Structural Reform & Changes Impacting Lifelong Learning in Asia

Kyung Phil Joo
Jung Hwan Kim
Anthony C. Ogden
Jinai Sun
Session Overview

- Introduction
- Lifelong Learning in Singapore, South Korea, China, and Japan
- Structure Reform & Changes:
  - Economic Changes
  - Technological Development
  - Higher Education Reform
  - Demographic Shifts
- Synthesis
What do you know about Asia?
Lifelong Learning in Singapore: An Introduction
Lifelong Learning in Singapore: An Introduction

Singapore consists of one main island and 63 other tiny islands. It is among the 20 smallest countries in the world, with a total land area of only 699 square kilometres. The current population (2008) is estimated at 4.84 million. Apart from Monaco, Singapore is the most densely populated country in the world, with 6,066 people per square kilometre.

Singapore has a high literacy rate of 94.6%, and every Singaporean receives 10 years of formal schooling. Singapore leads the world in Mathematics and Science achievement for students between the age of 10 and 14 (Times, 2003).

Singapore has a labour force of about 2.2 million. About 60% of the labour force have secondary and higher education qualifications. Median age of the labour force is 35.7 years old.
Singapore’s approach to lifelong learning is pragmatic and rationale.

LL is seen as one of the important drivers in ensuring Singapore’s transition to a knowledge-based economy.

The government initiated Lifelong Learner Awards to acknowledge accomplishments as Learning Ambassadors.

Singapore has put in place basic literacy programs including learning basic information technology skills.

Entrepreneurship and innovation are critical areas that the government is focusing on.
Lifelong Learning in South Korea: An Introduction
**Introduction**

- **Korea Peninsula**
  - 1,100 kilometers
  - 223,098 km²
  - lies on the northeastern section of the Asian continent
  - 3,200 islands

**South Korea**

- 99,678 km²
- Median Age: 36.1 years (2007)
- Life Expectancy: Males 75.7 years, females 82.4 years (2006)
Economy & Lifelong Learning

- 1960’s a 60% illiteracy rate and GNP $79
- Recently, a 99% literacy rate, GNP $20,000, 10th economy scales in the World Trade Market
- 1997 currency crisis & IMF
- Quickly graduated from the IMF fund’s rescue program through effort to transform into a lifelong learning society
Prior to the IMF Crisis

- Inserted the phrase “The Nation should promote the lifelong education for people.” in the content of the Korean Constitution in 1980s.
- 1982, Continuing & Adult Education Act
- 1995, 5.31 Educational Reform Projects
- The projects delayed due to recovery from IMF crises and regime change
After the IMF Crisis

- 1999, Lifelong Education Act (LEA)
- 2002, National Human Resources Development Act
- 2001, 1st comprehensive 5-year LL development Plan (2002-2006)
**The Policy for Building Lifelong Learning City**

- Building infrastructure for lifelong learning
- Obtaining diverse and qualified programs
- Facilitating the learning of local citizen and the revitalization of local economy based on local characteristics
- 2007, 76 cities selected by MOE/HRD as LL cities
- 2008, a total of $148,800,000 for 76 LL cities
Lifelong Learning in South Korea: An Introduction

Lifelong Learning Festival

- Participants in the 6th national LL festival: Over 2 million people
- Held international conferences and installed city and program booths
- Sharing information about LL & Benchmarking other cities and programs

Major Actives for LL

November 11, 2008

508 class facilitation II
Credit Bank System

- Established and promulgated the Credit Accreditation Act in 1998
- Operated by Credit Bank Center of NILE
- 449 organizations and 15,359 courses, and registered 27,969 adult learners in the CBS as of 2006.
- After getting required credit in the organization, can obtain a bachelor's degree by passing the examination of MOE/HRD
Open University & Cyber Universities

- 17 cyber colleges & universities
- The number of student entrants allowed by MOE/HRD 23,550 students.
Challenges for LL

- Equity and Access
- Obtaining qualified programs
- Evaluating programs in terms of qualification
- Overcoming centralized approach
Lifelong Learning in China: An Introduction
Old Tradition?

or

Modern Notion?
History background

😊 Traditional Education in China

- Enlightenment vs. Promoting officers
- Mass vs. Elite
- Literary Education vs. Literacy Education
Did Traditional Civil Examination (AD600-1905) in China Promote the Idea of Lifelong Learning?
Education Policies Timeline:

- **1993**
  - The modern idea of LL Education was introduced after Culture Revolution
  - President Jiang’s speech, “construct a LL education system to create a learning society”
- **2001**
  - The first China’s national policy embraced LL Education
- **1970**
  - The first LL Education system in China was set up

---

Lifelong Learning in China: A Brief Introduction
Social scenes Timeline:

- Under the socialist system:
  - State manpower planning
  - Suppressing individual motivation

- Impact of the market:
  - World Factory: rural workers, professional training
  - Education is a private investment

- Current Changes:
  - Stable social, economic situation
  - Life quality and more leisure time
Lifelong Learning in Japan: An Introduction
Ministry of Education, Culture, Sports, Science and Technology (MEXT)

“In order to create an enriching and dynamic society in the 21st century, it is vital to form a lifelong learning society in which people can freely choose learning opportunities at any time during their lives and in which proper recognition is accorded to those learning achievements.”
What is Lifelong Learning in Japan?

Social Education

Organized educational activities for adults and young people other than those provided in the curriculum of elementary and secondary schools or at institutions of higher education.

Lifelong Learning

Learning that takes place at all stages of life and includes both formal learning at school or other places and non-formal learning. Lifelong learning includes all types of social education activities.

Source: Gordon 1998
Lifelong Learning in Japan: A Brief Introduction

An Brief Historical Timeline:

- **1949**: Act for Adult Education

- **1972**: UNESCO’s Faure Report

- **1990**: Lifelong Learning Promotion Law

- **2001**: Lifelong Learning Policy Bureau
National Policy Concerning Lifelong Learning

- Toward the realization of a lifelong learning society
- Promotion of social education and support for family education
- Improving the learning environment and enhancing learning opportunities

Source: MEXT, 2008
Types of Participation

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hobby &amp; interest (flower arrangement, calligraphy, etc)</td>
<td>22.0%</td>
</tr>
<tr>
<td>Health &amp; sport</td>
<td>21.7%</td>
</tr>
<tr>
<td>Vocational training</td>
<td>9.4%</td>
</tr>
<tr>
<td>Living skills (cooking, sewing, etc)</td>
<td>8.0%</td>
</tr>
<tr>
<td>Knowledge &amp; skills for volunteer activities (sign language, etc)</td>
<td>6.4%</td>
</tr>
<tr>
<td>Acquire some culture (literature, history, etc.)</td>
<td>6.2%</td>
</tr>
<tr>
<td>Social issues</td>
<td>5.0%</td>
</tr>
<tr>
<td>Childrearing &amp; education</td>
<td>4.4%</td>
</tr>
<tr>
<td>Foreign language</td>
<td>3.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.6%</td>
</tr>
<tr>
<td>No activities</td>
<td>54.7%</td>
</tr>
</tbody>
</table>

### Pattern of Participation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carried out independently or with a group or circle</td>
<td>40.5%</td>
</tr>
<tr>
<td>Citizen’s public hall (Kominkan)</td>
<td>32.7%</td>
</tr>
<tr>
<td>Culture center and sports club</td>
<td>24.4%</td>
</tr>
<tr>
<td>Radio &amp; TV</td>
<td>14.1%</td>
</tr>
<tr>
<td>School extension (upper secondary school – university)</td>
<td>11.9%</td>
</tr>
<tr>
<td>Library</td>
<td>9.7%</td>
</tr>
<tr>
<td>Correspondence education (private)</td>
<td>5.1%</td>
</tr>
<tr>
<td>University of the Air</td>
<td>1.1%</td>
</tr>
<tr>
<td>Other</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

*Source: Opinion Survey on Lifelong Learning, Public Relations Office, Cabinet Office, December 2000*
### Reasons for Participating

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enriched life</td>
<td>52.4%</td>
</tr>
<tr>
<td>Improved health</td>
<td>43.1%</td>
</tr>
<tr>
<td>Use in daily and community life</td>
<td>25.1%</td>
</tr>
<tr>
<td>Use in work and getting job</td>
<td>24.5%</td>
</tr>
<tr>
<td>To further deep knowledge and skills</td>
<td>17.9%</td>
</tr>
<tr>
<td>Use in volunteering activities</td>
<td>11.9%</td>
</tr>
<tr>
<td>Acquire certificate</td>
<td>11.5%</td>
</tr>
<tr>
<td>Use in guidance or instruction of cultural activities and sports</td>
<td>9.8%</td>
</tr>
<tr>
<td>Have not used</td>
<td>7.6%</td>
</tr>
<tr>
<td>Other</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

*Source: Opinion Survey on Lifelong Learning, Public Relations Office, Cabinet Office, December 2000*
## Overall Participation & Organizer

<table>
<thead>
<tr>
<th>Organizer</th>
<th>No of. Participants</th>
<th>Total</th>
<th>For Children</th>
<th>For Adults</th>
<th>For Women</th>
<th>For Elderly</th>
<th>Others</th>
<th>Source: MEXT, Fiscal Year 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Education</td>
<td></td>
<td>167,400</td>
<td>16,862</td>
<td>113,764</td>
<td>9,575</td>
<td>10,685</td>
<td>16,514</td>
<td>8,248,285</td>
</tr>
<tr>
<td>Citizen’s Public Hall</td>
<td></td>
<td>341,212</td>
<td>40,415</td>
<td>183,973</td>
<td>44,544</td>
<td>34,816</td>
<td>37,464</td>
<td>10,634,061</td>
</tr>
<tr>
<td>Center for Children</td>
<td></td>
<td>14,392</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>494,532</td>
</tr>
<tr>
<td>Women’s Ed. Center</td>
<td></td>
<td>7,151</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>280,366</td>
</tr>
<tr>
<td>Culture Halls</td>
<td></td>
<td>159,939</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>30,765,000</td>
</tr>
<tr>
<td>Culture Centers</td>
<td></td>
<td>138,534</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>7,458,000</td>
</tr>
<tr>
<td>Prefectural Offices</td>
<td></td>
<td>309,174</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>26,651,000</td>
</tr>
</tbody>
</table>

November 11, 2008

508 class facilitation II

33
Rationale for Lifelong Learning Society

- The need for learning in response to social and economic change.
- The need to remedy the harmful effects of Japanese society’s preoccupation with academic credentials.
- Increased demand for learning activities for a maturing society.
- The need to revive and improve the educational strengths of the home and the local community.

Source: MEXT, 2008
Examples of Contemporary Initiatives

- University of the Air (89,422 students, 2007)
- El-NET Open College
- Expanding the entry of adults into higher education.
- National Lifelong Learning Festivals
Lifelong Learning in Japan: A Brief Introduction

Examples of Contemporary Initiatives

Lifelong Learning Department, Kumamoto City Board of Education

Street address:
Kumamoto City Board of Education, Kumamoto City
Government, 1-1 Totori Hon-cho, Kumamoto-shi, Kumamoto-ken 860-8601, Japan
81 (0) 96 328 2736
shogaigakushu@city.kumamoto.lg.jp
http://www.city.kumamoto.kumamoto.jp/kyouikuiinnkai/
Kumamoto City Board of Education

Director General

The Lifelong Learning Department of Kumamoto City Board of Education is responsible for supporting the promotion of a lifelong learning society, providing a wide variety of adult educational activities and protecting cultural properties. It incorporates the following Section:
Barriers to Lifelong Learning in Japan

- Inaccessibility to higher education
- Undue emphases on a person’s prior formal academic career
- Importance placed on credentials
- Centralized bureaucratic direction and control of lifelong learning
- Japanese education tradition of content mastery
Structural Reform & Changes Impacting Lifelong Learning in Asia
(1) Economic Growth in East Asia

- Average annual growth rates have been exceptionally higher in East Asia than any other parts of the world
- Dramatic structural changes have accompanied East Asia’s rapid GDP growth
  - Dramatically arose the industrial share of GDP
  - Substantial declines in poverty rates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>5.26</td>
<td>9.06</td>
<td>3.21</td>
<td>3.53</td>
</tr>
<tr>
<td>South Korea</td>
<td>6.66</td>
<td>6.20</td>
<td>6.10</td>
<td>7.69</td>
</tr>
<tr>
<td>Taiwan</td>
<td>6.20</td>
<td>5.55</td>
<td>7.12</td>
<td>5.92</td>
</tr>
<tr>
<td>Singapore</td>
<td>6.52</td>
<td>5.99</td>
<td>8.49</td>
<td>5.07</td>
</tr>
<tr>
<td>China</td>
<td>2.83</td>
<td>2.05</td>
<td>3.34</td>
<td>3.09</td>
</tr>
</tbody>
</table>

Source: Summers et al. (m.d.).

“Real income is estimated by means of the Chain index.”
(1) Economic Growth in East Asia

Figure 14.1 Index of change in GDP in the regions of the world, 1990-2006

Source: ESCAP (Statistical Yearbook for Asia and the Pacific 2007)

What's the Role of Learning for National Development?
(2) Knowledge Economy and Lifelong Learning in Asia

Lifelong Learning or Employee Training?

- The idea of ‘Lifelong Learning’ by OECD: A market-oriented human resource development concept, with a focus on the knowledge worker’s self-directed learning motivation
- Economic Globalization is always mentioned as the foreground for promoting lifelong learning in Asian countries
- The disappearance of job security was a new experience for most Asian people.

This concept of lifelong learning is not just the case of Asia but also Europe.
(2) Knowledge Economy and Lifelong Learning in Asia

Change of Labor Market

Collapsed Japanese system of lifetime employment

3,000 occupations disappeared between 1998 and 2003

33.4% of residents aged 15-64 were engaged in some form of job-related structured training in 2000

4.4% of the 15-64 age group received training in 1999 and 7% in 2001
(3) Lifelong Learning Conceptions in Asia

- Governance structures for lifelong learning in Asia (Han 2001, p. 90)

<table>
<thead>
<tr>
<th>Government structure</th>
<th>Japan</th>
<th>Korea</th>
<th>Hong Kong</th>
<th>Singapore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of education, Culture &amp; Science + Ministry of Trad and Industry</td>
<td>Ministry of Education and Human Resources Development</td>
<td>Education &amp; Labour Department</td>
<td>Ministries of Education &amp; Manpower</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific bureau</th>
<th>Japan</th>
<th>Korea</th>
<th>Hong Kong</th>
<th>Singapore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifelong Learning Bureau</td>
<td>HRD Bureau</td>
<td>Education Bureau</td>
<td>Training &amp; Development Division</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Legal structure</th>
<th>Japan</th>
<th>Korea</th>
<th>Hong Kong</th>
<th>Singapore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifelong Learning Promotion Law</td>
<td>Lifelong Education Law</td>
<td>“Education Blueprint for 21st Century” + “Investing in our Human Capital”</td>
<td>“Manpower 21”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agencies for local implementation</th>
<th>Japan</th>
<th>Korea</th>
<th>Hong Kong</th>
<th>Singapore</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLCs/Kominkan</td>
<td>LLCs/Credit Bank System</td>
<td>Polytechnic, Open University</td>
<td>ITE, Community Clubs</td>
<td></td>
</tr>
</tbody>
</table>

November 11, 2008

508 class facilitation II
Humanistic ideas

Market-driven HRD representation

The tradition of critical pedagogy in lifelong education
(4) Missing Values in Lifelong Learning

- Development of democracy on a political level
- Active citizenship on a societal level
- Enhancing humanitarian values on an individual level
(5) A case of Korea for developing LL not as just KE
(5) A case of Korea for developing LL not as just KE

Social Development

- **Human Development Index (HDI): 26th in 2004**
  - HDI trends: 0.712 ('75) → 0.746 ('80) → 0.823 ('90) → 0.89 ('00) → 0.912 ('04)
  - *Components of HDI: life expectancy, adult literacy, GDP per capita, education*

<table>
<thead>
<tr>
<th></th>
<th>1970</th>
<th>1998</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life expectancy (years)</td>
<td>62.6</td>
<td>72.6</td>
<td>77.3</td>
</tr>
<tr>
<td>Infant mortality rate</td>
<td>43</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

(source: Human Development Report 2006, UNDP)
(5) A case of Korea for developing LL not as just KE

Strategy for Balancing

- Balanced Development of Lifelong Learning through National HRD Approach

  Balanced Investment: Pre-K, K-12, HE & Adult Ed.

  Economic Growth & Social Cohesion: Excellence + Equity

  Bridging Education(supply) and Industry (demand)
Economic Changes and Lifelong Learning

(5) A case of Korea for developing LL not as just KE

Promoting Equity with Edu-Welfare Scheme

- **Vision 2030, a Long-term National Growth Strategy**
  - Pursuing both growth and welfare
  - Sustainable development and social cohesion through educational equity

- **Education Safety Net**
  - Edu-Welfare Zones: mentoring, cultural activities, counseling, etc.
  - Government tuition support for K-12 students
  - Interest-free student loans for college students

- **Quality After-school Programs**
  - Providing quality programs to disadvantaged students
  - Schools as regional centers of lifelong learning

November 11, 2008  508 class facilitation II
(5) A case of Korea for developing LL not as just KE

Promoting Equity with Edu-Welfare Scheme

- Strengthening Diverse Lifelong Learning Institutions
  - The central lifelong education center (1), regional lifelong education information centers (16), local lifelong education centers (240)
  - ‘Lifelong Education City’ (Lifelong Education Festival)
    - 3 ('01) ⇒ 11 ('03) ⇒ 33 ('05) ⇒ 57 ('06) ⇒ 100 ('10)
Global Change

- Global knowledge economy, neo-liberalism in the world
- Emphasized training for economy & individual responsibility in LL
- Come to higher education institutes or other similar organizations again

Technology & LL of East Asia

- Centralized LL
- High tech. environment & internet usage rate
- Computer education & IT/ICT
- E-Learning: Utilizing high tech & internet to LL
- On-line universities for all & at every place
Develop human resources through e-cluster
Are you a Lifelong Learner?

Does higher education promote or impede your lifelong learning?
Barriers to Lifelong Learning in traditional Higher Ed

- Dispositional barriers
  - negative experience / feel too old / not ready for higher Ed

- Situational barriers
  - no enough time, money, multiple responsibilities

- Institutional barriers
  - scheduling, locations, admissions procedures, lack of flexibility in course structures
# Change of learning paradigm

<table>
<thead>
<tr>
<th></th>
<th>Traditional Learning Paradigm</th>
<th>LL Paradigm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis on</td>
<td>Instruction</td>
<td>Learning</td>
</tr>
<tr>
<td>Time of learning</td>
<td>Constant</td>
<td>Variable</td>
</tr>
<tr>
<td>Learning</td>
<td>Variable</td>
<td>Constant</td>
</tr>
<tr>
<td>Main attribute</td>
<td>Institutionalization, focus on teacher and teaching</td>
<td>More flexible, individualization, focus on learner and learning</td>
</tr>
</tbody>
</table>
Education Credit Bank system (Korea)

- An open education system that recognizes diverse learning experiences gained both in and out of school.
- A student accumulates the necessary CBS-approved credits to obtain an associate or bachelor’s degree.

University of the Air (Japan)

- Study via TV, radio, etc., no entrance exam, open university
- A flexible route to a college education for working class, women and the elderly (koreika)
- Less expensive alternative for those on a limited income
Self-study Examinations (China)

  - College-Entrance Exams
- There are no age limits and no academic qualification requirements of candidates
- Candidates attend paid courses that are tailor-made for the examinations.
Self-study Examinations (China)

- Change People’s perceptions of formal education
  - Qualification
- Force to view Education as a private investment
  - 1997 Started Charging Fee
  - 2001 Graduate Job Assignments Abolished
- Extension
What impact do demographic shifts have for lifelong learning?

- Aging & Life Expectancy
- Fertility Rates
- Urban Migration
Demographic Changes & Lifelong Learning

How should educational policy makers respond to the learning needs of older adults?

- China has 130 million elderly residents who make up 10% of the population. With the changing balance of young and old that figure may rise to more than 31% by the year 2050.

- Life expectancy in Japan is now 82, up from 50 in 1947. By 2050, 34.3% of the population will be 65 or older.

- With 32.6% of its population expected to be 65 or older by 2050, South Korea has issued a new pension law.

- By 2050, 37.1% of the population of Singapore will be 65 or older.

How may declining fertility threaten the viability of the traditional family support system and what implications will this have for lifelong learning?

<table>
<thead>
<tr>
<th></th>
<th>Japan</th>
<th>China</th>
<th>So. Korea</th>
<th>Singapore</th>
<th>USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>127,288,416</td>
<td>1,330,044,544</td>
<td>48,379,392</td>
<td>4,608,167</td>
<td>303,824,640</td>
</tr>
<tr>
<td>Median Age</td>
<td>43.8</td>
<td>33.6</td>
<td>36.7</td>
<td>38.4</td>
<td>36.7</td>
</tr>
<tr>
<td>Population Growth</td>
<td>-.139</td>
<td>.629%</td>
<td>.269%</td>
<td>1.135%</td>
<td>.883%</td>
</tr>
<tr>
<td>Fertility Rate</td>
<td>1.22</td>
<td>1.77</td>
<td>1.2</td>
<td>1.08</td>
<td>2.1</td>
</tr>
</tbody>
</table>

What implications does urban migration have for lifelong learning?

- The urban population in Asia has been growing at the fastest pace in the world.
- In 1990, 33% of the population lived in urban areas compared with 41% in 2007.
- The fastest influx of people from rural areas to cities has occurred in Asian countries, 45% in 2006.

Summary

Structural Reform and Changes Impacting Lifelong Learning

Japan
China
South Korea
Singapore
Hong Kong

Economic Changes
- Knowledge Economy
- Employee Training
- Social Equity

Technological Changes
- High Tech. Environment
- E-learning
- Online University

Education Reform
- Lifelong Education Policy
- Higher Education Reform

Demographic Changes
- Aging & Life Expectancy
- Urban migration
1. What are the challenges to recover missing values in lifelong learning of East Asia? How can or should they overcome those challenges?

2. What implication does an aging population have for lifelong learning?

3. How can higher education be reformed to further support lifelong learning?

Thank You