ARC8 EG2: Lifelong Learning
(Philippines; SE Asia; Asia)

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Q1: What is your take, how inclusive are the national, institutional LLL policies and practices currently, what is the status quo?

- There are national policies for inclusive lifelong learning which can enable institutional policies as well as initiatives and practices.

**Lifelong Learning**: integration of learning and living; covering learning activities for people of all ages (children, young people, adults and the elderly, girls and boys, women and men) in all life-wide contexts (family, school, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal).
South East Asia: Examples of National Policies

• **Brunei Darussalam**: A National Education System for the 21st Century 2009–2017 from the Ministry of Education devising programmes that promote lifelong learning and wider access to higher education

• **Cambodia**: Education Strategic Plan 2014–2018 from the Ministry of Education, Youth and Sports, literacy and lifelong learning is one of several priority programmes
South East Asia: Examples of National Policies

- **Indonesia**: National Strategic Plan 2015–2019 from the Ministry of Education and Culture defines education as a lifelong process. Education should be conducted through an open system that allows flexibility of programmes and time of completion across educational units and pathways.
South East Asia: Examples of National Policies

• **Lao PDR**: Education and Sports Sector Development Plan 2016–2020 from the Ministry of Education and Sport: ‘Improve the education system in order to develop human resources with knowledge, skills, have moral and right values ... love lifelong learning, love their own customs and traditions, love progress and science ...’ is one of several key objectives to 2025.
South East Asia: Examples of National Policies

• **Malaysia**: Blueprint on Enculturation of Lifelong Learning for 2011–2020 from the Ministry of Higher Education: lifelong learning identified as the third pillar of a human capital development system.

• **Myanmar**: National Education Sector Plan 2016–21 from the Ministry of Education: alternative education introduced into the education pathways map for work and lifelong learning.
South East Asia: Examples of National Policies

- **Singapore**: Thinking Schools, Learning Nation announced by the Prime Minister of Singapore in 1997: envisions a national culture and social environment that promotes lifelong learning among Singaporeans.

- **Thailand**: The Amended National Education Act 2017–2036 from the Ministry of Education: defines the education policy framework as creating educational opportunities for all people throughout their lives.
South East Asia: Examples of National Policies

- **Timor Leste**: National Education Strategic Plan 2011–2030 from the Ministry of Education: one of the key principles of teacher education and training is to understand the value of lifelong learning in improving teaching quality.

- **Vietnam**: Framework on Building a Learning Society in the Period 2012–2020 from the Prime Minister focuses on creating a learning society in which the inter-relation and transfer between formal and non-formal education support equal access to lifelong learning for all.
Philippines:

- **Philippine Development Plan 2017–2022** from the National Economic and Development Authority: aims to provide lifelong learning for all to accelerate human capital development.

- **RA 7277** – An Act Providing For The Rehabilitation, Self-Development And Self-Reliance Of **Disabled Person** And Their Integration Into The Mainstream Of Society And For Other Purposes
  
  - **CHAPTER 2** – Education
    - **SECTION 12. Access to Quality Education**
    - **SECTION 13. Assistance to Disabled Students**
    - **SECTION 14. Special Education**
    - **SECTION 15. Vocational or Technical and Other Training Programs**
    - **SECTION 17. State Universities and Colleges**
      - The National Government shall provide these state universities and colleges with the necessary special facilities for visually-impaired, hearing-impaired, speech impaired, and orthopedically-impaired students. It shall likewise allocate the necessary funds in support of the above.
Philippines:

- **RA No. 8371**: An Act To Recognize, Protect And Promote The Rights Of Indigenous Cultural Communities/Indigenous Peoples, Creating A National Commission On Indigenous Peoples, Establishing Implementing Mechanisms, Appropriating Funds Therefor, And For Other Purposes
  - **SECTION 26.** The State shall provide **full access to education**, maternal and child care, health and nutrition, and housing services to indigenous women. **Vocational, technical, professional and other forms of training** shall be provided to enable these women to fully participate in all aspects of social life. As far as possible, the State shall ensure that indigenous women have access to all services in their own languages.
  - **SECTION 28.** Integrated System of Education. — The State shall, through the NCIP, provide a complete, **adequate and integrated system of education**, relevant to the needs of the children and young people of ICCs/IPs.
Philippines:

• REPUBLIC ACT NO. 9710 The Magna Carta of Women (2008)
  • SEC. 24. Right to Education and Training. – The State shall ensure the following: (a) Women migrant workers have the opportunity to undergo skills training, if they so desire, before taking on a foreign job, and possible retraining upon return to the country; (b) Gender-sensitive training and seminars; and (c) Equal opportunities in scholarships based on merit and fitness especially to those interested in research and development aimed towards women-friendly farm technology.
  • The cost of implementing GAD programs shall be the agency’s or the local government unit’s GAD budget which shall be at least five percent (5%) of the agency’s or the local government unit’s total budget appropriations.
Philippines:

• RA 9994: An Act Granting Additional Benefits And Privileges To Senior Citizens, Further Amending Republic Act No. 7432, As Amended, Otherwise Known As “An Act To Maximize The Contribution Of Senior Citizens To Nation Building, Grant Benefits And Special Privileges And For Other Purposes”
  
• (b) Education

“The Department of Education (DepED), the Technical Education and Skills Development Authority (TESDA) and the Commission on Higher Education (CHED), in consultation with nongovernmental organizations (NGOs) and people’s organizations (POs) for senior citizens, shall institute programs that will ensure access to formal and nonformal education.
Philippines

**Open High School Program (DEPED Order No.46 series of 2006)**

- Uses distance learning. It caters to learners who are unable to attend the regular class program due to physical impairment, work, financial difficulties, distance of home to school, and other justifiable and legitimate reasons.
- A Dropout Reduction Program (DORP) intervention,

**Objectives:**

- Provides opportunity to all elementary graduates, high school drop-outs to complete secondary education;
- Prevents potential school leavers and encourages those who are out of school to finish secondary education;
- Reduces high school drop outs and increases participation rate; and
- Increase achievement rate through quality distance education.
Philippines

Alternative Learning System (through the ALS A and Equivalency): DEPED

• Described as the "other side" of basic education.
• Combines nonformal education and accreditation and equivalency (A&E) test that grants elementary or high school diploma.
• Specifically targets the learning needs of school leavers, adults and other learners from marginalized groups who are described by the law as “deprived, depressed, and underserved” (DDUs).
• Classes are held in some 4,467 community learning centers all over the Philippines.

Philippines

RA10647 – Ladderized Education Act 2014

- institutionalize the ladderized interface between technical-vocational education and training (TVET) and higher education;
- open the pathways of opportunities for career and educational progression of students and workers;
- create a seamless and borderless system of education;
- empower students and workers to exercise options or to choose when to enter and exit in the educational ladder, and
- provide job platforms at every exit as well as the opportunity to earn income.
AN ACT EXPANDING ACCESS TO EDUCATIONAL SERVICES BY INSTITUTIONALIZING OPEN DISTANCE LEARNING IN LEVELS OF TERTIARY EDUCATION AND APPROPRIATING FUNDS THEREFOR

SECTION 1. Short Title. – This Act shall be known as the “Open Distance Learning Act”.

SEC. 2. Declaration of Policy. – It is hereby declared the policy of the State to expand and further democratize access to quality tertiary education through the promotion and application of open learning as a philosophy of access to educational services, and the use of distance education as an appropriate, efficient and effective system of delivering quality higher and technical educational services in the country.
Philippines

- 3 Major functions of State-funded universities (112)
  - Instruction
  - Research
  - Extension/Public Service – which can be in the form of training programs/non-formal courses for various types of learners: professionals; and the marginalized sectors (women; OSYs; Senior Citizens; etc)
Philippines:

**Inclusive Educ and LLL 4 All**

FREE Formal Education System (provided by the state)

- Womb
- Daycare (RA7160; PD1567 (1977): Day Care Center in every Bgy)

K-12 Program

- Typical Progression of a Sample Cohort of 100 Pupils

Advanced Studies (MSc/Doctoral/Post Doc)

- After formal/compulsory education/working
- Retirement

Tertiary Education

Tomb

Phil: Of the 3.6 million OSCYs, 83.1% were 16 to 24 years old (about 3M)
Q2: What potential risks do you foresee in the coming years that could jeopardize greater inclusion in LLL in the next 10 years?

- Lack of government funding to support LLL programs
- Sub-standard programs/initiatives for LLL (lack of recognition for learnings acquired outside the formal school system)
- Veering away from the concept of education/learning as a public good to favor education as a commercial enterprise (which has become a model for some open education initiatives like MOOCs)
- Other major disruptions like the COVID-19 pandemic that would highlight social inequality (e.g. digital exclusion) or even armed conflict/peace and order disruption
- Re-emergence of hegemonic perspective that education and learning are confined to the brick and mortar universities (snobbery against off-campus learning)

The great advantage an Oxford or Cambridge man claims over his London rival is his social education. It is he says a moral training. His university career is far more than the acquisition of knowledge. He is no lowly student, working narrowly for his own hand, but a man among men, and he points to the union debating society, to the collegiate and university football, cricket and boating, as influence to this end. (Tait, 2008)
Q3: What opportunities, leverage points do you see to promote inclusion in LLL the next 10 years?

• The continuous rise of the open education movement and advocates which will increase inclusive lifelong learning opportunities like MOOCs and OERs

• The gains/insights from the COVID-19 pandemic which forced everyone to embrace (and appreciate) online/flexible learning – the mode of instruction which can accommodate more opportunities for inclusion (UDL and open education; WCAG)

• Availability and continuous advancements in assistive technologies

• Push for SDG #4; universities SDG impact ranking for universities

• Open Universities – the essence of existence is inclusion and lifelong learning (about 70 – 48 OUs in Asia; some of which are the largest in the world)

• Regional and global collaborations to promote inclusion LLL (AAOU; SEAMEO; ICDE; COL)
Thank you!

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