial assistance.

Major Partners

Although the role of the national and local government is highly significant in building a learning society, participation from every quarter of the society is also indispensable. Lifelong learning policies have encouraged all kinds of organizations including government organisations and NGOs to take a part in the lifelong learning enterprise. Among others the roles of community, university, and industry are noticeable.

While virtually every community has provided lifelong learning programs, since 2001 a number of local municipalities have been recognized to be successfully active in the project of learning so as to be designated as a 'learning city' by the Ministry of Education. The total number of learning cities is 120, that is more than half of all local municipalities in Korea. To the local municipalities

designated as learning cities', the national government awards financial grant and professional consultations to help them make learning-oriented communities.

The learning cities play a pivotal role in community development and the nation's learning society policy. The cities provide a variety of programs to meet citizens' learning needs. The cities make efforts to strengthen networking among organizations such as, universities, schools, cultural centers, libraries, museums, women centers, and so on. Networking among the participant organizations accelerates wider provisions of education programs and learner participations.

In the meantime, the university is an institution that retains the most plentiful sources of learning in a society. Accordingly, the higher education institution should play an important role in the national learning society project. Taking a central part in community networks for learning is one of the roles of a university. Meanwhile, in accordance with the Adult Education Act, every higher education institution has operated a 'lifelong education center' for extension programs since the early 1980s. All universities and colleges, a total number of 390, have offered a variety of programs to communities for non-credit as well as for credits which could lead to a degree or diploma by accumulation.

Recently the government persuaded some of the higher education institutions to transform themselves to be more flexible and more open to the community, called *Lifelong Learning-Oriented University*. The Lifelong Learning-Oriented University is the title of a project initiated by the Ministry of Education in 2012 to innovate universities into institutions more appropriate for a lifelong learning age. In other words, it is designed to transform universities into 'adult learner-friendly' institutions. Those universities which participated in the project were provided with government financial support. At present, 25 universities and colleges have taken part in the project.

On the other hand, industry and the workplace is another big provider of adult education and a rich source of learning. There are also various institutes of vocational education and training (VET) in a community. Learning in workplaces and in the VET institutes is indispensable to a sustainable learning society. The VET system outside the formal schools has provided enormous learning opportunities for the vocational competence of workers in Korea.

The VET system of Korea has stepped up along with the enactment of the Employment Insurance Act (1993) and the Promotion Act for Vocational Training for Workers (1999). The Employment Act set the framework for the vocational training of workers with financial support by the insurance fund, which substantially expanded workers' participation in education. The Promotion Act aimed to emphasize consumer-oriented vocational training and to transfer from public-centered to private-centered training. In 2004, however, the Promotion Act was changed to the Vocational Competence Development Act, which emphasized the partnership

between employers and labor unions for vocational training. One of the aims of the new Act was to amplify the training of disadvantaged groups like part-time workers and employees of small and medium-sized enterprises. It was also noticeable that the Act recognized employer associations, labor unions, and private organizations as training providers with equal weight.

Recognition of Lifelong Learning

The most important educational scheme needed in the society of lifelong learning is a system which can assess, validate and recognize a variety of learning which is freely done outside the formal education system. As a matter of course, the scheme for validating and recognizing lifelong learning has been one of the essential ingredients of lifelong learning policy in Korea.

The first attempt was the Bachelor's Degree Examination for Self-Education (BDES) launched in 1990, as an alternative track that awarded the bachelor degree based on a series of examinations without attending higher education institutions. The BDES aimed to provide the opportunity of obtaining a higher education degree by self-education to adult learners who cannot afford university education, due to various reasons such as economic constraint, time limitation, health, etc. It is a system of validation and recognition of learning by self- education.

The BDES consists of four stages of qualifying examinations: general examination, major basic examination, major advanced examination, and comprehensive examination. Learners who already achieved a certain number of credits from university or who obtained certificates in a relevant area can be exempted from one or two examinations. NILE operates the BDES in 12 major fields of study including for example Accounting, Chinese Language and Computer Science; university faculty members manage the examinations for each. A total of 14,000 persons have been awarded the bachelor's degrees since 1990.

Another scheme for recognizing lifelong learning is the Academic Credit Bank System (ACBS). When the Presidential Commission on Education Reform proclaimed the vision of the 'new education system' in 1995, it delineated the vision as 'a society of open and lifelong learning in which everyone is entitled to equal and easy access to education at any time and place', as mentioned earlier. As one of the measures to realize the vision, the Commission proposed the introduction of the ACBS as an alternative way of obtaining a higher education degree through recognition of lifelong learning without enrolling at university.

The ACBS is so inclusive and permissive that it acknowledges a wide range of learning occurred in non-formal education, workplaces, military training and so on. It also approves training programs operated by firms as viable credits by arrangement with the National Technical Qualification and the National Competency Standards. The minimum number of credits is 140 for awarding a four-year university degree, 120 credits for a three-year junior college degree, and 80 credits for a two-year junior college degree. About 50,000 learners were granted degree for 109 major fields of study by this system in the single year of 2013. More than 70 percent of the degree awardees were 30 years of age or older (NILE, 2013).

Still another scheme of recognition is the Lifelong Learning Account System. The Lifelong Learning Account System (LLAS) was conceived as an overarching management system of the lifelong learning society for the accumulation, assessment, validation, and recognition of all kinds of each individual's learning. The philosophy of the LLAS is that all kinds of learning deserve to be recognized, whether they have been acquired through formal education or on non-formal as well as informal situations. The LLAS was recommended by the Presidential Commission on Education Reform in 1995, but waited to be implemented until 2010.

The National Institute for Lifelong Education takes charge of the operation of the LLAS. Learners are encouraged to register their records of learning such as schooling, learning portfolios, technical certificates and license, and formal, non-formal and informal learning at the LLAS center, which recognizes and validates learning for educational qualifications or credentials, for vocational qualifications or certificates, and for job competences. About 5,000 learners are registered at present. The LLAS is now in a stage of demonstration and refinement (Han, 2010: 57). Although it is very early days, the system is expected to develop rapidly in future.

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Policies and Experiences in NFE, LLL and the Universities in Malaysia and the APUCEN Region

See Susie Ching Mey

Lifelong learning in Malaysia is acknowledged as the third pillar of human capital development alongside the school system and tertiary education. In this era of globalisation, Malaysia aspires to promote lifelong learning as a way of life for its citizens. Through the National Higher Education Strategic Plan (NHESP) and the Blueprint on Enculturation of Lifelong Learning, Malaysia strategically embarks on the journey of transfoming the nation into a knowledge-based economy through lifelong learning strategic action plans. Institutions of Higher Learning (IsHL) can be the innovative knowledge centres with the huge potential of serving as learning providers to promote lifelong learning to all learners to enhance their knowlege and competency for the benefit not only of themselves but of society as well. IsHL have the resources and capability to contribute further towards the growth of the nation and the reduction of the socio-economic gap while continuing to be relevant to their core business. The challenges that Malaysia faces to enculturate successfully lifelong learning into the lifestyle of its citizens are considerable. The establishment of lifelong learning strategic plans and initiatives in the country is one positive development in encouraging its citizens to become lifelong learners, thus advancing the nation into a knowledge-based economy.

Introduction

Lifelong learning includes all ongoing learning activities throughout mature life that fully engage the mind, and promote the acquisition of knowledge and learning beyond the traditional school system.

The Commission of the European Communities (2001) indicated that lifelong learning has four mutually supporting objectives: personal fulfilment, active citizenship, social inclusion, and employability/adaptability. Lifelong learning is seen not only to increase the competencies for either personal or professional development but also as enhancing social inclusion, active citizenship, and self-sustainability by fully engaging the mind and through maintaining healthy social relationships (Commission of the European Communities, 2006).

More and more people are seeking continuing education through formal and non-formal learning opportunities to enhance their competencies and competitiveness in the constantly changing economic landscape. More people are also embracing lifelong learning especially informal learning opportunities for personal and psychosocial well-being reasons. Lifelong learning activities help maintain healthy social relationships and promotes self-fulfilment. Therefore, it is crucial to create literate and learning environments so that everyone has the opportunity to develop their learning potential and become lifelong learners.

Lifelong learning is a matter of national concern in Malaysia and high on the agenda for educational and economic development of the country. It is a national priority in the development of human capital in Malaysia, and is acknowledged as the third pillar of human capital development which stresses the creation of knowledgeable and highly skilled individuals alongside the school system and tertiary education in Malaysia (Ministry of Higher Education, 2011a).

Lifelong Learning in Malaysia

Lifelong learning in Malaysia promotes the development of knowledge and competencies which will enable its citizens to adapt to the knowledge-based society and actively participate in all

spheres of social and economic life. It values all forms of learning which include formal learning (such as a degree programme at a university);non-formal learning (such as vocational and professional training); and informal learning (such as ICT and literacy skills acquired through community centres). It is recognised as one of the seven major thrusts and one of the Critical Agenda Projects (CAPs) in the National Higher Education Strategic Plan (NHESP): Beyond 2020 by the Ministry of Higher Education (2011b). Four specific strategies are prescribed for the enculturation of lifelong learning in Malaysia under the NHESP:

(i)   To upgrade mechanisms and infrastruture for lifelong learning.
(ii) To enhance public awareness and participation in lifelong learning.
(iii) To ensure continuity and appreciation of lifelong learning.
(iv) To provide financial support for lifelong learning.

The Blueprint on Enculturation of Lifelong Learning for Malaysia (2011-2020) was developed and launched by the Ministry of Higher Education (now part of the Ministry of Education) in

November 2011 based on the four strategies prescribed in the NHESP. It represents the country's efforts in assimilating lifelong learning into the daily lifestyle of its citizen, from the young to the old, and thus contributes to the development of Malaysia towards becoming a developed country (Ministry of Higher Education, 2011a). This blueprint describes 21 initiatives to be undertaken based on four strategies. Each initiative has relevant activities and programmes, stakeholders and organisations, as well as the proposed timelines for achieving targets.

Specifically, under this blueprint, a Lifelong Learning Policy needs to be formulated: "To create a knowledge society which embraces lifelong learning as a culture that contributes towards high income productivity-led economy, inclusiveness and sustainability, while appreciating our national culture and heritage, as well as ensuring personal development and sense of self-worth" (Ministry of Higher Education, 2011a).

Formal Lifelong Learning

Formal learning in Malaysia generally takes place in formal learning institutions that leads to different levels of formal accreditation or qualification (KhairuddinIdris, 2004) which includes certificates and diplomas from polytechnics and community colleges and degrees at public and private universities. Formal learning is organised and structured with quality assurance monitoring. The learning activities have clear learning objectives and outcomes with explicit aims to gain knowledge, skills and/or competencies through formal accreditation and recognitions. The providers of formal learning in Malaysia includes polytechnics (certificate and diploma programmes in technical fields); community colleges (certificate and diploma programmes); private and public universities, and open and distance learning institutions (ODL) (distance education programmes, part-time extension and continuing education programmes).

Non-Formal Lifelong Learning

Non-formal education involves learning that is outside the formal education context with objectives that may not necessarily result in particular accreditation or qualification (KhairuddinIdris, 2004). Non-formal learning in Malaysia includes learning activities such as professional skills and competency development, and short-courses designed for adult education that may be planned and structured but not as rigorous as those in formal learning, and may or may not lead to formal accreditation or qualification. Other foci include providing vocational or technical education for imparting specific skills for the unemployed or retrenched workers to enable them to re-enter the job market. In Malaysia, opportunities for non-formal education generally take the form of workplace and on-the-job training programmes which also include vocational and executive training (Ministry of Higher Education, 2011a).

The non-formal education providers in Malaysia come from a combined enterprise of several government ministries, departments, and special agencies. Each agency serves different target groups and provides programmes in line with its mission and objectives. Among these non-formal education providers are the Ministry of Education (MoE), Ministry of Human Resources (MoHR), and the Ministry of Rural & Regional Development (MoRRD).

Informal Lifelong Learning

Informal education is an important part of lifelong learning, however it is not well-documented in Malaysia. Informal learning activities are not structured, do not have specific learning objectives or outcomes, and are acquired through work and social interactions. These informal learning activities may include social activities based on the initiative and interest of the individuals without purposely acquiring any formal qualification or recognition subsequently. In Malaysia, informal learning mainly appears as community engagement programmes that address diverse social

problems and meet the needs of the community. These informal learning programmes include training in basic ICT, basic literacy and numeracy skills, and self-reliance capacity to out-of-school youth and adults in rural areas. Other informal learning activities include preparing youths for tertiary education and improving their entrepreneuralcapabilities through communication skills training, personal development and career training. However, informal learning activities in Malaysia are invariably dependent on support from the government or donor agencies.

Malaysia is putting considerable effort into driving lifelong learning as a mainstream initiative to enhance the knowledge and skills of its citizens to empower them to transform the socio-economic status of the community and economic growth of the country. However, there are still some issues and challenges that demand attention and need to be addressed if the country wants to fully realise the enculturation of lifelong learning as a way of live for its people. Among the drawbacks are

(i)   the absence of a full-fledged lifelong learning policy;

(ii)   lack of monitoring of the lifelong learning programmes by a central body;

(iii) lack of awareness of the importance of lifelong learning among the public and how they can grasp opportunities to benefit from it by enhancing their knowledge, competitiveness and marketability;

(iv) inadequate mechanism and instrastructure to provide lifelong learning access to all, especially the underprivileged and marginalised groups in rural areas;

(v)   lack of financial support for potential learners who wish to take part in non-formal and informal learning programmes, as most financial aids and scholarships are directed to support those who pursue formal education;

(vi) overlapping lifelong learning activities and programmes that result in inefficiencies and distortions in the utilisation of public funds; and

(vii) recognition and accreditation issues on non-formal and informal education by Institutions of Higher Learning and industries.

Role of Institutions of Higher Learning in Lifelong Learning

While education is the heart of personal, community and national development, lifelong learning can be the soul of a learning society.

In this era of globalisation, lifelong learning has become one of the core agendas in education reforms. According to Delors (1996), there are four pillars of education for the future:

(i) Learning to know - mastering learning tools rather than acquisition of structured knowledge.

(ii) Learning to do – acquiring of competencies that would enable the individual to cope with the needs of work by equipping people for current types of work they embrace, including innovation and adaptation of learning to future work environments.

(iii) Learning to live together – developing understanding of the culture, values and traditions of others to enable individuals to resolve conflict peacefully, enhance social inclusion, and to work and live harmonously together.

(iv) Learning to be – enabling a wholesome development of an individual that includes development of mind and body, aesthetic sense, intelligence, sensitivity, and spirituality.

Institutions of Higher Learning (IsHL) play an important role in promoting and strengthening lifelong learning programmes to meet the nation's aspiration to ensure each of its citizens has access to education regardless of age, race and social status (Ministry of Higher Education, 2011a). IsHL are innovative knowledge centres that have huge potential to serve as lifelong learning providers to promote and provide lifelong learning opportunities to all potential learners (Ministry of Higher Education, 2011a; European University Association, 2008). This means the IsHL have to re-assess their mission and vision as well as educational goals. IsHL need to widen their access to potential learners with diverse background and learning needs to ensure continuing education opportunities for learners throughout their lives. In order to do so, they need to establish a fair assessment and validation of prior learning experience of the potential learners to cater for the educational needs of the learners.

IsHL can play a significant role in lifelong learning by embracing all forms of lifelong leaning especially in non-formal and informal learning, from programmes for professional development and competency, continuing education, knowledge and skills transfer programmes for the community, to post-retirement opportunities. This also means that IsHL have to re-examine their curriculum

design and delivery; learning outcomes; and relevance of the distance learning and continuing education programmes to provide creative and innovative education programmes that fit the needs of the variety of potential learners across life span. The role of IsHL in lifelong learning also includes strengthening the relationship between research, teaching and learning, and civil society-industry engagement that practises high-quality community-based research, projects and innovation.

Figure 2
Lifelong Learning Services and Programmes Offered by the IsHL
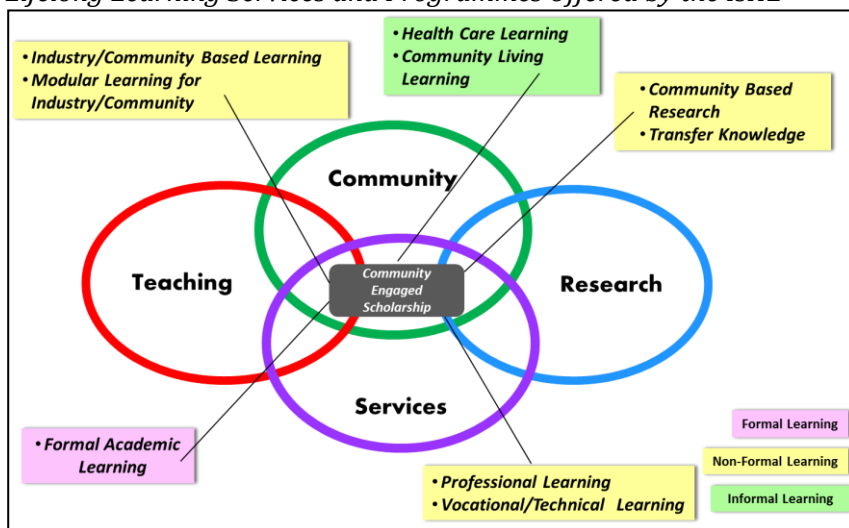
IsHL are the hub for lifelong learning of the nation to produce innovative human capital with high competency and skills (Ministry of Higher Education, 2011a). IsHL need to engage with the civil society and industry at different levels, with specific attention to the local community where needs can be addressed. Other than that, IsHL need to be the main provider of community-based activities, programmes and projects that are catered for to find solutions to the challenges of the community, and to assist the

marginalized and underprivileged to have access to education and training.

If IsHL are to achieve their mission to generate and apply knowledge with community in mind, and meet the nation's aspiration to enable everyone has access to education, then their core function is to building not only an academic base but also upon an intellectual civil base that can offer solutions to societal problems. An effective and high impact approach is through engagement with the community. Figure 2 shows the services and programmes that the IsHL can offer in promoting lifelong learning in the community.

The Example of USM

UniversitiSains Malaysia (USM) embraces all forms of lifelong learning by offering formal learning programmes such as undergraduate and postgraduate degrees, distance learning programmes, as well as lifelong education programme for senior citizens (*wargaemas)* and persons with disabilities; non-formal learning programmes include short-term courses, industry/community based programmes, modular learning for industry/community, general competency and executive competency trainings for the staff of the University, and professional training programmes for the public; informal learning programmes such as health care learning programmes, 'Say Yes to Education Programme' that provide high school students a 'tuition-free' path to assist them in their studies, 'My Village Adoption Programme' where the University works in partnership with a rural community to support educational development and enrichment programmes. As a university that is dedicated and committed to the humanisation of knowledge and to bring about changes to the community, USM continues to play an important role in transforming and developing its community through lifelong learning and engagement projects/programmes. In order to further

promote and instil innovative university-community engagement concepts to the staff and students not only in Malaysia but also at the regional level, USM iniatiated the formation of the Asia-Pacific University-Community Engagement Network (APUCEN).

Learning from and with Others: the Role of the Asia-Pacific University-Community Engagement Network (APUCEN) in Lifelong Learning

The Asia-Pacific University-Community Engagement Network (APUCEN) is a regional network of Institutions of Higher Learning (IsHL) that is concerned with promoting the culture of university-community engagement in a proactive, inclusive, holistic, and participatory way. Since most, if not all of similar networks originate from the West (e.g., Commonwealth Universities Extension & Engagement Network, the Living Knowledge Network, the Talloires Network and the Global Alliance on Community-Engaged Research [GACER]), it is envisaged that APUCEN will better address local/regional issues and problems with indigenous approaches/solutions that are consistent with local/regional cultures and values. To date, APUCEN has 64 members from 16 countries and learning communities in 47 cities and states in the Asia-Pacific region.

APUCEN plays an important role as a regional network for lifelong learning, specifically for non-formal learning and community development through community engagement activities. APUCEN believes that engagement between IsHL and the community has moved beyond institutional outreach and community services. The underlying elements of community engagement projects should be holistic, comprehensive, participatory, inclusive, volunteerism, outcome-based, scholarly, and civic mindedness. APUCEN serves as an ideal platform for networking and collaboration between IsHL to implement community engagement projects that have sustainable impact on learning communities in the Asia-Pacific region. APUCEN

is able to draw on the resources and expertise of more than 60 universities in the Asia-Pacific region to drive and support community-based initiatives for the community in need, particularly the disadvantaged and marginalized groups. It also advocates and encourages IsHL to modify their curricula to include community engagement and stresses the importance of hands-on experiential learning.

Conclusion

Lifelong learning in Malaysia aims to empower every citizen with knowledge and education. The establishment of the NHESP and the blueprint on lifelong learning in the country exhibits its commitment in encouraging people to participate in lifelong learning activities and become lifelong learners, thus moving the nation into a knowledge-based economy that emphasises creativity and innovation. This agenda can best be achieved through adopting and including lifelong learning in mainstream education. In view of that, all relevant ministries and organisation must engage with the Institutions of Higher Learning (IsHL) as the providers and innovators of lifelong learning. Although lifelong learning is encouraged mainly to increase employability and productivity of the people in Malaysia, the author proposes that IsHL can do more than just focusing on the narrow economic and vocational aspects of lifelong learning.

IsHL are among the spectrum of institutions and agencies that have the resources and capability in driving and promoting lifelong learning effectively and efficiently. IsHL can no longer play the part of socially distant ivory towers; they need to be the forerunners of lifelong learning programmes in Malaysia by widening their door, and valuing learners' experience by providing more non-formal and informal learning opportunities to all potential learners. This will enable IsHL not just to contribute towards the growth of the nation and the reduction of socio-economic gaps by producing high-

quality human capital, but also to effect sustainable societal transformation while being relevant to their core business, which is to advance education and research in academia, knowledge generation, and knowledge/skill transfer.

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Lifelong Learning and Continuing Education in Vietnam, and the Participation of Distance Higher Education Institutions

Le Thi Thanh Thu

Lifelong learning encompasses all learning activities undertaken throughout life which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social or professional reasons. It includes formal, non-formal and informal learning (Dave, 1976).

The lifelong learning notion was introduced in the Constitution of Vietnam in 1992, and consequently in the Education law (1998, 2005, and 2010). It became more specified in the Action Plan 2003-2015: National Education for All (Decision 872/CP-KG dated 5/6/2003) accounting for two out of five strategic goals which are to provide lifelong learning opportunities and to mobilize full community participation - All for education.In 2012, the Education Development Strategy 2011-2020 was released (Decision 711/QD) which led to the approval of The National Framework on Building a Learning Society for 2012-2020 (Decision 89/QD-TTg dated 9/1/2013). It is considered as a strategic breakthrough for the acceleration of human resources development within a radical and comprehensive reform of education (Carlson, 2013).

The Framework strategic goals are to build a learning society based on the development of the two components of the national education system: formal and continuing education, which need to be synchronous, connected and equivalent; and to build a learning society primarily focused on promoting lifelong learning activities for disadvantaged groups, namely ethnic minorities, women, those in out-of- school education and those in the socio-economically challenging localities.

With the approval of the Framework, Vietnam has totally formalized its commitment to this system of learning activities and lifelong learning becoming a reality in the whole society. The Government is to invest in the development of the institutions and pursue policies to encourage and motivate people in lifelong learning. The whole society (agencies, social organizations…) is to create positive conditions for education to meet people's learning needs. The major solutions proposed in the Framework are to raise the awareness and to promulgate purposes, meaning, roles and benefits of lifelong learning and a learning society; to organize lifelong learning activities in out-of-school educational institutions; to strengthen and develop the educational networks (formal and continuing education) to build a learning society; to promote distance and online learning ; to enhance the use of ICT in teaching and learning; to implement supporting methods for learners to improve the quality and effectiveness of lifelong learning; and to identify responsibilities and coordination mechanisms among different sectors, organizations and businesses in lifelong learning and building a learning society.

At central level, different ministries including the Ministry of Education and Training (MOET), Ministry of Finance, Ministry of Planning and Investment, etc. are assigned specified responsibilities together with the active involvement of Trade Union, Women Union, Youth Union, Learning Promotion Association, etc., all to help provide lifelong learning opportunities for people. MOET together with other ministries and central mass organizations issued a number of joint circulars guiding collaboration for providing lifelong learning (MOET, 2009). At provincial and district levels, Provincial and District People's Committees issue their decisions on the socialization of education, and building the learning society within their localities. At grassroots commune levels, partnerships among development agencies, projects or programs are coordinated and monitored by Communes' People Committee.

Infrastructure has been expanded quickly since 1997 to provide lifelong learning opportunities for all people in the community. Continuing education centers at province and district level have been established across the country. Community learning centers in communes and wards have also been developed quickly, from 125 community learning centers in 2001 to 10,826, accounting for 97.3% of the total number of communes in the country in 2013 (Pham, 2013). Community learning centers have been highly appreciated in Vietnam as they are not only an effective delivery mechanism of providing education for all in the community, but are seen as an effective model of promoting all for education, an essential factor for the success of any kind of community-based education program.

Besides, distance education and in-service programs from a majority of universities have been established to develop continuing education. Many factories and companies have also established continuing centers for their workers for new knowledge and skills. Vietnam also hosts the SEAMEO Center for Lifelong Learning to address and promote lifelong learning needs for the region and the country, and to create opportunities for

regional collaboration (see below, 3.8. Le Huy Lam, SEAMEO CELLL SEAMEO + LLL: Promoting Lifelong Learning in South-East Asian Countries).

In Vietnam, the national education system consists of the formal and continuing education (Education Law, 2005; 2010). Long before the formal approval of lifelong learning, the Government has promoted the learning society via the development of continuing education in order to bring study opportunities to everyone for their lifelong study needs. The terms continuing education and non-formal education are used interchangeably. This work is considered decisive in providing lifelong learning activities for Vietnamese. It has expanded in quantity and quality nation-wide and has met successfully its target in ensuring equity of access to education (Tran, 2012).

Continuing education in Vietnam

Continuing education in Vietnam has been established and developed for over 50 years. This is a form of education that helps people study over their life span: studying without stop working to update intellectual and professional abilities and skills; improving professional practice; upgrading their life quality; adapting themselves to the changing world; finding jobs and self-creating work (Education law, 2005). There are close linkages between formal and continuing education. Continuing programs can be considered equivalent to different levels of formal education, which leads to certification and national awards.

Continuing education operates through four types of programs: (1) illiteracy elimination and after-illiteracy-elimination education programs; (2) programs targeting learners' needs, updating knowledge, skills and transferring technology; (3) fostering or enhancing programs for professional development; and (4) programs leading to degrees in the national degree system.

Continuing education is executed at continuing education centers in provinces and districts, at community education centers in communes and wards, at foreign language centers and IT centers, and also at vocational schools, higher education institutions and via the public media.

Types of continuing programs 1, 2, 3 and 4 can be undertaken by the continuing education centers. As to Type 4, continuing education centers are not assigned to provide the vocational and higher education programs themselves. Vocational schools, universities and colleges will be in charge of the programs; they normally cooperate with the continuing education centers to offer in-service or distance programs locally. Continuing education centers can also offer complementary classes from the lower to upper secondary schools.

The participation of higher education institutions

One of the four continuing education components is the program leading to degrees in which higher education institutions play a vital role. The type of training for the continuing education which could lead to degrees consists of in-service, and distance education (Higher education law, 2012). So far, only Bachelor degrees are granted; distance in-service Bachelor holders can pursue higher study to master and doctorate levels in formal education.

Continuing education for higher education has been grown in stature and size. During the peak in 2003-2010, the number of students expanded quickly nearly equalling that of the formal education; in some institutions that number accounted for up to 60-70% (Vu, 2013). In 2013 students following continuing education accounted for 25.5% (MOET, 2013 statistics) of the total number of students, with the areas of studies developed to almost all the areas as by formal education, and with the curriculum learner-oriented and updated.

Continuing education makes education available to individuals, assures equity of access to education and contributes significantly to the development of human resources for the country. First, the market-oriented economy requires a large skilled work force, while the formal education system cannot meet the growing demand for education, especially in higher education. Continuing education helps develop human resources locally and nation-wide by increasing the number of the high-level workforce, and enhancing and updating the knowledge and skills of the current workforce (Le, 2014). Secondly, as the Vietnamese population grows, annually over one million new students need education and training, in addition to millions of working people who need retraining and upgrading. This kind of training allows learners to obtain university degrees, while it does not set high requirements on students. Especially, learners do not have to attend the national university entrance examinations. This is highly competitive and only around

20% of students pass. Third, government has paid much attention to education for people in rural and remote areas (Pham & Tran, 2009) to raise the education level and to standardize the local work force. This can be undertaken only by continuing education. It provides opportunities for people in remote areas, and for those having no chance to have a formal education, to study for degrees and satisfy individuals' study thirst, increase their salaries, secure their workplace, and provide chances for changing or re-entering workplaces.

In-service education

In-service education has been offered since 1960. Most universities, especially the public ones, offer in-service education (Vu, 2013). This encompasses vocational training, and degree programs leading to three-year or four-year Bachelor degrees, the four-year programs taking the majority. Characteristics are that instruction is offered face-to-face and concentrated over a fixed period of time;

entrance examinations are required. The programs are mostly provided off-campus. Fields of study cluster around the areas easy to teach, to learn, and that do not require initial investment in laboratories, such as the economics, management, education, social sciences and humanities. The sciences and technologies are not paid much attention to (Vu, 2013). At first students were mostly those who worked in the public sector. Recently more and more students from other sectors have joined.

Between the two types of continuing education, in-service education has been judged to have more of low quality (Lam, 2009). It is expected to be similar to the formal education but the same quality is hard to maintain. Low quality is the consequence of the following: the curriculum is tailored, requirements for entry are low, course content is not taught sufficiently, and easy assessment. Quality assurance has not been paid attention (Tran, 2012). The government, MOET (Doan Cuong, 2012) and institutions currently fully recognize the issues and are responding actively and decisively to improve the quality.

Distance education

In 1990, distance education was introduced by the two open universities, Ha Noi and Ho Chi Minh City Open Universities. In 1993, the two open universities started providing distance education programs leading to degrees, which put greater responsibility for learning on students. Not all could then appreciate this type of training and its role in the learning society (Hua, 1010). Without passing university entrance examinations learners in this system can learn at their own will, at their own pace, at their own place, and at any time whenever they want.

Distance education in Vietnam has developed quickly and has been attracting an increasingly high number of learners. In 2009 Vietnam had 17 universities together with 66 centers in provinces and cities providing distance education programs. 159,947

students graduated and 232,781 were reported to take the distance courses (Nguyen, 2009). 25 universities currently claim their distance programs in public. Anybody can be allowed to take non-degree courses, but those wanting to get degrees must enrol officially. It is estimated that almost learners follow degree programs. Distance programs are still based mainly on printed materials, concentrating on teacher training, management, business and law. Recently most of the long-established universities have started providing distance education. They tend to rely on modern teaching technology and areas of studies are more technology oriented.

Distance education also confronts low social recognition. Distance education providers tend to concentrate on increasing the number of students rather than on quality control (Lam, 2009). The numbers of distance education providers, programs offered and students increased rapidly, while the number of staff, materials, services and technologies supporting are insufficient and not well invested in. They cannot meet the demand of the currently expanding distance education systems. Nor have their yet been any systems of distance program accreditation. Also distance education is considered an easy mode of training, not highly demanding on students, easy in assessment, with a high graduation rate (Posts & Communications Institute of Technology, 2013).

Improvements to be done

In conclusion, continuing education can grow further, qualitatively as well as quantitatively. It has fulfilled responsibilities in (1) developing a learning society where people have more access to the higher education system and (2) nurturing and developing the strong commitment to self-learning of individuals, i.e. the lifelong learning of individuals. Continuing education has asserted to some extent that it is no longer poor quality education for those not accepted in the formal education. It becomes a type of training more suitable for a complex, fast-changing Vietnamese society in

whichindividuals have various educational objectives and need regularly to enhance their knowledge and skills.

In order to develop sustainably and to gain positive social recognition, continuing education should focus on quality assurance of programs with these key priorities:

(1) reforms in teaching content and teaching methodologies, with greater emphasis on responsibility for students' self-directed learning to enhance the quality of actual learning (Phạm& Tran, 2009);
(2) adequate infrastructure and learning materials oriented to learning needs;
(3) maintenance of standardized assessment systems (Lam, 2009).

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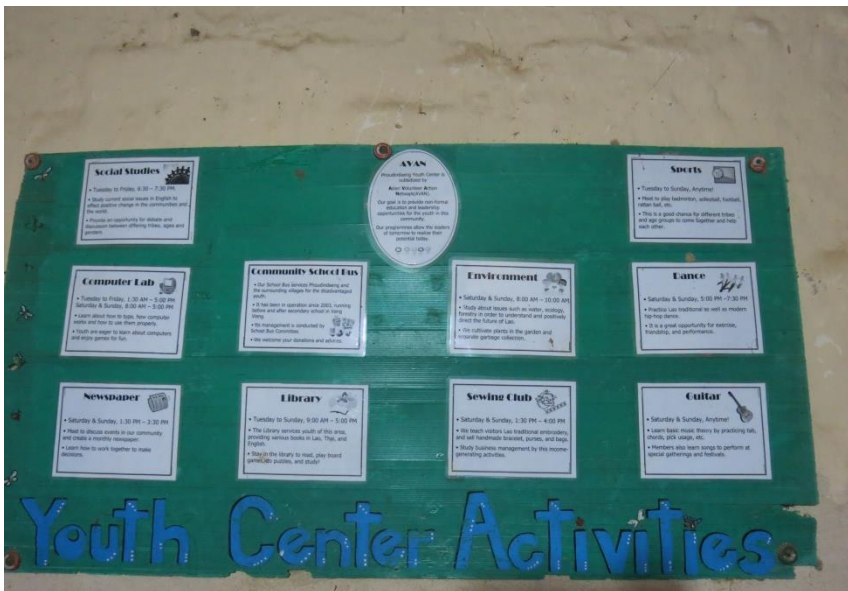
Youth, Skills, Learning and Tertiary Education - An Aotearoa/New Zealand Case Study

Timote M. Vaioleti and Sandra L. Morrison

Introduction

Adult education in New Zealand is officially planned, driven and monitored through the Government agency known as the Tertiary Education Commission (TEC). The TEC is responsible for all post-school education from adult and community education, literacy and numeracy skills, industry training to formal, degree and post-graduate study at universities. This paper discusses the contribution that TEC makes in its endeavour to serve the needs of a vulnerable but vital sector of the community, youth. In particular we focus on Maori and Pacific youth as a concern because although they are among the fastest naturally growing population in the country they continue to have poor educational achievements in the early childhood sector, the formal primary school sector, secondary school and even at tertiary level. Adult education initiatives become by default a panacea towards uplifting Maori and Pacific youth into the possibility of building a successful future for themselves.

Besides this, the approach by TEC to youth and Maori and Pacific may shed light on the desire shared by countries such as Lao PDR (see Yangxia Lee on CD from the MoES) to learn how other countries include minority groups, decentralize Inclusive Education, improve system awareness and include attitude, culture and values in their adult education. In a paper presented at the Fourth International Conference on Adult Education: the University Engagement and post-2015 Agenda: What are the roles and functions to support adult education and lifelong learning? Duke and Hinzen (2014) stated that: 'for 2015 which is just around the

corner … most of the agreed-upon goals will not be reached, especially those related to youth and adult education and their learning and training needs' (p. 3)

Continuing Education, Adult Education within Lifelong Learning

Under the umbrella of Lifelong Learning, the focus of this paper is on adult education and in particular, youth and younger adult education. The place of adult education within Lifelong Learning was made clear in deliberations at CONFINTEA V, the UNESCO World Conference in Hamburg on Adult Education in 1997 where it was declared that "lifelong" covers learning from the cradle to the grave, whereas the term "adult" clearly denotes learning in what is a very long period after the period of 'childhood' and one which is the longest learning phase in life (cited in Duke and, Hinzen, 2006a, p. 1). The Hamburg Declaration on the Right to Learn says

Adult learning encompasses both formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multi-cultural learning society, where theory- and practice-based approaches are recognized.

It is essential that the recognition of the right to education throughout life should be accompanied by measures to create the conditions required to exercise this right. (CONFINTEA V, 1997.

New Zealand is a multi-cultural learning society where theory and practice-based approaches are recognized and implemented. We consider the conditions provided by Government policy and how these are operationalized by the public service, educational institutions and Private Training Establishments (PTEs) to meet the learning needs of youth particularly those whose formal education had been unsuccessful.

Aotearoa New Zealand

Aoteara (the indigenous Maori name for New Zealand) is a small country in the South Pacific with a population of just over 4.5 million at its latest census in 2013.European settlement was legitimated by the Treaty of Waitangi, an agreement signed by the British Crown and Maori chiefs in 1840. The ensuing colonization resulted in land loss, language and cultural deprivation, and land wars. Only in the 1970s-80s did the Government introduce the Treaty of Waitangi Act which set up a Tribunal to investigate and compensate for the Crown's wrongdoings. Despite ongoing disagreement over what Maori chiefs actually agreed to in the Treaty articles, the acceptance of a set of Treaty principles in the 1980s has allowed for Maori perspectives to permeate social and public policy and for a fusion of Maori culture to be visible in the daily life of many New Zealand people.

Today the ethnic make-up of Aotearoa New Zealand is 74% European with a median age of 41 years; Maori, the indigenous

people comprise 15% with a median age of 23; Pasifika or Pacific peoples are 7% with a median age of 22.1 years; Pacific orPasifika people comprise a diverse range of peoples from the South Pacific region or people within New Zealand who have strong family and social connections to Pacific Island countries. Pasifika people include those born in New Zealand and overseas. It is a collective term used to refer to the men, women and children of Samoan, Cook Island, Tongan, Niuean, Tokelauan, Fijian and other Pasifika heritages.Asian comprise 12% with a median age of 30.6 years. (Statistics New Zealand, 2013). The majority of the population live in 16 main urban areas, more than half in the four largest cities of Auckland, Hamilton, Wellington and Christchurch. Aotearoa however has a bigger landmass than the United Kingdom (England, Scotland and Wales together). In summary Maori and Pacific people generally are a youthful population; ensuring that they are educationally successful is an urgent priority.

The policy context

The Government views the tertiary education sector as a key national asset which enriches New Zealanders' lives, increases their employment opportunities and helps to build a productive skill base to drive economic growth. Policy priorities are set by TEC every five years. The Tertiary Education Strategy (TES) 2014-2019 provides Government's long term vision. Six strategic priorities are named:

- Delivering skills for industry
- Getting at risk young people into a career
- Boosting achievement of Maori and Pasifika
- Improving adult literacy and numeracy
- Strengthening research based institutions
- Growing international linkages (Tertiary Education Commission, 2014b)

Criticism of the Strategy centres on the strong bias towards preparing people for work or further study, ignoring the contribution that tertiary education can make in improving learning, social and economic outcomes for individuals and society in general. Literacy and numeracy for example can occur in other domains and not just in the workplace. Young people need qualifications equally as much as a career and moreover they need to develop a lifelong learning habit and commitment, given the changing profile of the labour market needs, a skilled workforce and opportunities (or lack of opportunities) that they will face in the future. The submission laid by the ACE Sector Strategic Alliance on the TES advocates engagement in tertiary education itself, rather than the promotion of engagement specifically to gain a qualification or employment (ACE Sector Strategic Alliance, 2014).

Other benefits and outcomes could include individual and group empowerment, equity, active citizenship, personal and collective critical awareness, sustainable development and cultural and social outcomes. An example of a cultural outcome according to the ACE Sector Strategic Alliance is to give regard to the importance of intergenerational learning in Maori and Pacific communities, the role of their whanau (family, extended kinfolks) and the influence of the whanau on a young person's lifelong learning journey that in the end will result in the collective success of the whanau.

In addition to the TEC and the TES, the National Government has instigated a policy direction called 'Better Public Services'. This requests Government agencies to work together with its communities to come up with innovative ways to deliver better public services.The Government had developed 10 national targets under 5 areas: a) Reducing long-term welfare dependence; b) Supporting vulnerable children; c) Boosting skills and employment; d) Reducing crime; e) Improving interaction with Government.
The Ministries charged with these programmes are Social Development, Ministry of Justice, Ministry of Education, Ministry of Innovation, Business and Employment and the Tertiary Education

Commission. These are responsible for specific results for the 10 targets by 2018, and are also required to report publicly on progress of the programmes and targets. Success in education, be it formal, informal or non-formal, is essential to the Government's goal of building a productive and competitive economy. It also helps New Zealanders develop the skills needed to reach their full potential to conduct their responsibilities to their whanau therefore contributing to a cohesive economy and society. These are the targets are:

a. Reduce long-term welfare dependence

1. Reduce the number of people on working age benefit for more than 12 months

b. Support vulnerable children

2. Increase participation in early childhood education
3. Increase infant immunization and reduce rheumatic fever
4. Reduce number of assaults on children

c. Boost skills and employment

5. Increase the proportion of 18 year olds with NCEA level 2 or equivalent qualification
6. Increase the proportions of 25 to 34 year old with advanced trade qualifications, diplomas and degrees (level 4 and above)

d. Reduce crime

7. Reduce the rate of total crime, violent crime and youth crime
8. Reduce re-offending

e. Improve interaction with government

9. New Zealand businesses have a one-stop shop online for all the government advice and support they need to grow their businesses
10. New Zealanders can complete their transactions with the Government easily in a digital environment. (State Services Commission, 2014a)

Improving learning opportunities for youth

Given that the focus of this paper is youth and Maori and Pacific youth, we examine the education targets referred to in 5 and 6 above. It is important to explain the NZ education system. New Zealand embraces a NZ Qualifications Framework (NZQF), a single unified framework based on outcomes, described in terms of knowledge, skills and application. This includes a school-based qualification framework, namely National Certificate of Educational Achievement (NCEA) which can be awarded from Levels 1-3. There are 10 levels in the NZQF ranging from school based levels 1, 2 and 3, then to Universities and other Tertiary Education institutions which award PhDs. The following is a depiction of the New Zealand Qualifications Framework.

Figure 1: Level descriptors and qualification types on the NZQF

Level	Qualification Type
10	Doctoral Degree
9	Masters degree
8	Post Graduate diploma, certificates and Bachelors Honours Degrees
7	Bachelors Degrees Graduate Diploma and Certificates
6	Diploma
5	
4	
3	Certificate
2	
1	

We discuss now the implementation of both strategies.

Result 5; Increase the proportion of 18 year olds with NCEA level 2 or equivalent qualification

This strategy focuses on lifting the education of youth to at least level 2 of the New Zealand Qualification Framework. A Level 2 Qualification gives people opportunities in terms of further education, employment, health outcomes and a better quality of life. While the government's 'Better Public Service' discussed above was at the level of policy, in the same year the government introduced Youth Guarantee initiatives to support the objects of that policy.

The Youth Guarantee

The goal of the youth guarantee is to create stronger links and transition between senior secondary and tertiary education and the world of work. It provides young people with access to

qualifications at level 1 to 3 on the NZQF. These are referred to as National qualification to distinguish school-based qualification levels, namely National Certificate of Educational Achievement, from others.

Youth Guarantee is part of the wider range of government-funded foundation learning initiatives to encourage those young people whose initial school experiences were not successful enough to move on to further studies or the world of work. It seems the government believes that better coordination will enable better outcomes for young people: these efforts include Vocational Pathways, Secondary-Tertiary Programmes (including Trades Academies), and Service Academies. Together, they create a variety of opportunities for students to achieve a minimum of National Certificate of Educational Achievement (NCEA) level two or equivalent which will enable progression into higher levels of study, training or employment.

The TEC, which is responsible for this strategy, provides clear direction to its Youth Guarantee stakeholders at three levels. It provides instructions for educators (schools and other learning institutions) to guide their programmes in many ways including through http://youthguarantee.net.nz/home-/contact/. It also provides information for student to start planning or building their desired pathway by using http://www.nzqa.govt.nz/login/ a profile builder at http://youthguarantee.net.nz/start-your-journey-now/. For the families, whanau and extended kin-folks who want to know about the programme for their children they can find information at http://youthguarantee.net.nz/start-your-journey/ to help their child start planning their study, training or work options; or find out how their achievements map to future possibilities using their Vocational Profile at http://www.nzqa.govt.nz/login/.

Future outlook for Youth Guarantee

It is generally accepted that the government will achieve the target of 85% of 18-year-olds having achieved NCEA Level 2 or an equivalent qualification in 2017 as seen in the figure 2.

In 2012, 77.2% of 18-year-olds achieved NCEA Level 2, compared with 74.3% in 2011. This is an increase of 2.9 percentage points between 2012 and 2011 (Tertiary Commission, 2013). Strong evidence such as this indicates that this Government's efforts to lift education and qualification for 18-year-olds are on track and very achievable. Over 1,800 more 18-year-olds had NCEA Level 2 in 2012 than if the achievement rate had remained the same.

Table 1: Percentage of 18-year-olds with NCEA Level 2 or higher, by ethnicity

	2006 (%)	2010 (%)	2011 (%)	2012 (%)
Pakeha (non-Maori/Pasifika)	69	73	79.3	82.1
Maori	34	50	57.1	60.9
Pasifika	40	57	65.5	68.1
Total population	59	67	74.3	77.2

Source: Tertiary Commission (2013, p. 2)

It is clear from Table 1 that Strategy 5 work for all youths progressively over every year regardless of their ethnic backgrounds. Increases for Maori rose 26.9% from 2006 to 2012 and increases were even better for Pacific learners at 28.1%. For the total population, the improvement of 17.2% over the same time is impressive (Tertiary Commission (2013, p. 1).

Figure 2 shows actual achievement of NCEA Level 2 or equivalent by 18-year-olds to 2012, and projected achievement levels from 2011 to 2017 based on (1) current trends in achievement over the past four years and changing demographics and (2) the additional improvements that will be necessary to achieve the Better Public Services target of 85% in 2017 (Tertiary Commission, 2013).
Figure 2. 18 year olds with NCEA level or equivalent
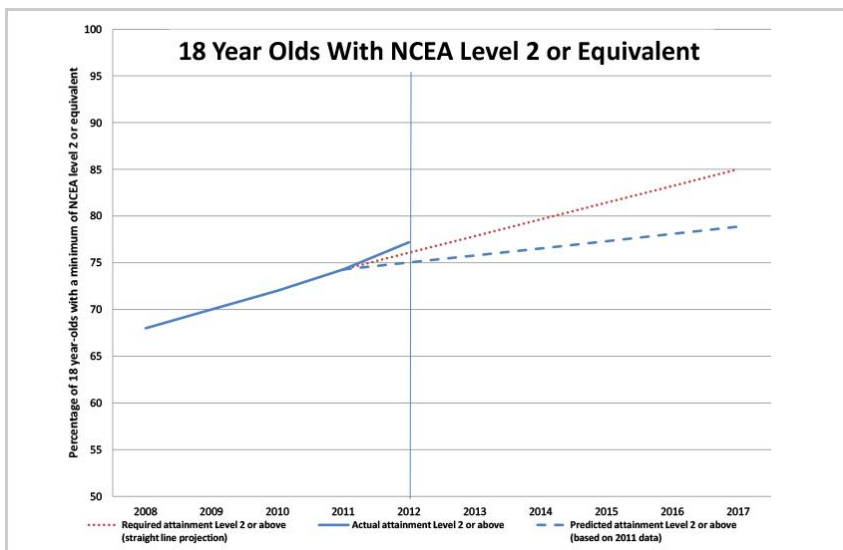
Source: Tertiary Commission (2013, p. 2)

Strategies for achieving the target 5 educational development.

During 2012 a small pilot was run with secondary schools as part of the NCEA Level 2 programme. The pilot achieved a significant acceleration of learning through approaches such as: individual mentoring and academic coaching; sharing quality data about individual progress across the school; help with study skills; and holiday learning programmes. Focusing on the needs of individual students and establishing strong learning relationships were key to the schools' and students' success. This year the Ministry of

Education is working in partnership with secondary schools to scale up and improve on last year's pilot.

In April 2013 the Ministry of Education, with support from the education sector, government and industry, launched Vocational Pathways. This scheme helped students plan and guide themselves through their learning-work journey, and enabled educators to better design their curriculum and assist their students on that journey.

The Ministry's Student Achievement Function (SAF) has a team of 48 practitioners working alongside mainstream schools as well as kurakaupapa (Maori schools based on Maori values, languages and philosophies). Practitioners support schools and kurakaupapa through an inquiry-based change management process to build their capability to accelerate student achievement. Since 2012 SAF has worked with 88 secondary schools throughout the country.

Since 2011 the Government has established a further 13 Trades Academies, and put in place 8,700 fees-free Youth Guarantee places in tertiary education. This brings the number of Trades Academies to 22, along with 26 Service Academies, to assist students to gain an NCEA Level 2 or an equivalent qualification. In 2012, a total of 10,174 students were enrolled across these three programmes.

A further 1,800 fees-free Youth Guarantee places will be in place by 2015, bringing the total to 10,500, and a further 800 places in Trades Academies will be established in 2014. This will bring the total number of places across Youth Guarantee places, Trades and Service Academies to 15,000 with more than $440 million budgeted for this provision over the next 3 years (Tertiary Commission, 2013).

In 2013 the Ministry of Education provided national guidance and worked alongside secondary schools to help them in their setting of targets and plans in school charters to increase NCEA Level 2

achievement. The Ministry and other education agencies such as Education Review Office (ERO) and NZQA, are sharing school-based data to improve service delivery and better support schools and raise achievement. ERO is the New Zealand government department that evaluates and reports on the education and care of students in schools and early childhood services. ERO reports are used by parents, teachers, education managers, school principals, School board of trustees, by government and policy makers for enrolment decisions, promotion purposes and for policy decisions.

Result 6: increase the proportion of 25 to 34-year-olds with advanced trade qualifications, diplomas and degrees (at level 4 or above)

It is generally seen that New Zealand needs to increase the level of skills in its workforce to support New Zealand's economic growth. A higher skilled workforce supports better innovation and productivity.   It is also seen that individuals with higher qualifications tend to have better economic and social outcomes than those with low qualifications. Across developed countries, an extra year of education is associated with increased individual earnings of between 5% and 15%. The Government then has a target of 55% of those aged 25-34 years who will have a qualification at Level 4 or above in 2017.

In 2013, 53.8% of 25–34 year olds had a qualification at Level 4 or above, up from 52.6% in 2012. Figure 3 below shows the increase of youth aged 25 – 34 from 2010 to 2013 toward the target in 2017 (Tertiary Education Commission, 2013).

Progress towards the target is measured by the Household Labour Force Survey (HLFS) and is reported annually for the year to December.   In June 2013 Statistics New Zealand updated the HLFS's qualification question to better align with the New Zealand Qualifications Framework (NZQF) and qualifications questions used in other Statistics New Zealand surveys. This is an example of

ongoing monitoring to ensure that the latest and most reliable data are available to the public service, tertiary and other educational institutions as well as policymakers for their planning, adjustments and strategic activities.

Figure 3. 25 to 34 year old youth with qualification at level 4 or above

25- to 34-year-olds with NZQF L4 Qualifications
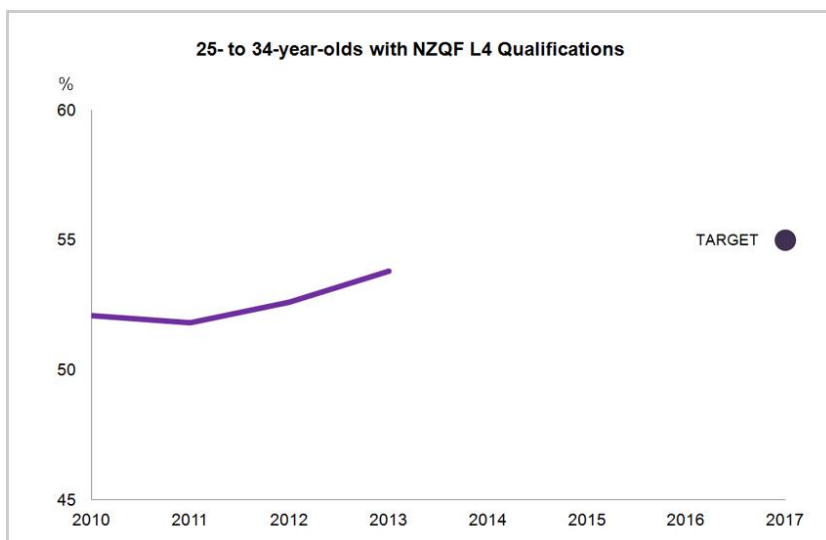
The proportion of 25-year-olds who are, or have, enrolled in a qualification at Level 4 or above increased from 70% in 2011 to 72% in 2012. The proportion of 19-year-olds who were, or had, been, enrolled in a qualification at Level 4 or above, was maintained at 50% in 2011 and 2012. Improvements in qualification completion rates for the 22–25 year olds have been made at Level 4 and above. The proportion of 22 year olds completing Level 4 and above qualifications increased from 32% in 2011 to 34% in 2012 (Tertiary Commission, 2014).

These completion rates indicate that by 2017 the proportion of skilled graduates from the New Zealand tertiary system will have increased, providing a solid base for meeting the target. However, the level of skills within New Zealand's workforce is also influenced by migration trends. Those aged 25–34 years immigrating into New Zealand add to the skilled workforce as they have higher rates of qualifications at Level 4 or above than the domestic population. The outward migration of New Zealand graduates in recent years especially to its neighbor Australia, has slowed down the increase in New Zealand's skilled workforce.

To achieve targets it is necessary to identify opportunities for increasing enrolments within the tertiary sector, to improve quality and completion rates, and to increase performance. This will draw together a range of existing work by the Ministry of Education, the Tertiary Education Commission and the wider tertiary sector, and require ongoing collaboration.

Consultation with Maori has been accepted by most educational institutions as well as Government department as a normal part of their business activities (Morrison &Vaioleti, 2008). These types of open consultation and discussions with relevant stakeholders can lead to the infusion of other philosophical and cultural ideas into programmes and policies such as what can be gained through consultation with Maori. The fees-free places funded through the Youth Guarantee scheme aims to:

- improve transitions between school, tertiary education, and work
- increase overall achievement for Māori, Pasifika, and students with special education needs
- reduce the overall number of young people who are not in employment, education, or training.

(Tertiary Education Commission, 2014a, p. 1)

Through such state support, successful completion of the foundational education is possible and can provide the essential pathway into work, to apprenticeships, to university or further education. The Tertiary Education Organizations (TEOs) are expected by the TEC on behalf of the Government to support these students to build on their achievement and progress to higher levels of education.

All eligible students can access up to two years of Youth Guarantee funded provision. Maori and Pasifika youth as priority groups may access up to one equivalent full-time student (EFTS) worth of learning per calendar year. Fees-free Youth Guarantee funding contributes to the Government's Better Public Services target of increased proportions of young people achieving NCEA level 2 or an equivalent qualification.

Maori and Pacific Youth and Learning

For many Maori and Pacific youth the experience of the formal school system has been less than positive so Government support which promotes education and training in the post compulsory sector is welcome. New Zealand cannot afford a cohort of youth who are underperforming and not in gainful activity. The TEC also has on offer training and educational initiatives which offer choice and flexibility for Maori and Pacific youth. Some examples follow.

A Māori and Pasifika Trades Training initiative which enables more Māori and Pasifika learners, aged 18-34, to obtain meaningful trade apprenticeships and qualifications towards sustainable employment is a recent initiative bringing Maori and Pacific communities together to work with industry and Tertiary Education Organisations to fill a skill gap in their communities. Involving employers in this model at the start has gone a long way to helping these youth into employment and apprenticeships. New Zealand had a very lively Trade Training scheme in the 1950s and the 1960s. This scheme is a contemporary model of a previous

scheme and it is just as popular today as it was then. This innovative approach reflects the needs and relationships within the regions they operate in - identifying key employer and industry needs, addressing the needs of learners and their communities, and building on existing strengths and relationships. (Ministry of Business, Innovation and Employment, 2014).

Some Māori tribal collectives have already joined with industry and tertiary education providers to set up a trade training center to train their youth in specific areas, therefore raising capacity and filling a skill gap in their tribal and wider communities. As an example, NgatiHaua Mahi Trust is working with WINTEC (Waikato Institute of Technology, a tertiary education provider), iwi (tribe), employers and Industry Training Organisations to develop programmes that bring together the best support, experience and learning to fill a nationwide shortage of skilled tradespeople, for free. With all these groups offering support in diverse ways, student success rates are high.

Wānangaare educational organisations which were established to fill a gap in learning provision by having as its foundation a kaupapa Māori approach/Maori philosophical approach. Values-lead, they are set up in tribal communities to assist in meeting the learning needs of the iwi/tribe or hapū/subtribe. There is a very strong whanau/family approach and they attract both the younger learner as well as the older learner and serve as an entry point into tertiary education. Wānanga provide both academic and trade training skills allowing for choice. There is usually a cultural revitalization operating in Wānanga. On many occasions, education within a Wānanga can be used to staircase the student into higher qualifications or into work (Morrison and Vaioleti, 2008).

For Aotearoa New Zealand, here lies the heart of the difference from a purely academic, trade training or other preparatory action for life and other training. Kaupapa Maori, whanau approach and wananga are indigenous learning concepts that are driven by philosophical principle of aroha (compassion, love), care, sharing, whenua (reverence and respect for nature, land, seas and spirituality) (Jansen & Jansen, 2013). These education values and philosophy counter what Duke and Hinzen (2014) describe as the neo-liberal economic ideals of individualism, institutional, regional and national competitiveness…from the Reagan-Thatcher, Gorbachov-Thatcher Glasnost eras that swept Eastern Europe as well as the developing countries (p. 2) turning educations into a kind of competition between students, institutions and even regions. These help create a situation where the responsibilities of States to their own peoples' social and learning development are minimizing. Whanau, aroha, manaki and whenua encourage the opposite and the situations seem to yield great success for Maori and Pacific young adult learners (Morrison &Vaioleti, 2008).

Some Maori and Pacific Youth Learning Examples

Private Training Establishments attract many Maori and Pacific youth.Manyoperate through creating a learning environment which

appeals and is consistent with Maori and/or Pacific culture. Successful key components include creating a holistic, 'good-practice' by

- adopting the surrogate whānau/aiga concept
- creating a sense of belonging
- creating a sense of greater humanity.
- Being inclusive

The learning relationship with the tutors is important and plays a pivotal role in influencing the attitudes and efforts of learners through being motivational and committed. To meet student needs, the PTEs adopted flexible course structures and timing. In the PTE setting, culture matters and plays a significant role in the success or otherwise of the students. Such flexibility allows for PTE's to work with Māori and Pacific communities to determine their own aspirations. One example is ManaakitangaAotearoa Charitable Trust which provides pathways for young Māori who are skilled in Māori performing arts to access high-quality Māori performing arts qualifications. A NZQA Report on External Evaluation and Review (2013) finds strong and consistent evidence in the areas of academic achievement and Māori performing arts that indicate Manaakitanga learners are achieving well.

In relation to TEC performance data, course completions, qualifications, learner retention and progress to higher study have all been significantly high. Every year since 2009, Manaakitanga has consistently reached 100 per cent in these areas. Although not second-chance learners, some have achieved few or no qualifications since leaving school, but now through the National Diploma in Māori Performing Arts have the opportunity to qualify for entry into university. Evidence was also provided of a number of Manaakitanga graduates who had gone on to university, graduated and gained employment (NZQA, 2013).

Clearly these examples from youth education show that there are criteria for success. Firstly training alone is not enough to satisfy the need of young adults. Their culture and concepts must be part

of their learning and pedagogies. As Duke and Hinzen (2014) allude to, the market does not have the wisdom to make moral decisions for communities. Nations and states must intervene as the government of Aotearoa intervene to offer free programmes and structural supports for youth and young adults. Our Adult Education and Lifelong Learning industries need champions too, as we saw in the vital contributions by the Lao Minister of Education (Adult) at the Quality Education and Life Long Learning for All VangViengConference. It is no secret that in Aotearoa the two Ministers who champion the Aotearoa's 'Better Public Service' project, the Ministers for Social Development and Education are Maori young, women with fresh and holistic sustainable values. Young people whose future we are discussing should inform the thinking of the post 2015 MDG and EFA currently in the mind of most educators.

International

In 2000, the World Education Forum held in Dakar created the Dakar Framework for Action calling for collective action and commitment to meet six international goals:

Goal 1: to expand and improve early childhood education especially for the most vulnerable and disadvantaged.

Goal 2: By 2015, all children particularly girls, have access to free and compulsory primary education of good quality.

Goal 3: That the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills.

Goal 4: achieve a 50 % improvement in levels of adult literacy by 2015 especially for women

Goal 5: eliminate gender disparity and achieve gender equality by 2015

Goal 6: improve all aspects of quality education
New Zealand does not seem to regard its commitment seriously

towards meeting these goals but youth feature as a priority group in the TES 2014-2019, falling squarely under Goal 3. The benefits of improving the skill base and educational success for youth cannot be overestimated as seen from this country study. The lesson for other countries is to use *both formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multi-cultural learning society* (cited in Duke &Hinzen, 2006a,) to respond to the learning needs of youths and younger adults.

As we at are at the twilight end of the Millennium Development Goals and Education For all Goals, we must not forget the good things that assist us to be where we are now. Individual, institutional, regional and national competition has left us with much unfinished business for the MDG and EFA. Perhaps whanau, manaki, aroha, whenua, conviviality, institutional partnership such as those with Ministries to make the national Youth Guarantee possible in Aotearoa, and nearly 30 years regional partnerships between DVV International and ASPBAE (Duke &Hinzen, 2006b), are the new ways for post-2015. ASPBAE celebrated its 50th birthday at VangVieng.

We support the sentiments which surfaced from the Civil Society Communiqué of the Global CSO Forum on the Post-2015 Development Agenda, held in Bali March 2013 come to mind. These include that future frameworks must include zero targets on universal access to equitable, quality, inclusive education and lifelong learning, water and sanitation, food and nutrition security. This is what Duke and Hinzen (2014) refer to as a move to Sustainable Development Goals (SDGs) broader and deeper than the MDGs, with an inclusive education agenda covering all aspects of education, training and learning (p. 3). SDGs seem consistent with the characteristics of the 'Better Public Service' and consequently will 'increase the proportion of 18 year olds with NCEA level 2 or equivalent qualification' and 'increase the proportions of 25 to 34 year old with advance trade qualification, diploma and degrees'. Perhaps these Aotearoa exemplars are more aligned as national sustainable development initiatives as seen by Duke and Hinzen above.

Conclusion

Duke and Hinzen (2014) stated that: *for 2015 which is just around the corner…most of the agreed-upon goals will not be reached, especially those related to youth and adult educations and their learning and training needs* (p. 3). This paper discussed the contribution that TEC makes in its effort to serve the needs of a vulnerable but vital sector of New Zealand the community, youth. It shows how an integrated approach by the Government of Aotearoa to improve service to its citizens includes provision for youth and younger adult: strategies that reflect the goals of EFA and goal 3 of the MDG. In particular, Maori and Pacific approaches may provides insights for various countries seeking Inclusive Education, decentralization and a mixture of formal, non-formal and informal education to enrich adult youth education.

This paper advocates genuine partnerships between government departments or Ministries, nations and regions for Adult and

Lifelong learning, using appropriate strategies including holistic concepts such as aroha (compassion, love), care, sharing, whenua (reverence and respect for nature, land, seas and spirituality) for Aotearoa (Jansen & Jansen, 2013). The collective and holistic value of these will balance or even counter the neo-liberal economic ideals of individualism, and institutional, regional and national competitiveness, that have come to dominate development and impact on Adult, Lifelong learning and world development. We also advocate including Sustainable Development Goals (SDGs) in the post-MDG goals. A post-2015 agenda that has youth as a critical focal cohort to inform such SDGs will ensure their appropriateness, long-term uptake and achievement.

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SEAMEO Regional Centre for Lifelong Learning: Promoting Lifelong Learning for All in Southeast Asia

Le Huy Lam

The Context of Lifelong Learning in Southeast Asia

The ASEAN (Association of Southeast Asian Nations) consists of 10 members and covers a land area of 4.43 million square kilometres, three per cent of the world's total land area. The combined population of all ASEAN countries is over 600 million people, about 8.8% of the world population.

Source: Asian Development Bank (2012)

Figure 1: *Southeast Asian countries categorised by income groups*

Within ASEAN, there is a great diversity that is best described as *unmatched by any other grouping in the world. Indeed, its economic, political, cultural and linguistic diversity is greater than even that of the European Union(Hill and Menon, 2012).* Among the ASEAN countries, only two are in the high-income group, one in the upper-middle income group, five in the lower-middle income group and two in the low-income group. It is also common to categorise ASEAN countries into two groups: CLMV, which consists of Cambodia, Lao PDR, Myanmar and Vietnam, and the rest more developed countries, ASEAN 6 (Singapore, Brunei, Malaysia, Indonesia, Thailand and the Philippines).

Country	Land area (sq km)	Total population (million people)	GDP per capita (US$)
Singapore	**714**	5.1	**50,130**
Brunei	5,765	**0.42**	38,703
Myanmar	676,577	60.3	**875**
Cambodia	181,035	14.5	879
Indonesia	**1,860,360**	**237.6**	3,563
CLMV	1,425,463	169.1	1,165
ASEAN 6	3,010,211	435.6	4,547
ASEAN	4,435,674	604.8	3,601

ACIF: ASEAN Community in Figures 2012

Figure 2: *Disparities in land area, population and economic backgrounds*

Despite disparities in land area, population, economic backgrounds and culture ASEAN is moving towards the ASEAN Community, which is comprised of three pillars: Political-Security Community, Economic Community and Socio-cultural Community, under the motto of "one vision, one identity, one community" as stated in ASEAN Vision 2020: *We envision the entire Southeast Asia to be, by 2020, an ASEAN community conscious of its ties of history, aware of*

its cultural heritage and bound by a common regional identity (*Asean, 1997*). At the 12ᵗʰ ASEAN Summit in the Philippines, ASEAN leaders decided to accelerate the establishment of an ASEAN Community by 2015.

Figure 3: *Percentage of population below poverty line and that with income < 1.25USD a day in some ASEAN countries*

In this integration process towards a harmonious and prosperous ASEAN community, education and learning plays a very crucial role as a means to forge a shared regional identity, create a sense of belonging and develop human resource building. There is an urgent need to promote the concept of lifelong learning for all and to build a learning society in the region for the following reasons:

1. In order to maintain competitiveness and sustained employability, the labour forces need to be well-prepared through all modes of training and learning so that citizens are able to accommodate to changes in their lives. Building a harmonious and prosperous ASEAN community requires all citizens of member countries to become lifelong learners.

2. Applying the concept of lifelong learning for all will help mobilise resources and contributions from all stakeholders and thus make all agencies become providers of lifelong learning opportunities.

3. Promoting the concept of lifelong learning for all will increase access to quality basic education, which is an essential foundation for further learning and skill acquisition.

4. Lifelong learning for all contributes to social cohesion, fosters a more equitable society, harnesses cultural diversity, enhances well-being, and ensure sustainable development and prosperity (*Promoting Lifelong Learning for All, 2013.)*

ASEAN has emphasised joint efforts "to develop human resources through closer cooperation in education and lifelong learning" in ASEAN Charter 2007, and highlighted the role of the education sector, especially lifelong learning, in the socio-cultural pillar of ASEAN integration at the 15th ASEAN Summit in 2009.

Nevertheless, lifelong learning may mean very different things in different ASEAN countries in terms of concepts, focuses, purposes, and target groups. From the perspective of focus and purpose, three levels of lifelong learning development can be identified in the region:

LEVEL 1: Lifelong learning is in fact the process of illiteracy eradication whose main efforts are made to provide illiterate children and adults with basic skills such as reading, writing and working with numbers. The target groups of the campaigns are mainly those who live in remote, rural areas, or that part of the population who suffer from limited access to basic education due to poverty.

LEVEL 2: Lifelong learning is meant to provide a supplementary channel to the existing formal education system through which

school dropouts can continue their education towards job qualifications for a living. Focuses are on courses of general education curriculum content implemented in flexible modes so that people from all walks of life can participate and receive alternative certification. Lifelong learning in these nations is similar to non-formal education.

LEVEL 3: Lifelong learning focuses on personal fulfillment and development rather than on raising income. Target groups include everyone in society regardless of age or background. Lifelong learning opportunities are provided not only by government agencies but also by enterprises and community organisations in the forms of non-formal and informal education. (*SEAMEO, 2011*)

While it is true that the different levels in lifelong learning development among countries in the region is partly due to the disparity in socio-economic backgrounds as mentioned previously, there are also key challenges characterising the lifelong learning landscape of this region, which need to be addressed at a regional level if meaningful and effective improvements are to be achieved:

1. There are the disparities in lifelong learning concepts and priorities discussed above. While in theory it is agreed that lifelong learning refers to all the learning that takes place during one's lifespan, there are different understandings as to the scope and nature of lifelong education in the national education system. Several key questions remain unanswered in a very assertive way if answered at all: *should formal education be included in a holistic approach*? *Is lifelong learning an individual responsibilty or a right?Is it an investment or an expense from a government's perspectives*? *How should non-formal and informal learning be recognised?* Apart from a couple of nations that have made initial effort towards recognition of all sorts of learning, some still view lifelong learning as a euphemism for eradicating illiteracy and others look at it as a supplementary channel to part of the population who have left

the formal educational system without necessary qualifications for a living. Target groups and priorities therefore differ based on different conceptualisations (*Fig.1*).

The lack of an agreed and working definition of lifelong learning among countries in the region results in ineffective efforts at collaboration and problematic data collection and processing.

Figure 1

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)

Figure 4: *EFA MDA Questionnaires show different target groups and priorities resulted from different conceptualisations of lifelong learning in selected ASEAN countries.*

2. In general social interest in lifelong learning is relatively low, particularly the participation of elderly people, those with low initial education and low-skilled, low-paid and female workers (*Wongboonsin, 2008*).

3. Despite some initial progress, lifelong learning in the region still lacks a legal framework: Unlike Korea and Japan where there are national laws on lifelong learning, some ASEAN countries have either a master plan on lifelong learning (Malaysia, Vietnam) or some legislation on non-formal education (Thailand, Indonesia, the Philippines) but a coherent system on lifelong learning is still far from being implemented.

4. Coordination is weak at both national and regional levels. A common lifelong learning programme has not been developed yet. Neither has a valid ASEAN Qualifications Framework. At present, only a few MRAs (mutual recognition arrangements) have been reached in the fields of engineering, architecture, dental and nursing services. For many reasons, data to support lifelong learning policy development in the region is either limited and insufficient or inaccessible. Within one country it is common to see adult education being the responsibility of the ministry of education alone.

5. Funding for lifelong learning/non-formal education is perceived as inadequate. There are few robust data available, but in general, most countries in the region spend less than the advised 6% of GDP on education (some even allocate only 1.7%

to 2.3%) and only a fraction of this goes to lifelong learning/non-formal education programmes (Duke and Hinzen, 2008).

The Establishment of SEAMEO CELLL to Promote Lifelong Learning in Southeast Asian Countries

The Southeast Asian Ministers of Education Organization (SEAMEO) was established in 1965 as a chartered international and intergovernmental organization whose purpose is to promote cooperation in education, science and culture in Southeast Asia. Its purposes are to establish networks and partnerships, provide intellectual forums for policies-makers and experts, promote sustainable human resource development, and develop and nurture the capacities of teachers and school managers in Southeast Asia through a system of SEAMEO specialized institutions in the region.

At the 45th SEAMEO Council Conference in January 2010 in Cebu, the Philippines, the establishment of a new SEAMEO Regional Centre for lifelong learning was proposed by the Ministry of Education and Training (MOET) of Vietnam. The Council approved the request by Vietnam to conduct a feasibility study and develop a proposal on establishing this new SEAMEO regional centre in Vietnam. This proposal was presented later on, at the 33rd SEAMEO High Officials Meeting in November 2010 in Bangkok, Thailand.

In January 2011, the 46th SEAMEO Council Conference in Brunei Darussalam approved the Proposal on the Establishment of the SEAMEO Regional Centre for Lifelong Learning in Vietnam and requested MOET of Vietnam and the SEAMEO Secretariat to form a technical committee to assist in the establishment of the proposed SEAMEO Centre.

Two years later, in March 2013, the 47th SEAMEO Council Conference in Hanoi, Vietnam, witnessed the signing of the legal documents in establishing the SEAMEO Regional Centre for Lifelong Learning (SEAMEO CELLL), based in Ho Chi Minh City, Vietnam.

Photo: SEAMEO website

The Centre aims to cater for regional needs in promoting lifelong learning and provide opportunities for cooperation in the field of lifelong learning among SEAMEO Member Countries and Associate Member Countries, and help to strengthen the relationship and increase mutual understanding among educational researchers, practitioners and policy-makers of the region, in a spirit of mutual respect and partnership.

As specified in the establishment document of SEAMEO CELLL, purposes and functions of the Centre include:

1. maintaining close cooperation with ministries and departments in charge of lifelong learning policies, particularly with the ministries of education and ministries of labour in SEAMEO Members Countries;
2. promoting the concept and good practices of lifelong learning in SEAMEO Member Countries in order to widen participation in education and training in employment and civic life, and to combat exclusion and inequality in educational opportunities

3. conducting joint research and comparative studies on lifelong learning, as well as research for policy-making at national and regional levels;
4. disseminating knowledge by publishing books, international academic journals and operating a website in English;
5. organising appropriate events serving the purpose of the Centre, including high profile conferences, seminars and workshops, flexible and tailor-made training courses, lifelong learning festivals and promotion of good practices;
6. facilitating, where necessary, policy learning among governments of SEAMEO Member Countries;
7. supplying, where necessary, expert consultancy, advice and support services on request;
8. maintaining close cooperation in the field of lifelong learning with relevant regional and international organizations; and
9. undertaking other activities as may be deemed necessary to realise the purpose of the Centre.

As a newly-established centre SEAMEO CELLL set out its priorities in the next five years to become a leading centre in promoting cooperation in the science and practice of lifelong learning. To achieve this short-term vision the Centre will focus on identifying, establishing and consolidating effective collaboration with the main stakeholders in the region that are directly or indirectly engaged in lifelong learning.

The Centre's strategic goals for the first five-year development plan include:

1. to improve infrastructure for effective and successful Centre operations;
2. to raise the Centre profile and visibility both nationally and internationally;
3. to improve internal management and enhance capacity-building;
4. to conduct research on lifelong learning;

5. to act as an information centre and consultation/ service provider on lifelong learning; and
6. to conduct training for lifelong learning managers, researchers and adult education managers.

Despite limited resources in finance and manpower in its initial stage of operation, the Centre has successfully established contact and links with most major regional and international lifelong learning organisations and partners such as UIL, UNESCO Bangkok Office, DVV International, NILE of Korea, ASPBAE, LLL ASEM Hub, and effectively contributed to the Regional Workshop on LLL Strategies (Hanoi, 01 2013), the World's First Conference on Learning Cities   (Beijing, 10/2013) and the UNESCO Think-Tank Meeting on Post 2015 Development Agenda (Hamburg, 12/2013). It also successfully compiled an explanatory glossary on essential Lifelong learning terms as requested by the Vietnam National Steering Committee on Building a Learning Society in late 2013.

For the years 2014-2015, the Centre will focus on:
1. enhancing capacity-building to successfully carry out designated functions as a regional centre;

2. consolidating and expanding regional and international relationship and cooperation with existing and potential partners;

3. carrying out comparative studies on Southeast Asian lifelong learning policies to learn the lessons of incorporating lifelong learning into national policy as a means of coping with the social and economic problems confronting society;

4. surveying best-known methods from the successful models for community learning centres in the Southeast Asian context; and

5. providing life-skills courses to local communities for a better quality of life of local people and to generate income.

The establishment of the SEAMEO Regional Centre for Lifelong Learning reflects the interest and commitment of SEAMEO to address challenges to regional integration in terms of labour force's competitiveness, resource mobilisation, access to high quality basic education and social equity, and cohesion for sustainable development. Together with existing international and regional lifelong learning organisations, the Centre will play an active role to significantly promote lifelong learning for all in Southeast Asia and Asia once its policies for operation and programs have been set up and approved by the Governing Board at the first Governing Board Meeting of the Centre, which is scheduled to take place in the fourth quarter of 2014.

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182
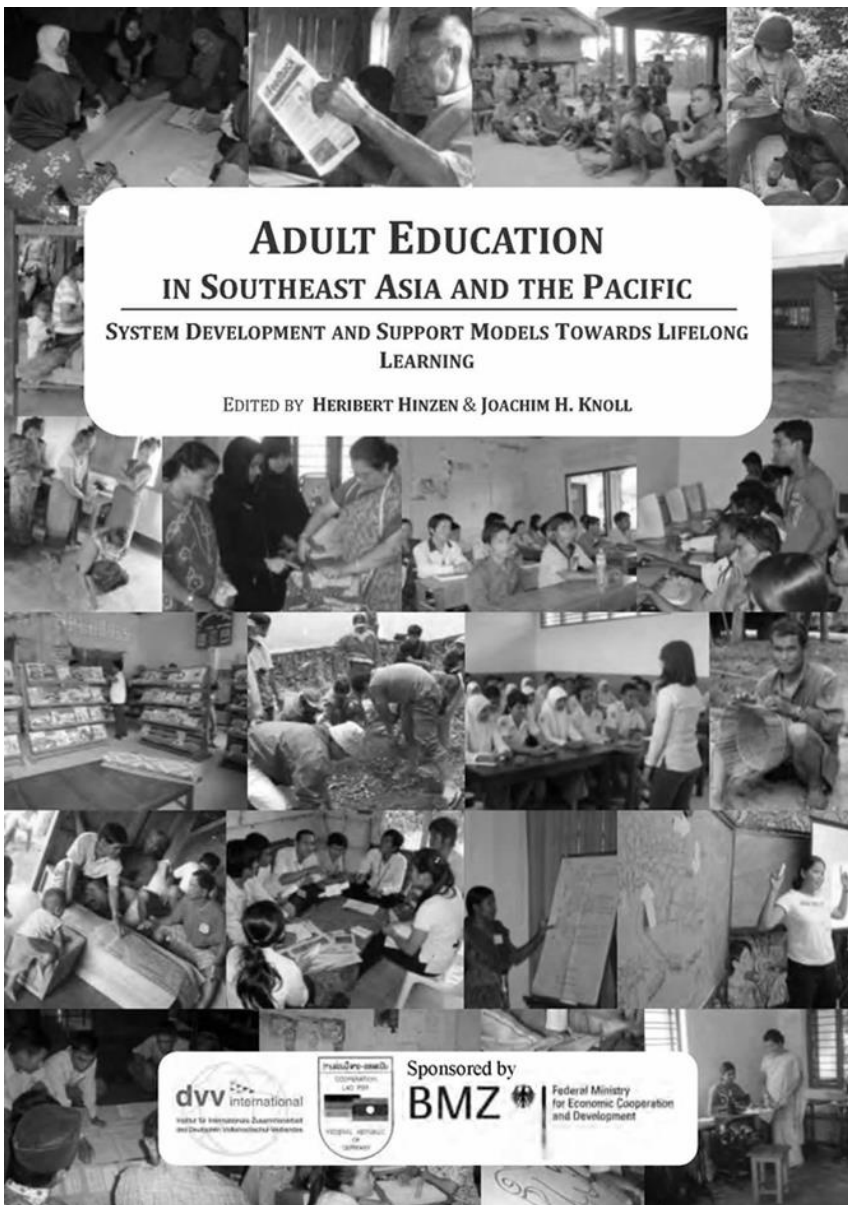
Roles of Universities in Non-formal and Lifelong Learning in the Philippines

Cecilia Soriano

Learning cities and lifelong learning challenge

The learning cities construct and the agenda of "lifelong learning for all" pose both challenges and opportunities for higher education institutions. The PASCAL policy brief on *Learning Cities: the role of the 'region-intensive' university* posits the concept of a regional university where the "role of universities is being extended to the co-creation, exchange and mobilisation of knowledge through systematic approaches to university – community research partnerships, seen to be of mutual benefit to the university and to the wider and local and regional community." (www.pascalobservatory.org). The post-2015 global education goal that will guide Member States' commitments to education in the World Education Forum and UN General Assembly Summit, both in 2015 is towards "Equitable, Inclusive and Quality Education and Lifelong Learning for All until 2030". This will necessarily demand higher education institutions to play a proactive role in working with the basic education sector.

Civil society organisations working with marginalized sectors have argued that schools have failed to provide accessible and quality education for children, youth and adults who, because of their vulnerability and due to systemic marginalisation, have missed out on education. The Asia-Pacific is home to 45% of the world's unemployed youth 15-24 years old (UNICEF 2011). Further, female youth labor force participation is lower compared to male youth, for example in South Asia, where it is 27.3% compared to male participation of 64.3%. Youth have been hardest hit by the economic crisis. Youth unemployment is higher than for adults for

various reasons including lack of experience, a higher degree of job changes, and a greater likelihood of entering and exiting the workforce. (Ortiz and Cummins, 2012).

The labor markets are also increasingly characterized by vulnerable employment, strongly related to low-paying jobs, difficult working conditions and where workers' rights are not respected. The majority of working women are paid less than their male counterpart and are concentrated in jobs that are undervalued, such as domestic work. The incidence of vulnerable employment is very high in South Asia (77%), sub-Saharan Africa (76%) and South-East Asia and Pacific (61%). Without education, the marginalised sectors are trapped in such employment.

To ensure lifelong learning opportunities for all that will lead to decent work and meaningful participation in society, CSOs have argued for reforms to establish multiple pathways to learning that combine formal, non-formal and informal education where learners are able to access, not only basic numeracy and literacy, but importantly, relevant learning opportunities at different stages in their life that will transition learners towards better work and life. Politically, this means proactive programs to ensure that marginalised sectors have access to information, knowledge and skills towards informed citizenship, decent livelihoods and cultural and self-determination/social cohesion is of utmost concern. This post-2015 education argument resonates with the learning cities framework. Again, the need for higher education institutions cannot be ignored. The Shanghai International Forum on Lifelong Learning in 2010 called on vocational schools to provide both diploma education and short-term professional training for all and higher education institutions to enhance their social service functions and broaden offerings in continuing education and trainings. (Summary Report of the General Rapporteur, Shanghai International Forum on Lifelong Learning, 2010).

How can higher education institutions (HEIs), mostly oriented towards the economy and labor market, and whose program offerings are designed for students who can pay, become more relevant to the needs of marginalised sectors who most often do not even complete basic education? What policies and programs currently guide higher education institutions such as universities that enable them to cater to different learning needs, particularly in non-formal and informal settings? What are institutional arrangements that enable HEIs to reach out to marginalised sectors? The experiences in the Philippines can offer lessons, though not extensively, on the continuing discussions on the role of the universities in non-formal education and lifelong learning.

The Philippine education cycle of K to 12

In May 2015, President Benigno Aquino III signed Republic Act No. 10533 "Enhanced Basic Education Act of 2013" which expands the

basic education cycle of the Philippines from 10 to 12 years. The enhanced basic education program "encompasses at least one (1) year of kindergarten education, six (6) years of elementary education, and six (6) years of secondary education, in that sequence. Secondary education includes four (4) years of junior high school and two (2) years of senior high school education. The enhanced basic education program may likewise be delivered through the alternative learning system."
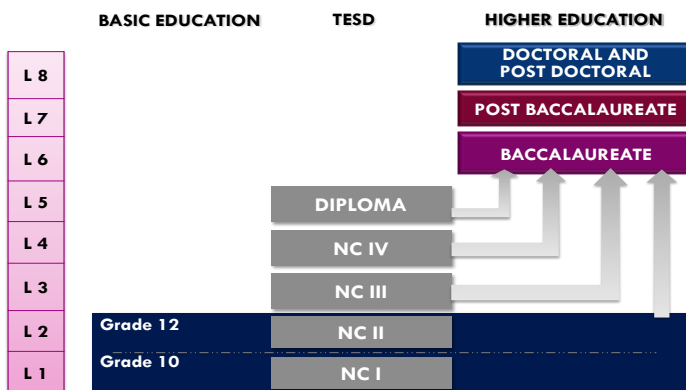
Figure 1: Kto12 education system in the Philippines, source DepED

Under the expanded education system, the higher education institutions will play a more pivotal role not only in training teachers and providing researches, but also in formal education provision as basic education aims to prepare students for the "world of work" as well as global citizenship.

The non-formal education or recently called alternative learning system is not categorically included as part of the education ladder in the enhanced basic education. But it is recognised as one way of delivering education as the Law states that enhanced basic education program can be delivered through alternative learning

Philippines K to 12 Curriculum Model

| Grades 11-12 (New HS Years 5-6) | • **Core** (Languages, Literature, Math, Philosophy, Science, Social Sciences) + **Career Pathways** (including OJT) |

| Grades 9-10 (New HS Years 3-4) | • Core Learning Areas plus elective Technology & Livelihood Education |

| Grades 7-8 (New HS Years 1-2) | • Core Learning Areas and exploratory Technology & Livelihood Education |

| Grades 1-6 | • Core Learning Areas (AP, English, EPP/TLE, EsP, Filipino, Math, MAPEH, MT, Science); MTB-MLE from Grades 1-3 |

| Kindergarten | • Learning Domains |

- Business and Entrepreneurship
- Technical-Vocational
- Humanities and Social Sciences
- Science, Technology, and Engineering
- Sports

*K to 12 graduates proceeding to college take **1yr revised General Education Curriculum** (GEC) followed by **2+ yrs of Major Courses***

Figure 2: Philippines Kto12 Curriculum Model, source DepED

systems to reach out to out-of-school youth, children with special needs and who are in difficult circumstances and ensure inclusiveness in education. Clearly, the HEIs are expected to continue to play a critical role in helping provide education outside of the formal education settings.

Community extension as mandate

In the Academic Year 2012-2013, the Commission of Higher Education (CHED) listed 2, 313 higher education institutions in the Philippines, which include both state-funded and private institutions. There are five categories of of HEIs in the country: 1)state universities and colleges (SUCs) 2) satellite universities/colleges 3) local universities and colleges (LUCs) 4) other government schools (OGS) and 5) private HEIs. The table below shows the distribution of HEIs in the regions:

Table 1: Distribution of Higher Education Institutions by Region in the Philippines

Region	Main SUCs	Satellite SUCs	LUCs	OGS	PHEIs	Total
01- Ilocos Region	6	21	4	-	81	112
02 – Cagayan Valley	5	20	-	-	49	74
03 – Central Luzon	12	37	12	-	166	227
04 - CALABARON	5	56	13	1	229	304
05 – Bicol Region	9	23	16	-	107	155
06 – Western Visayas	11	53	9	1	77	151
07 – Central Visayas	5	24	10	-	123	162
08 – Eastern Visayas	10	28	3	-	54	95
09 – Zamboanga Peninsula	6	46	-	-	54	106
10 – Northern Mindanao	6	34	6	-	66	112
11 – Davao Region	4	8	4	-	80	96
12 - Soccsksargen	4	11	-	-	88	103
13 – National Capital Region	8	9	16	3	305	341

14 – Cordillera Administrative Region	6	14	-	1	36	57
15 – Autonomous Region in Muslim Mindanao	4	5	-	7	51	67
16 - Caraga	4	10	1	-	45	60
17 - MIMAROPA	6	43	1	-	41	91
TOTAL	**111**	**442**	**95**	**13**	**1,652**	**2,313**

Source: National Statistics Office website

Universities and colleges in the Philippines have three functions: 1) instruction 2) research and 3) extension. These triad functions are interrelated and mutually enforcing, and the government demands accountability, especially from state universities and colleges. SUCs are expected to "contribute to the urgent tasks of alleviating poverty, hastening the pace of innovations, creating new knowledge and functional skills; and increasing the productivity of the workplace and dynamism of communities" (Roadmap for Public Higher Education Reform, 2011-2016). Of the three roles, the extension, or community extension is expected to deliver most on education targeting learners from the immediate community – out of school youth, farmers, women, people with disabilities and other marginalized sectors that often the formal education system cannot reach out to.

SUCs are also mandated to help in policy and program development of functional literacy programs as a member if the Literacy Coordinating Council (LCC). In 1991, Republic Act 7165 created the LCC as an inter-agency body that to realize the government's

priority program to eradicate illiteracy. RA 7165 also aimed to "nationalize the formulation of policies and implementation of programs on non-formal, informal and indigenous learning systems, as well as self-learning, independent and out-of-school study programs particularly those that respond to the community needs". The SUCs, represented by the Philippine Normal University is one of the members of the LCC.

LITERACY COORDINATING COUNCIL: An interagency body administratively attached to the Department of Education
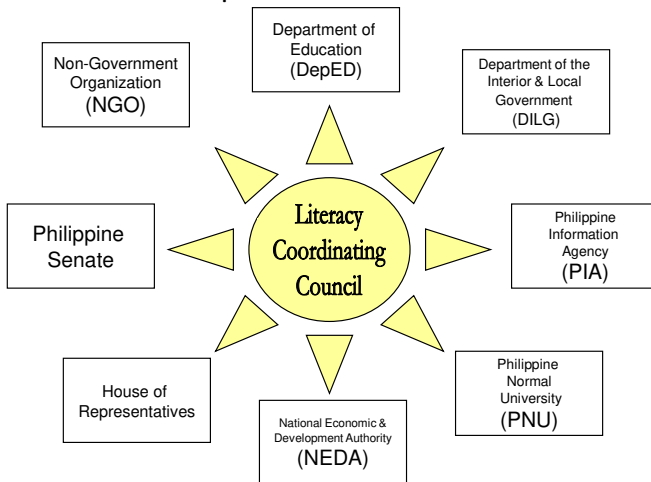
Figure 3: Inter-agency members of the Literacy Coordinating Council, source LCC

The LCC also oversees the capacity-building for Local Government Units (LGUs) at different levels – provinces, municipalities and villages) - which implement functional literacy programs whether they are for children, youth or adults. Every two years, the LCC encourages and awards LGUs who implement excellent functional literacy programs integrated into local development through its

National Literacy Awards. The LGUs who win first prize for 3 succeeding awards are given the Hall of Fame Award. Examples of them are the Municipality of Agoo and Tubungan.

Municipality of Agoo

- winner of the LCC National Literacy Awards Most Outstanding Local Government Unit for the Municipal Level Class A category

- Won one of the awards of the 2009 UNESCO Confucius Prize for Literacy

Figure 4. The mayor of Agoo receiving the Hall of Fame Award for its functional literacy programs in the municipality of Agoo, 2009. Source LCC, 2010.

Of greater impact on the SUCs' development of community extension programs is Republic Act 7160, the Local Government Code of 1991 which undertook the decentralisation and devolution of central government powers to local government units (LGUs). Through this law, the LGUs have become powerful, exercising both executive and legislative functions at the local level. To perform these duties, the central government allocates yearly budgets to local governments from national coffers. The LGUs were also empowered to generate their own resources and build partnerships with the academe, corporate and civil society sectors to implement programs for their constituents, whether on

education, health, agriculture, social development and environment.

Particularly for the SUCs extension work, the Code is significant because it 1) decentralized the management of extension programs of the country, and pushed in effect the devolution of agricultural extension functions to LGUs and 2) empowered LGUs to plan and administer extension services, undertake on-farm verification trials to ensure appropriateness of technology to local agro-ecological settings, raise revenues, and access resources from the central agencies to the provincial, municipal, and barangay (village) levels in support of all extension-related initiatives. In these community extension programs, the local governments and their agencies work closely with the state universities and colleges. The universities and colleges are credible institutions and seen as repository of tried-and-tested technologies and with capacity for research, therefore are expected to generate new knowledge and innovations that can be used for communities.

The diagram below attempts to portray this work relation of the LGUs with the SUCs which is under the category "other extension providers," particularly in agricultural extension work (Cardenas, 2000). Clearly, the legal framework that guides the universities, particularly the SUCs in policy and program development for non-formal and lifelong learning, has been referred to by several laws through time, in particular those relative to community extension work. Their contributions, not only in learning but in the overall development of people's lives in the immediate communities are monitored by the CHED. The monitoring is both for impact of work and accountability of SUCs in their use of budgets allocated yearly monitored by the CHED. The monitoring is both for impact of work and accountability of SUCs in their use of budgets allocated yearly through the national budget. Equally, since SUCs also access funds for community extension and work with local government agencies, local governments also expect outcomes and impact from SUCs' community extension.
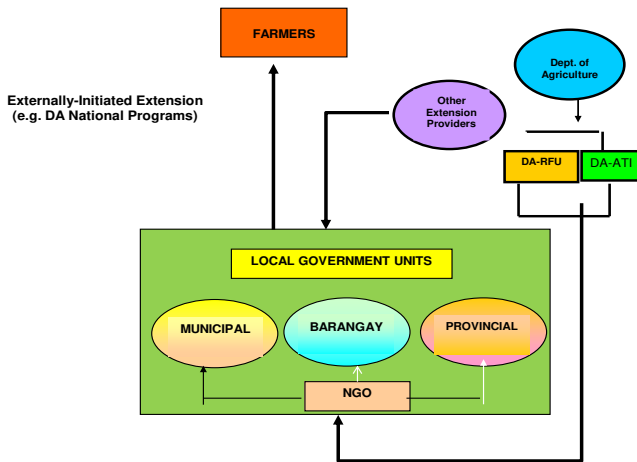
Organization and institutional linkages/networking in externally-initiated
agricultural extension programs under the devolved extension system (Cardenas 2000)

Figure 5. Organisational and institutional linkages for agricultural extension programs

Mapping of community extension

The current Aquino administration has embarked on major education reforms and strategic initiatives to improve efficiency, upgrade quality and expand access to higher education in the country. The Road Map for Higher Education Reform 2011-2016 identified strengthening the management and faculty of the SUCs as a key driver for realizing the reforms. This strengthening includes evaluation of the extension work of universities as well as providing research and recommendations towards scaling up and innovations in community extension. This thrust, therefore, provides an opportunity for evaluating the non-formal and community education programs done by the universities through the years.

The Development Academy of the Philippines (DAP) is the government institution tasked to oversee the career development of public servants/government officials and help government agencies set up systems and practices that will ensure effective, transparent and accountable governance. To help the CHED implement the Roadmap, among other interventions, it did a mapping of the community extension work of SUCs to 1) examine the types and scale of services being provided and their outcomes 2) identify the gaps in historical and current work and see their gaps given the emerging contexts and policy environment and 3) look at possible collaboration amongst universities towards "regional convergence" in economic and social development.

The DAP mapping showed that there are multiple service providers for community extension composed of government agencies, SUCs, private/NGO sector and the LGUs. The agencies with the most number of interventions are Department of Agriculture (DA), the Department of Environment and Natural Resources (DENR), the Department of Agrarian Reform (DAR), Department of Science and Technology (DOST) and contributions from the Technical Education and Skills Development Authority (TESDA). The work of SUCs is within the areas of 1) trainings for LGUs, 2) technical assistance and advisory services 3) extension and research 4) information and education support 5) development of training programs and support materials and 5) monitoring and evaluation of extension programs.

A historical review of the extension programs of universities and colleges shows a tremendous increase from 1975 to 2007. Interventions on addressing community and domestic violence experienced the biggest leap in number of programs. Programs to build resiliency and sustainability such as the Sustainable Natural Resource Management and Disaster Risk Management programs which comprise only 10* and 6% of the programs in 1975-1985 respectively, also witnessed a dramatic increase in 1997-2007.

Table 2: Community extension services and providers

SERVICE	PROVIDER							
	DA-ATI & DA attached gencies	LGUs	Private sector/ NGO	SCUs	DAR	DOST	DENR	Others (TESDA, DTI, TLRC, etc)
Training (degree/non-degree) for LGUs	X		X	**X**	X		Coastal mgt	X
Technical assistance/advisory services	X		X	**X**				X
Extension cum research activities		X	X	**X**			X	
Information education support services	X		X	**X**	X	X		X
Social formation			X		X		X	
Database on extension force of all providers	X							
Monitoring and evaluation of extension programs	X			**X**				
Delivery of direct agriculture extension		X						
Coordination of plans and programs and investments		X						X
Conduct of public hearing		X						
Development of training programs and support materials	X			**X**				
Linkage to RDE programs		X	X			X		
Science and technology Interventions						X		

Source: DAP, 2013

On the other hand, dole-out or relief assistance which was favoured in the mid 1970s to mid 1980s witnessed a minimal increase in 1997-2007. Literacy and Education campaigns have also become a major program for many HEIs alongside parenting, community organizing, livelihood seminars and small scale business, and health care. While the mapping did not particularly identify the reasons, it can be said that the emerging trend is for programs that empower communities to act on the challenges they face in their lives and community. Necessarily these programs are facilitated through seminars, demonstrations and other strategies for learning and disseminating information. Therefore, these can be considered as non-formal and other learning opportunities designed by universities. The mapping also revealed the clientele of these programs, the majority of whom were from indigenous peoples and detainees/inmates in jail.

Table 3. Higher education institution extension programs 1975-2007

Emerging trends in the focal programs of HEI extension

PROGRAMS*	1975-1985 %	1986-1996 %	1997-2007 %	INCREMENT (1986-2007)	RATE OF INCREASE (%)
Sustainable Natural Resources Management	10.0	26.0	76.0	50	192
Literacy and Educational Campaigns	20.0	48.0	96.0	48	100
Community Organizing/Building	16.0	44.0	88.0	44	100
People Empowerment	10.0	40.0	84.0	44	110
Livelihood Seminars and Small-scale Business	16.0	48.0	92.0	44	92
Health Care (i.e., prevention and treatment of diseases)	16.0	46.0	88.0	42	91
Skills Training	24.0	56.0	96.0	40	71
Food and Nutrition	22.0	46.0	86.0	40	87
Community Research	12.0	38.0	76.0	38	100
Domestic/Community Violence/ Crime Reduction	8.0	14.0	52.0	38	271
Disaster Risk Management	6.0	14.0	50.0	36	257
Parenting	12.0	24.0	60.0	36	150
Faith Renewal/Revitalization	16.0	28.0	56.0	28	100
Agricultural Production Strategies	16.0	26.0	50.0	24	92
Assistance to Calamity-stricken Communities (Dole-out/)Relief Operations	32.0	50.0	62.0	12	24

Source: DAP, 2013

Vulnerable and marginalised sectors like the elderly, children, women and out-of-school youth were also the target partners through time. Historically, community extension is provided by SUCs to farmers or in rural areas, especially around agriculture technology transfer. Interestingly, through time the work of SUCs with the agriculture sectors as the map showed, saw a slower increase in programs with farmers and rural poor. However, it is not clear what comprised the rural poor as indigenous peoples, mostly residing in rural poor areas, have been disaggregated. The mapping, on the one hand, is useful in providing a snapshot of what programs and with whom the SUCs are extending their services to and the shift in the past years.

Table 4. Clientele of HEI extension programs, 1975-2007

Emerging trend in HEI extension clientele

CLIENTELE*	1975-1985 %	1986-1996 %	1997-2007 %	INCREMENT (1986-2007)	RATE OF INCREASE (%)
A. Sectors					
Out-of-school Youth	30.0	54.0	90.0	36	67
Women	30.0	50.0	86.0	36	72
Children	26.0	52.0	88.0	36	69
Indigenous Peoples	16.0	30.0	62.0	32	107
Inmates/Detainees	2.0	18.0	50.0	32	178
Families	28.0	62.0	92.0	30	48
Farmers	22.0	42.0	66.0	24	57
Elderly	18.0	28.0	52.0	24	86
B. Groups					
Urban Poor	20.0	40.0	64.0	24	60
Rural Poor (non-farm/non-sea based)	26.0	54.0	74.0	20	37

Source: DAP, 2013

In studying the parameters that inform universities in implementing non-formal education and lifelong learning, the evaluation of universities of their own extension programs can be instructive. For example, the Bidad and Campiseño "Community Extension Services of SUCs in Region XI: Basis for a Sustainable Community Enhancement Program" concluded that "most extension programs are demand driven and accreditation driven." It argued that demand driven programs are those that cater to the communities' basic and functional needs and demands designed towards improving the well-being of the people. These programs are mostly done in collaboration with the LGUs to address specific needs of their constituents. The accreditation- driven programs are on the other hand, implemented in response to requirements needed to support the curricular offerings of the institution and which are also submitted to an accrediting body.

Through the years, especially after the People Power in the Philippines in 1986, the non-government organizations (NGOs) and People's Organisations (POs) have emerged as a critical player in community empowerment work, and most especially in community education. These organizations, now collectively called civil society organizations (CSOs) have worked closely with the universities and LGUs in extension work, mostly in the field of social mobilization, awareness raising and partnerships in policy and program development. This dynamic of government and civil society partnership contributed to the SUC's mobility in the community, increased chances for reaching out the marginalized and enabled SUCs to concentrate in delivering services which they do better such as research, product development, training of trainers and innovations. The recent participation of the private sector in community development, facilitated by notions of and government policies on of corporate social responsibility, equally helped SUCs to expand and enhance their community extension work in a more strategic framework.

Again, it is important to point out that while these collaborations for development work operate and where lifelong long learning opportunities are embedded, the policy framework for lifelong learning within the Department of Education as well as the Local Government Code have not been amended or upgraded. Similarly, the community extension programs are being measured in terms of their contributions to the economic, social and political well-being, both at the family and community level. The assessment of learning and action at the individual are not integrated in the assessment of outcomes.

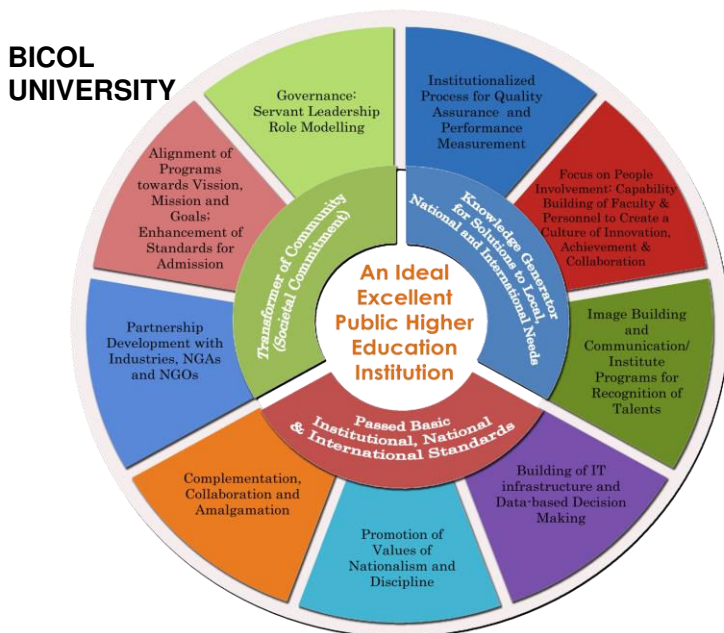**Good practice: University of Bicol**

Figure 6: Vision-Mission- Goals of Bicol University. Source Bicol University and DAP, 2013.

Following the interrelatedness of the triad roles of State universities, community extension work is integrally linked to the overall vision and mission of their institution. One good practice that has been a model for many universities is the experience of the Bicol University. It is a premier state university in Bicol region, south of Metro Manila, established in June 1969. Its vision is to be "an ideal excellent public higher education institution" with the mission of 1) transforming community 2) generating knowledge that will bring solutions for local, national and international needs and with the aim of 3) passing basic institutional, national and international standards.

Key Action Point no. *1*

Updates on nutrition with Albay leaders and health workers, Nutrition Month Celebration 2013

Extension workers of SUCs are not ordinary development workers they are scholars.

Consultation with local leaders during the Bgy. Integrated Development Workers' (BIDW) Meeting, Bgy. Sta. Magdalena, Guinobatan, Albay, October 2013

Figure 7. Mobilizing scholars for extension work, Bicol University

In implementing its community extension work, it is guided by five key actions. First, it mobilizes its scholars with extensive knowledge, skills and creativity to help in all its activities, whether these are learning opportunities or in delivering specific social

services/programs. The scholars come from the faculty or the student body.

The second key action is to ensure that knowledge is shared with the community through different forms such as through vegetable farming demonstration or in a series of workshops and seminars with the community.

The University also ensures that the knowledge transfer is sustainable and adapted to the needs and abilities of the community. Bicol University ensures that its interventions are based on needs assessment and analysis done in dialogue with the community people, community leaders and local government officials. The analyses are also informed by the socio-economic profiles of the community validated through focus group discussions, meetings and interviews. In these consultations, the university works closely with CSOs which have extensive University first-hand experiences and knowledge of the pressing issues and needs in the communities, and to get their views and insights into the current and future programs.

Key Action Point no. 2

Showcasing of vegetable farming, Bgy. Integrated Development Workers' Meeting, Bgy. Dona Mercedes, Guinobatan, Albay, 2013

In an extension activity, it is the knowledge that is being transferred to the community.

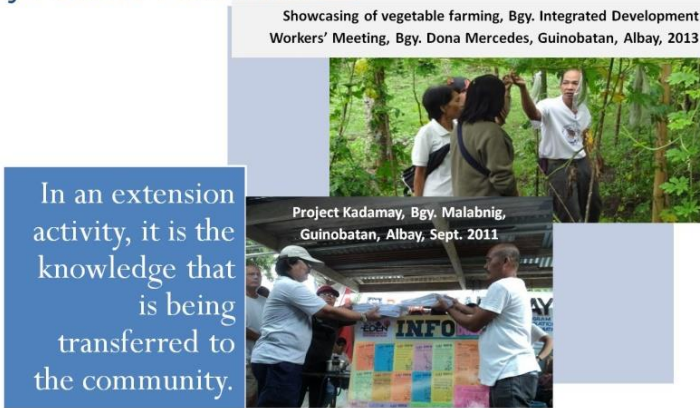Project Kadamay, Bgy. Malabnig, Guinobatan, Albay, Sept. 2011

Figure 8. Sharing knowledge for community action, Bicol

As universities are expected to contribute to societal development, the Bicol University defines its fourth key action to anchor all its engagements within the framework of inclusive and sustainable growth. Bicol province is faced with many problems which include poverty, disasters and calamities, political conflicts and inequitable access to education, health and other social services. To address these problems strategically, Bicol University has designed its programs to build on each other and within its defined vision. These programs include adaptive agriculture-forestry, sustainable entrepreneurship and wealth creation, family and community disaster preparedness, socio-cultural development as well as capacity building on good governance, with non-formal and different learning opportunities defined as a means of sharing knowledge, skills and values/attitudes.

Key Action Point no. 3

Information Communication Technology (ICT) Needs Assessment with BU, US-RTAT and leaders of Bgy. Padang, Legazpi City, Sept. 2013

For extension to work, it must not be forced but be based on need assessment and analysis

Figure 9. Extension work based on community needs, Bicol University

Consistent with its development orientation, Bicol University ensures that its programs are designed, implemented and brings about changes in underserved areas but ensuring that these areas are accessible, that the they have potential for development and that there is a degree of receptiveness from the community residents, leaders and village political leaders. Equally important is to align the programs with the expertise and areas of academic and research work of the university. Based on the situations in the community, Bicol University also seized the opportunity for research and development that can also inform their instruction/academic programs.

Ways forward

The historical and current contributions of state universities and colleges in non-formal and lifelong learning are inextricably linked to the extension work that they implement within a development framework. While most of the programs are geared towards community development, universities also link them to national and global development initiatives. For example, the literacy and education programs done in partnership with local governments have been contributions towards Education for All and eradication of illiteracy, one of the national endeavours of the DepEd, a commitment linked to Dakar EFA.
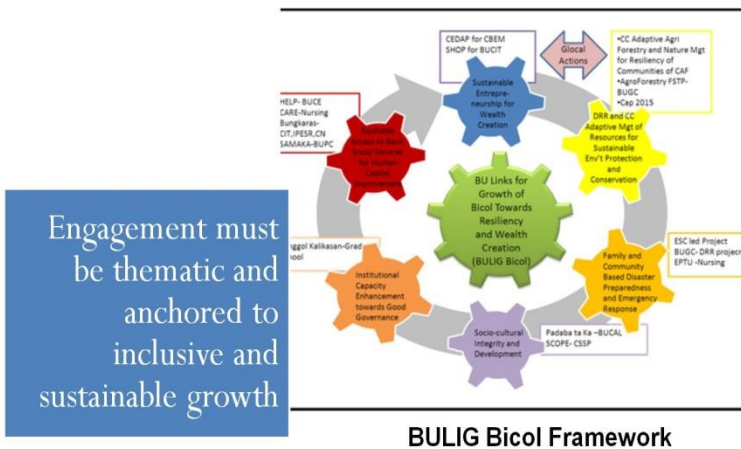

Figure 10. Anchoring programs in development vision

Figure 11. Criteria for selection of programs, Bicol University

The universities can harness many opportunities to enhance and expand their extension work. These include the dynamic relations with Local Governments, NGOs, TESDA and private sector that emerged with the passing of the Local Government Code as well as the increasing vibrancy of people's participation in the country. The universities' expertise in research and in training and extension work, especially in agriculture, sustainable development, entrepreneurship and TVET is an advantage. Recently, there has been a greater push for evidence-based policy and program development in education. The universities can play a role in baseline researches, innovation creation and monitoring of impacts of programs.

However, the challenge for increasing research outputs from the universities in the Philippines has been raised as an area for

improvement by Scopus journals (Chia, Elsevier), in a conference on higher education organised by DAP in 2013.

Figure 12.Scopus journals, Jo-Ann Chia, Elsevier, presented in DAP Executive Development Program for State Universities, Conference on Higher Education Research, 2013

Last and most important, the overarching policy framework for lifelong learning in the Philippines needs to be debated, defined and decided amidst the current and emerging education contexts in the country and globally. Realizing the framework of lifelong learning, and the push to institute different pathways of learning that will enable diverse learners, especially who have been marginalized by the formal education system, to access learning opportunities, demands a rethinking of educational provision, quality assurance, and learning assessments, as wells as professional development for teachers and learning facilitators. Leadership in pursuing a lifelong learning system is also necessary – ensuring inter-governmental agency work, and local-national governments' partnerships and an expansion of durable and strategic partnerships with civil society organizations. Amidst the

tedious process towards clarity on the vision and the contributions within the interlocking roles, clearly it is important to define the key roles of the extension and other work of SUCs. In the meantime, the universities continue their lifelong learning programs and journey with their respective communities.

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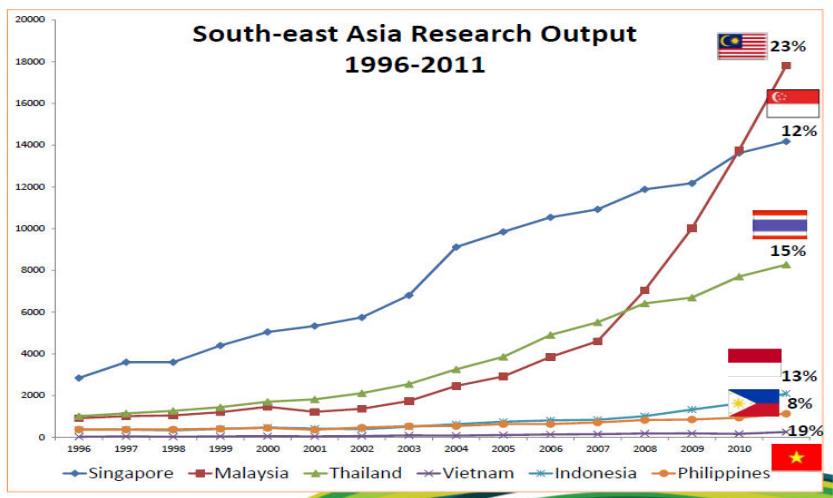
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LIFELONG LEARNING AND GOVERNANCE

FROM PROGRAMMING TO ACTION - SELECTED EXPERIENCES FROM ASIA AND EUROPE

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បទពិសោធន៍ដែលជ្រើសរើសសេចញពី តំបន់អាស៊ីនិងអឺរ៉ុប

Edited by
HERIBERT HINZEN AND JOACHIM H. KNOLL

Appendices

A Note on globALE and TEACH

globALE is the acronym of a more recent project called "Curriculum for Global Adult Learning & Education". It has been developed by DVV International and DIE, the German Institute for Adult Education. It is modularized, is competency based, allows adaptation to local needs, and has a commitment to adult learning principles. It aims to

- Enhance the professionalization of adult educators working in different contexts by providing a common competency standard
- Support adult education providers in the design and implementation of train-the-trainer programmes
- Foster knowledge exchange and mutual understanding between adult educators across countries and regions

The curriculum globALE aims core competencies, and consists of five modules covering areas like adult learning and teaching, communication and group dynamics, methods, planning, organization and evaluation in adult education. An important admission requirement is practical experience. A possible follow-up could lead to higher education. A full PPT is on the CD. More information via www.dvv-international.de For further contact: Czerwinski@dvv-international.de

Possible follow-up:
Higher education, programme-related work, management

Admission requirements
Practical experience

30%

70%

Practical Work

Practical Work

Practical Work

Practical Work

Practical Work

Reflecion

Reflecion

Reflection

Reflection

Reflection

Reflection

Core competencies

Principles

Recurrent subjects

Module 0: Introduction

Module 1: Approaching Adult Education

Module 2: Adult learning and adult teaching

Module 3: Communication and group dynamics in Adult Education

Module 4: Methods of Adult Education

Module 5: Planning, organization and evaluation in Adult Education

Elective module I

Elective module II

211

TEACH is the acronym for Teaching Adult Educators in Continuing and Higher Education. This project has been carried out with the support of the Socrates/Grundtvig program of the European Commission. Following the decision of the Ministers of Education of all European countries to create a common higher education sector where the mobility of staff and students would be facilitated through a harmonized system and structure of bachelor and master degrees there was a need to look at the requirements and challenges for the adult education field and studies at universities.

The consortium leader was the NikolausKopernikus University of Torun, Poland, with universities, providers, and associations as members. The project designed
- For the Bachelor's Degree in Education the Module: Adult Education
- For the Bachelor's Degree in Education the Alternative Speciality Currriculum in Adult Education
- The Framework of the European Programme Master's Degree in Adult Education
- Postgraduate Programme European Adult Education

As an example: The Master's Degree in Adult Education consists ofbasic and elective modules covering theories, management, professionalism and competencies, didactics and methodology, systems and research in adult education. It complies with the European Credit Transfer System, where the master's thesis and the compulsory placements are included. For contact: instytut@uni.torun.pl
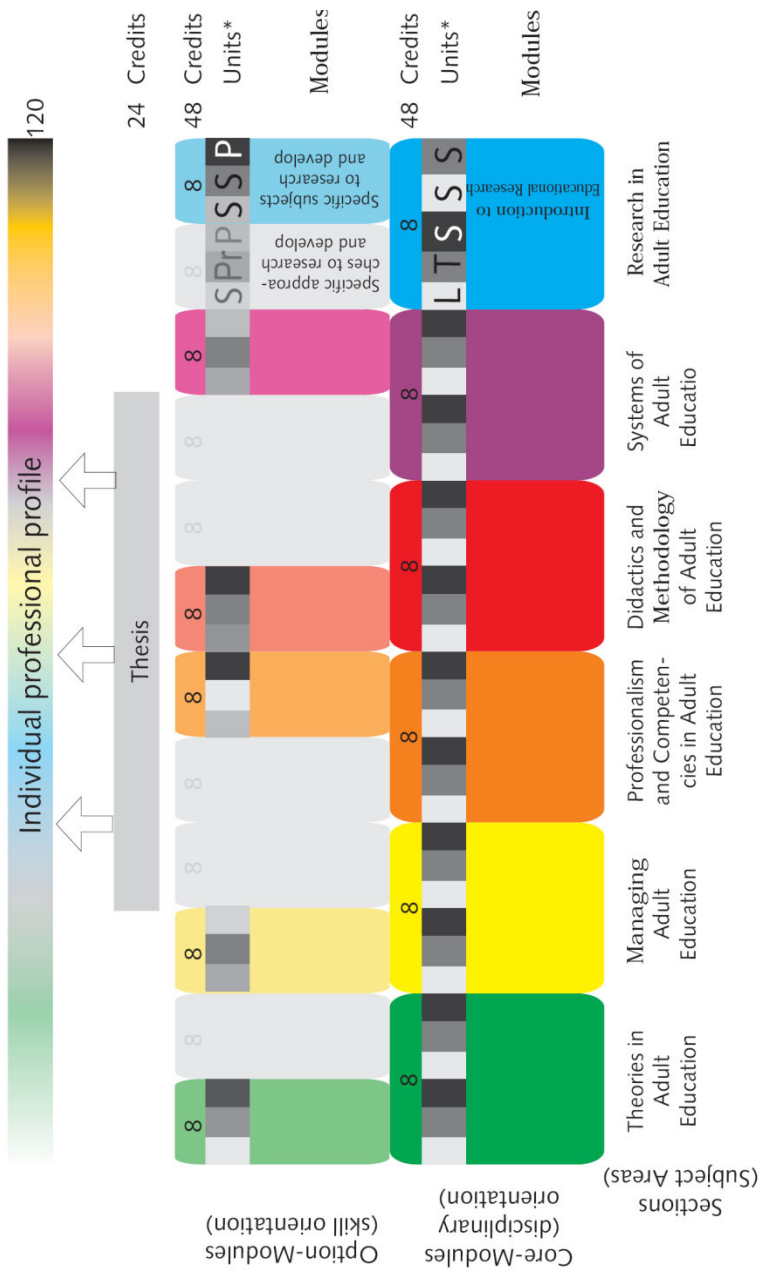
*Formal Units: Lecture (1 CP); Classes (2 CP); Seminar (2 CP); Tutorial (1 CP); Project seminar (4 CP)

Quality Education and Lifelong Learning for All

Non-formal Education Conference
National, Regional, and International Exchange
Networking for Universities, Non-formal Education, and Lifelong Learning

10 – 11 March, 2014, Vangvieng District, Vientiane Province, Lao PDR

Time	Activities	Responsible
**9th March 2014**		
Time	**Activities**	**Responsible**
8:00-18:00	Arrival of Guest and Participants of conference	
**10th March 2014**		
8:00-8:15	Registration of all participants	NFED and NFEDC secretariat of conference
8:15-8:30	Introduction of guests and conference objective (MC)	Mr. Ounpheng Khammang, Deputy Director General of DNFE, MOES
8:30-8:45	Welcome for the guests	Dr. Ka Saleumsouk, Director General of DNFE
8:45-9:00	Remarks	Prof.(H) Dr. Heribert Hinzen, Regional Director, DVV International
9:00-9:30	Opening Remark	Mr. Lytou Buapao, Vice Minister of Education and Sports, Lao PDR
9:30-10:00	Group photo	All participants and guests
10:00-10:15	Coffee Break	
	Key note presentations Chair: Prof. Dato' Dr. Susie See Ching Mey, Deputy Vice Chancelllor, University Sains Malaysia, Penang	
10:15-10:45	Policy development on non-formal education and lifelong learning in Korea	Prof. Kim Shinil, Korea: Former Deputy Prime Minister and Minister of Education, Chair Professor, Baeksok University

		Seoul
	Panel presentations and discussion Topic: Global, regional and national planning Chair: Dr. Le Thi Than Thu, Vice Rector, HCMC Open University	
10.45-11:10	EFA, MDG and CONFINTEA: Why is the year 2015 so important globally?	Prof.(H) Dr. Heribert Hinzen, Regional Director,DVV International, Vientiane
11:10-11:35	Issues and challenges in achieving EFA and MDGs for Lao PDR	Mr. Somkhanh Didaravong, Deputy Director General of DP, and Director of Education and Statistic Center
11:35-12:00	Lao Education Sector Development Plan 2016-2020	Dr. Bounpanh Xaymountry, Director General of Department of Planning
12:00-13:30	Lunch break	
	Panel presentations and discussion Topic: Experiences in policy development for lifelong learning Chair: Dr. Ka Saleumsouk, Director General of DNFE	
13:30-13:50 13:50-14:10 14:10-14:30	Challenges for non-formal education and lifelong learning in Thailand Non-formal education in Cambodia – with focus on quality education and lifelong learning for all Lifelong learning development in Lao PDR	Ass. Prof. Dr. Siwarak, Chiang Mai University, Master Programme in Non- formal Education Dr. Chhinh Sitha, Royal University of Phnom Penh, Deputy Director, Master of Education Mr. Bounkhong Thoummavong, Deputy Director General of DNFE
	Panel presentations and discussion Topic: Inclusive and open education for all Chair: Ass. Prof. Dr. Sisamone Sithiravongsa, Chief, Cabinet of MoES	
14:30-14:50 14:50-15.10	Quality inclusive education in Lao PDR Open and distance studies in Vietnam for lifelong	Mrs. Yang Xia Lee, Deputy DG of Primary and Pre-Primary Education

15:10-15.30	learning Role and experiences of Korean Federation of Lifelong Education	Dr. Le Thi Thanh Thu Vietnam , Vice Rector, HCMC Open University Prof. Jong-Pyo Kim, Korea: President, Korean Association of Lifelong Education, Professor, Baeksok University, Seoul
15:30-15:45	Coffee Break	
	Panel presentations and discussion Topic: Skills for work and life through lifelong learning Chair: Mr. Sombounh Masouvanh, Secretary General of Lao National Commission for UNESCO	
15:45-16:10 16:10-16:35 16:35-17:00	Development of Technical and vocational training in Lao PDR Experiences of skills development for youth and adults in Asia Pacific Policy development on non-formal education and lifelong learning in Malaysia	Mr. Phouvieng Phoumilay, Deputy Director General of DVET Dr. Timote Vaioleti, Senior Lecturer, University Waikato, New Zealand, ASPBAE EC Member Prof. Dato' Dr. Susie See Ching Mey, Deputy Vice Chancellor, Universiti Sains Malaysia
18:30-21:00	Reception	
	Cultural presentation	
	Cheering ASPBA anniversary 50 years	
11th March 2014		
	Panel presentations and discussion Topic: Regional cooperation and exchange Chair: Prof. Chris Duke, Honorary Professor, RMIT, and CR&DALL	
8:30-9:00	The education issues and challenges for ASEAN integration in year 2015	Ms. Chanhthavone Phanhdamnong, Director General of the Department of External Relations, MOES
9:00-9:30	The role of SEAMEO CELLL in the promotion of lifelong learning	Mr. Le Huy Lam, Interim Director, SEAMEO CELLL
9:30-10:00	ASPBAE advocacy on Quality Education and lifelong learning for all	Mrs. Cecilia V. Soriano, Programmes and Operations Coordinator

10:00-10:15	Coffee break	
	Panel presentations and discussion Topic: International Organizations and NGOs supporting to Non Formal Education in Lao PDR Chair: Dr. Timote Vaioleti, Senior Lecturer, University Waikato, New Zealand, ASPBAE EC Member	
10:15-10.35 10:35-10:55 10:55-11.15 11:15-12.00	Presentation from IV Japan Presentation from DVV International Presentation from GAPE Community participation in NFE development	Representative ofIV Japan, Vientiane Representative of DVV International, Vientiane Representative of GAPE, Vientiane Mr. Kommy, Head of NFE province education service of Khammuane
12:00-13:30	Lunch break	
	Panel presentations and discussion Topic: Non-formal education development in Lao PDR Chair: Ass. Prof. Siwarak Siwarom, Faculty of Education, Chiang Mai University, Thailand	
13:30-13:50 13:50-14:10 14:10-14:30	Presentation on Non-formal Education Development Center Literacy and EP Primary education though NFEC Life skills and vocational training though CLC	Mr. Somsy Southivong, Acting Director of NFEDC, MoES Ms. Saysamone Mangnomek, Deputy Director of Province Education Service of Xiengkhouan Province Mr. Sengchanh Symisay, Deputy Director of Province Education Service of Louangprabang Province
14:30-15.00	ASPBAE celebrates 50 years anniversary/ Film	
15:00-15:15	Coffee break	
15:15-15:40	Conference report	Ms. Philany Phissamay, Head of Division, NFED, MOES Prof. Chris Duke, Honorary Professor, RMIT, and CR&DALL
15:40-15:50	Vote of thanks	Two Participants: One from Lao PDR; Dr. Un Leang, Deputy Director, Department of Higher Education, Cambodia
15:50-16:00	Closing remarks	Prof.(H) Dr Heribert Hinzen, Regional Director, DVV International Dr. Ka Saleumsouk, Director General of NFED, MOES

University Network Meeting
Quality Education and Lifelong Learning for All.
Non-formal Education Conference
Vang Vieng, Lao PDR, 10 – 14 March 2014

11 March

After closing of NFE Conference at 16.00, the University Network Meeting colleagues will join an outing with DNFE and DVV International staff to

- Visit Youth Center
- See organic farm
- Visit to cave Tham Lom
- Have dinner together

We shall leave the hotel at 16:30. Please wear casual clothes and shoes easy to walk around. Return to the hotel around 20.30

12 + 13 March

Meeting and Networking of University Colleagues on Non-formal Education and Lifelong Learning

12 March

8:30 – 10.00 Opening and background: Talk around the table

Chair: Heribert Hinzen

- Welcome and information
- Introduction of participants
- Discussion of interests and needs in countries
- National, regional and global perspectives

10:00 – 10:15 Coffee / tea break

10:15 – 11:30 First round: Presentation of examples, and discussion

Chair: Saykong Xayasinh

- Siwarak Siwarom: Training of non-formal and adult education personnel in Thailand, and the role for Universities

- Jong-Pyo Kim: The role for Universities Korea in training and research for non-formal education and lifelong learning

- Le Thi Thanh Thu: The role for Universities in Vietnam in training of non-formal and adult education personnel

12:00 – 13:00 Lunch

13:00 – 14:15 Second round: Presentation of examples, and discussion

Chair: Kim Shinil

- Susie See Ching Mey: Role of Universities for learning communities in Malaysia: Policies and experiences of USM and APUCEN

- Saykong Xayasinh: Ideas from National University of Laos to support training for non-formal education, and lifelong learning

- Leang Un: Higher education policy in Cambodia, and continuing education at the Royal University of Phnom Penh

14:15 – 14:45 Special session on broader perspectives of higher education

- Chris Duke: Sharing of information and experiences from two major universities in Australia, RMIT, and Europe: CR&DALL, UK

14:30 – 14:45 Coffee / tea break

14:45 – 16:00 Third round: Presentation of examples, and discussion

Chair: Susie See Ching Mey

- Kim Shinil: Role of Universities for support to learning communities: Korean experiences

- Cecilia Soriano: Role of Universities for training and research: Experiences from Universities in the Philippines

- Timote Vaioleti: Role of Universities for training and research: Experiences from Universities in New Zealand

16:00 Closing the meeting for the day

16:30 Participants join an outing to

- Visiting cave Tham Chan
- Dinner at the riverside

20:00 Back to hotel

13 March

8:30 – 10.00 Looking at the potentials of exchange and cooperation
Chair: Le Thi Thanh Thu

- UNESCO and SEAMEO
- IAU / HEEFA
- ASEM, ASEAN and EU
- AUN and APUCEN
- ASPBAE and DVV International
- CR&DALL, PASCAL, RMIT
- Others?

10:00 - 10:15 Coffee / tea break

10:15 - 10:45 Special session on training below higher education degrees

- Heribert Hinzen: Sharing the curriculum globALE and TEACH: Training of practitioners in adult education and learning

10:45 – 12:00 Arranging future exchanges, networking and cooperation

Chair: Chhinh Sitha

- Where do we go from here?
- Involving in the Post 2015 education agenda
- Creating a dropbox for dissemination
- Terminology on adult education and learning
- AOB and more ideas

Closing of the meeting

12:00 – 13:00 Lunch

13 Afternoon

- Participants leave for home via Vientiane
- Field visit for those who stay one more night
- Leave on 14 morning

ອາລະກອງປະຊຸມ

ຜູ້ບໍລິຫານການສຶກສາອກໂຮງຮຽນ ປະຈຳປີ 2014

ທີ່ເມືອງວັງວຽງ, ແຂວງວຽງຈັນ; ລິ້ງວັນທີ 12-14/03/2014

ມື້ທີ 4 ວັນທີ 12 ມີນາ 2014		
ເວລາ	**ລາຍລະອຽດກອງປະຊຸມ**	**ຜູ້ຮັບຜິດຊອບ**
8:00-8:30ໂມງ	ລົງທະບຽນ	ກອງເລຂາ
8:30-8:40ໂມງ	ສະເໜີຈຸດປະສົງ ແລະ ແຂກທີ່ມາເຂົ້າຮ່ວມ	ຮອງຫົວໜ້າກົມການສຶກສາອກໂຮງຮຽນ
8:40-9:00ໂມງ	ກ່າວຕ້ອນຮັບຜູ້ແທນກອງປະຊຸມ	ຫົວໜ້າກົມການສຶກສາອກໂຮງຮຽນ
9:00-9:30ໂມງ	ກ່າວໂອ້ລົມ ແລະ ເປີດກອງປະຊຸມເປັນທາງການ	ລັດຖະມົນຕີຊ່ວຍວ່າການກະຊວງສຶກສາທິການ ແລະ ກິລາ
9:30-10:30ໂມງ	ຜ່ານບົດສະຫຼຸບການຈັດຕັ້ງປະຕິບັດແຜນການພັດທະນາການສຶກສາອກໂຮງຮຽນປະຈຳສົກປີ 2013-2014ແລະແຜນການພັດທະນາການສຶກສາອກໂຮງຮຽນ ປະຈຳສົກ 2014-2015. **(1)**	ຮອງຫົວໜ້າກົມການສຶກສາອກໂຮງຮຽນ
10:30-10:45ໂມງ	**ພັກຮັບປະທານອາຫານວ່າງ**	
10:45-12:00ໂມງ	ແບ່ງໝວດຄົ້ນຄ້ວາ ແລະ ແຈ້ງຄຳຖາມຄົ້ນຄ້ວາ (ຈຳນວນ 6 ໝວດ)	ຄະນະຮັບຜິດຊອບກອງປະຊຸມ
12:00-13:30ໂມງ	**ພັກຮັບປະທານອາຫານທ່ຽງ**	
13:30-15:00ໂມງ	ຄົ້ນຄ້ວາຕາມໝວດເພື່ອປະກອບຄຳເຫັນໃສ່ເອກະສານທີ**(1)**	ຄົ້ນຄ້ວາຕາມແຕ່ລະໝວດ

222

15:00-15:15ໂມງ	ພັກຮັບປະທານອາຫານວ່າງ	
15:15-16:30ໂມງ	ສືບຕໍ່ຄົ້ນຄວ້າຕາມໝ່ອຍເພື່ອປະກອບຄຳເຫັນໃສ່ເອກະສານທີ(1)	ຄົ້ນຄວ້າຕາມແຕ່ລະໝ່ອຍ
ມື້ທີ 5 ວັນທີ 13 ມິນາ 2014		
8:00-9:00ໂມງ	ລາຍງານການຄົ້ນຄວ້າແລະ ປະກອບຄຳເຫັນໃສ່ເອກະສານທີ(1)	ຕ່າງໝ້າແຕ່ລະໝ່ອຍຂຶ້ນສະເໜີ ປະມານ 10 ນາທີ
9:00-9:45ໂມງ	ສະເໜີບົດຮຽນການຈັດຕັ້ງປະຕິບັດກິດຈະກຳຕ່າງໆຂອງສູນການສຶກສານອກ ໂຮງຮຽນແຕ່ລະຂັ້ນ ແລະການຈັດຕັ້ງການຮຽນບຳລຸງຢູ່ຕາມສະຖານທີ່ຕ່າງໆ (2)	ຜູ້ຕ່າງໝ້າສູນການສຶກສານອກ ໂຮງຮຽນແຕ່ລະພາກສ່ວນ
9:45-10:30ໂມງ	ສະເໜີບົດຮຽນກ່ຽວກັບການປັບປຸງຮູບແບບການຈັດຕັ້ງການຮຽນ-ການ ສອນບຳລຸງຍົກລະດັບການສຶກສາຊັ້ນມັດທະຍົມ(3)	ຄະນະພະແນກບຳລຸງຍົກລະດັບ ການສຶກສາ
10:30-10:45ໂມງ	ພັກຮັບປະທານອາຫານວ່າງ	
10:45-12:00ໂມງ	ສະເໜີບົດຮຽນກ່ຽວກັບການຈັດຕັ້ງປະຕິບັດວຽກງານການຮຽນຮູ້ໜັງສືຕອບ ຄູ່ກັບການຝຶກອົບຮົມວິຊາຊີບຂັ້ນພື້ນຖານ(4)	ຄະນະພະແນກບຳລຸງວິຊາຊີບຂັ້ນ ພື້ນຖານ
12:00-13:30ໂມງ	ພັກຮັບປະທານອາຫານທ່ຽງ	
13:30-15:00ໂມງ	ຄົ້ນຄວ້າຕາມໝ່ອຍເພື່ອປະກອບຄຳເຫັນໃສ່ເອກະສານທີ(2, 3, 4)	ຄົ້ນຄວ້າຕາມແຕ່ລະໝ່ອຍ
15:00-15:15ໂມງ	ພັກຮັບປະທານອາຫານວ່າງ	
15:15-16:30ໂມງ	ລາຍງານການຄົ້ນຄວ້າແລະ ປະກອບຄຳເຫັນໃສ່ເອກະສານທີ(2, 3, 4)	ຕ່າງໝ້າແຕ່ລະໝ່ອຍຂຶ້ນສະເໜີ ປະມານ 10 ນາທີ
ມື້ທີ 6 ວັນທີ 14 ມິນາ 2014		
8:00-9:15ໂມງ	ສະເໜີບົດຮຽນການປຸກລ້າງສູນໂຮງຮຽນຊຸມຊົນໂດຍຊຸມຊົນມີສ່ວນຮ່ວມ (5)	ຄະນະພະແນກສຶກສາທິການ ແລະ ກິລາ ແຂວງ ຄຳມ່ວນ

9:15-10:15ໂມງ	ສະເໜີບົດຮຽນລົບລ້າງຄວາມບໍ່ຮູ້ໜັງສືແລະ ບຳລຸງຈັບຊັ້ນປະຖົມ(6)	ຄະນະພະແນກສຶກສາທິການ ແລະ ກິລາ ແຂວງ ຊຽງຂວາງ
10:15-10:30ໂມງ	**ພັກຮັບປະທານອາຫານວ່າງ**	
10:30-11:45ໂມງ	ສະເໜີບົດຮຽນບຳລຸງຍົກລະດັບການສຶກສາຊັ້ນມັດທະຍົມຕອນຕົ້ນສຳລັບ ປະຊາຊົນ(7)	ຄະນະພະແນກສຶກສາທິການ ແລະ ກິລາ ແຂວງ ໄຊຍະບຸລີ
11:45-13:30ໂມງ	**ພັກຮັບປະທານອາຫານທ່ຽງ**	
13:30-14:45ໂມງ	ສະເໜີບົດຮຽນກ່ຽວກັບການເຝິກອົບຮົມວິຊາຊີບຊັ້ນພື້ນຖານເພື່ອຫຼຸດຜ່ອນ ຄວາມທຸກຍາກ(8)	ຄະນະພະແນກສຶກສາທິການ ແລະ ກິລາ ແຂວງ ຫຼວງພະບາງ
14:45-15:00ໂມງ	**ພັກຮັບປະທານອາຫານວ່າງ**	
15:00-16:15ໂມງ	ຄົ້ນຄວ້າ, ລາຍງານແລະ ປະກອບຄຳເຫັນໃສ່ເອກະສານທີ(5, 6, 7, 8)	ຕ່າງໜ້າແຕ່ລະໝ່ວຍຂື້ນສະເໜີ ປະມານ 10 ນາທີ
16:15-16:30ໂມງ	ກ່າວປິດກອງປະຊຸມ	ທ່ອງໝ້າກົມການສຶກສານອກ ໂຮງຮຽນ

Agenda
Non-Formal Education Administrators for 2014
in Vang Vieng District, Vientiane Province, 12-14 March 2014

The 4th day on 12 March 2014		
Time	**Details of the meeting**	**Responsible person**
8:00-8:30 AM	Registration	Secretariat Team
8:30-8:40 AM	Conference objective and Introduction of the guests	Deputy Director of DNFE
8:40-9:00 AM	Welcome for the guests	Director of DNFE
9:00-9:30 AM	Opening Remark	Vice Minister of Ministry for Education and Sports
9:30-10:30 AM	Report on the implementation of Non-Formal Education development plan for 2013-2014 and Non- Formal Education Development Plan for 2014-2015 **(1)**	Deputy Director of DNFE
10:30-10:45 AM	**Coffee break**	
10:45-12:00 AM	Deviding in working group and giving questions for discussion (6 groups)	Facilitator
12:00-13:30 PM	**Lunch**	
13:30-15:00 PM	Continuing of group working, giving comments to the document No. (1)	Working groups
15:00-15:15 PM	**Coffee break**	

15:15-16:30 PM	Continuing of group working, giving comments to the document No. (1)	Working groups
The 5th day on 13 March 2014		
8:00-9:00 AM	Report on group discussion and giving comments to the document No. **(1)**	Representative for each group presents for 10 minute
9:00-9:45 AM	Presentations on NFE learning and teaching in several palaces and other activities organinzed by each Non-Formal Education Center **(2)**	Representative of each NFE Centre
9:45-10:30 AM	Presentation on quality development of learning and teaching programm for educational upgrading in secondary school **(3)**	Division of Education Training
10:30-10:45 AM	**Coffee break**	
10:45-12:00 AM	Presentation on literacy programm together with the Basic vocational training **(4)**	Division of Basic Vocational Education Training
12:00-13:30 PM	**Lunch**	
13:30-15:00 PM	Continuing of group working and giving comments to the document **(2, 3, 4)**	Working groups
15:00-15:15 PM	**Coffee break**	
15:15-16:30 PM	Report on group working and giving comments to document No. (2, 3, 4)	Representative for each group presents for 10 minute

The 6 th day on 14 March 2014		
8:00-9:15 AM	Presentation on the CLC construction with the participation of the committee **(5)**	Division of the Education and sports, Khammoune Province
9:15-10:15 AM	Presentation on literacy and the upgrading in primary school **(6)**	Division of the Education and sports, Xiengkhuang Province
10:15-10:30 AM	**Coffee break**	
10:30-11:45 AM	Presentation on upgrading secondary level for people **(7)**	Division of the Education and sports, Xayaboury Province
11:45-13:30 PM	**Lunch**	
13:30-14:45 PM	Presentation on basic vocational training for poverty reduction **(8)**	Division of the Education and sports, Luangprabang Province
14:45-15:00 PM	**Coffee break**	
15:00-16:15 PM	Discussion, report and giving comments to the documents No. **(5, 6, 7, 8)**	Representative for each group presents for 10 minute
16:15-16:30 PM	Closing remark	Director of DNFE

Many participants gave PowerPoint-guided presentations followed by question and discussion. Many were in Lao; others were in English, with a number of non-Laotian participants of the events giving two separate papers. All these presentations were collected and assembled on CD in PowerPoint format. They are made available with this book in their original language of presentation, Lao or English. Additionally, we provide photos on several session and events of the meeting.

ธວງເຂົ້າທີ່ກຳລັງສຸກງວມຂອງ
ເປົ້າໝາຍສະຫັດສະວັດເພື່ອການພັດທະນາ ແລະ ການສຶກສາເພື່ອທຸກຄົນ:
ບັນນາທິການໂດຍ ຄຣິສ ດຸກ ແລະ ເຮີຣິເບິດ ຮິນເຊິນ
(ເອກະສານເພີ່ມເຕີມບົດນຳສະເໜີ, ການນຳສະເໜີ, ຮູບພາບ)
ໄດ້ມາຈາກຄຸນນະພາບການສຶກສາ ແລະ ການຮຽນຮູ້ຕະຫຼອດຊີວິດເພື່ອທຸກຄົນ:
ສາມກອງປະຊຸມໃຫຍ່ທີ່ຈັດຂຶ້ນຮ່ວມກັນ
ທີ່ ເມືອງວັງວຽງ, ແຂວງວຽງຈັນ, ສປປ ລາວ 10 - 14 ມີນາ 2014

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DVV International

At the Sunset of MDGs and EFA:
Lifelong Learning, National Development and the Future
Edited by Chris Duke and Heribert Hinzen
Additional documents (presentations, power points, photos) arising from
Quality Education and Lifelong Learning for All:
Three Interwoven Conferences
Vang Vieng, Vientiane Province, Lao PDR
10 - 14 March 2014
Sponsored by
BMZ Federal Ministry for Economic Cooperation and Development

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