Learning To Live Together through International Education

Zhou Nanzhao
Asia-Pacific Network for International Education and Value Education (APNIEVE)
Outline

I. A Retrospect of Contexts
II. Imperatives for Learning To Live Together
III. Pathways to Learning To Live Together: *International Education as a Strategic Policy Response*
IV. A Prospective Outlook
I. A Retrospect of Contexts
The Outlooks to Development Context for the proposed four pillars of learning:

- The interaction between globalization and preservation of local cultural identities.
- The participation of peoples in democracy for social cohesion
- The transition from inequitable economic growth to sustainable human development
The Four Pillars of Learning

“If it is to succeed in its tasks, education must be organized around four fundamental types of learning which, through a person's life, will in way be the pillars of knowledge: learning to know, ......, learning to do, ......learning to live together, ....and learning to be”.

(Commission Report, p. 86)
Learning to Live Together (LTLT)

- A recall of Commission deliberations.
- A pillar on which the Commission puts great emphasis.
- A pillar aiming at developing citizenship values in respecting other peoples/cultures and appreciating differences while creating awareness of commonalities of humankind.
- A pillar of learning to resolve conflicts through peaceful dialogues and provides the pre-condition of a culture of peace and a foundation of development.
The intention of the Four Pillars of Learning was to "upset" conventional thing of education, to stimulate debate and fundamental rethinking on education, and NOT meant to provide answers to the solution of the daunting globalized problems in education.
LTTLT, as other learning pillars, NOT meant to be “a miracle” or “a magic formula” to realize a necessary “Utopia” of a peaceful world and harmonious society.
LTLT is no longer a mere concept. No longer does it remain a “Utopia”, though necessary or even vital.

LTLT has been turned into national and regional instruments in educational evaluation of system performance. It has been turned into innovative practices in many communities in Asia and Pacific and many parts of other regions.

This Conference is itself and evidence: Our Region has had diversified innovations to practice LTLT.
Canadian Compassite Learning Index
[Council of Learning, 2010]
## ELLI Index and Measures

### Learning to know
- Participation in early childhood/pre-school education
- Output of secondary education
- Participation in post-secondary education
- Supply of formal education infrastructure

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of children aged 4 to compulsory school age attending formal education institutions</td>
<td></td>
</tr>
<tr>
<td>Student performance in reading (PISA)</td>
<td></td>
</tr>
<tr>
<td>Student performance in math (PISA)</td>
<td></td>
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<tr>
<td>Student performance in science (PISA)</td>
<td></td>
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<tr>
<td>Share of 30 to 34 years old with tertiary education</td>
<td></td>
</tr>
<tr>
<td>Adult participation rates in formal education and training</td>
<td></td>
</tr>
<tr>
<td>Total public expenditure on education as % of gross national income</td>
<td></td>
</tr>
</tbody>
</table>

### Learning to do
- Output of formal vocational education and training
- Participation in non-formal vocational education and training
- Supply of non-formal vocational education and training
- Integration of learning in the work environment

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate quota in upper secondary education – pre-vocational and vocational programs</td>
<td></td>
</tr>
<tr>
<td>Participation in job-related non-formal education and training</td>
<td></td>
</tr>
<tr>
<td>Participation of employees in CVT courses</td>
<td></td>
</tr>
<tr>
<td>Expenditure in training as part of labor market policies</td>
<td></td>
</tr>
<tr>
<td>Numbers of hours of CVT courses</td>
<td></td>
</tr>
<tr>
<td>Enterprises providing CVT courses</td>
<td></td>
</tr>
<tr>
<td>Relative costs of CVT courses</td>
<td></td>
</tr>
<tr>
<td>Enterprises providing any other form of training (non-CVT)</td>
<td></td>
</tr>
<tr>
<td>Learning new things at work</td>
<td></td>
</tr>
<tr>
<td>Doing monotonous tasks at work</td>
<td></td>
</tr>
<tr>
<td>Doing complex tasks at work</td>
<td></td>
</tr>
<tr>
<td>Employees using internet for work</td>
<td></td>
</tr>
</tbody>
</table>
**ELLI Index and Measures (continued)**

### Learning to live together
- Participation in active citizenship
- Tolerance, trust and openness
- Inclusion in social networks

<table>
<thead>
<tr>
<th></th>
<th>Involvement in work for voluntary or charitable organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Membership in any political party</td>
</tr>
<tr>
<td></td>
<td>Working in a political party or action group</td>
</tr>
<tr>
<td></td>
<td>Opinion that the country's cultural life is either enriched or undermined by immigrants</td>
</tr>
<tr>
<td></td>
<td>Opinion that gay and lesbians should be free to live their own lives as they wish</td>
</tr>
<tr>
<td></td>
<td>Trust in other people</td>
</tr>
<tr>
<td></td>
<td>Meetings with friends, relatives or colleagues</td>
</tr>
<tr>
<td></td>
<td>Anyone to discuss personal matters with</td>
</tr>
</tbody>
</table>

### Learning to be
- Participation in sports and leisure activities
- Participation in learning through culture
- Participation in continuing/further education and training
- Self-directed learning through media
- Supply of media for self-directed learning
- Work-life balance

<table>
<thead>
<tr>
<th></th>
<th>Participation in sports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attendance at ballet, dance, opera</td>
</tr>
<tr>
<td></td>
<td>Attendance at cinema</td>
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<tr>
<td></td>
<td>Attendance at concerts</td>
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<tr>
<td></td>
<td>Visiting museums/galleries</td>
</tr>
<tr>
<td></td>
<td>Participation in lifelong learning</td>
</tr>
<tr>
<td></td>
<td>Personal use of internet</td>
</tr>
<tr>
<td></td>
<td>Internet access in households</td>
</tr>
<tr>
<td></td>
<td>Accordance of working hours with family commitments</td>
</tr>
</tbody>
</table>
UNESCO-APNIEVE has been a proactive force in implementing LTLT and developing Sourcebooks respectively on the Four Pillars of Learning, which have been used in teacher training and institutional capacity building in educational innovations for development.
Learning To Know
for a Peaceful and Sustainable Future

UNESCO-APNIEVE and APCEIU SOURCEBOOK
FOR EDUCATORS AND LEARNERS

Learning To Be
A Holistic and Integrated Approach
to Values Education for Human Development

Core Values and the Valuing Process
for Developing Innovative Practices for Values Education
toward International Understanding and a Culture of Peace

A UNESCO-APNIEVE Sourcebook 2
for Teachers, Students and Tertiary Level Instructors

United Nations Educational, Scientific and Cultural Organization (UNESCO) Bangkok
II. Imperatives for Learning To Live Together
LTLT is mandated by the ethical mission and intellectual roles of UNESCO

“Peace must be found, if it is not to fail, upon the intellectual and moral solidarity of mankind.”

---- UNESCO Constitution

Education has a duty to ensure that in the minds of men and women the defense of peace be constructed. LTLT is the sowing seeds of peace among peoples, which will come into blossom and flowering.
LTLT is urgently needed more ever than before, as an educational response resolve conflicts through peaceful dialogues and debates,

Peace building in the context of growing interdependence needs be based on “a culture of peace”, which education has an obligation to nurture.
LTLT is a precondition for solution of many globalized development problems (poverty, social exclusion, economic downturn, youth unemployment, increasing inequity between have’s and havenot’s) cutting cross national and regional boundaries.

LTLT is a means of enabling peoples to learn to work together as education is a fundamental contributor to development.
LTTLT is necessitated especially by Asia-Pacific region to promote “unity within diversity”.

Our region is characterized, and blessed, by greatest diversity (in terms of socio-political systems, languages, religions, ethnicities, cultural identities, etc.) Education through has an obligated task to facilitate learning of/from the diversities as a great asset and learning to respect/appreciate differences while further strengthening unity of our communities and peoples for common goals of development and peace.
LTTLT in itself has its value and significant place in achieving educational aims for both personal and societal development:

-- “School is a place to be” – the culture of the school as a learning organization for pupils to grow and to develop

-- the full flowering of human potential and talents buried/untapped within each and all of us, young and old, girls and boys, for harmonious or learning societies.
Education to facilitate a new humanism

“Education thus has a special responsibility to exercise in the building of a more mutually supportive world... Education must help to engender a new humanism, one that contains an essential ethical component and setted considerable store by knowledge of, and respect for, the cultures and spiritual values of different civilizations..."
Education to develop appreciation of diversity and awareness of common heritage

“The task of education is to teach, at one and the same time, the diversity of the human race and an awareness of the similarities between, and the interdependence of, all humans.”

[Report, p. 92]
The failure of the 20th century was not the teaching of math and science, or the cognitive learning achievements, but the failure in teaching social and value skills, or humanistic competencies of living / working with others.
“... the only path to the restoration of balance in the value system of a world increasingly shaped by materialism is to assign a significant place to the teaching of ethics, values and culture in the school curriculum......(and therefore, Asia-Pacific Member States, UNESCO and the international community) should review their existing Education systems, with a view of formulating appropriate values education within the curriculum at all levels of education; and to promote the strategies and curriculum to inculcate ethical, cultural and moral values”.

[Kula Lumpur Declaration on Education, adopted at "Sixth Conference of Ministers of Education and those Responsible for Economic Planning in Asia and the Pacific” (MINEDAP VI)]
III. Pathways to Learning to Live Together through International Education
International Education is “a concise expression” of education for international understanding cooperation and peace.

[UNESCO Recommendation.
adopted at 1974 General Conference]
Three main elements of International Education:

- Comparative study of policies, content and methods of education systems
- International transfer of learning, teacher/student exchanges
- Educational assistance to under-developed countries
International Education is for everyone at all levels of formal and non-formal education...

It seeks to promote understanding and solidarity among all peoples of the world and to develop a commitment to working individually, and with others. It seeks also to that all peoples will participate in building a world founded upon the principles of peace and justice.

[UNESCO Mid-Term Strategy and Programme(2002-2007)]

-- Values underpin LTLT and other pillars of education. The claim for value-free education is hypocritical.

-- Asia-Pacific peoples are peace-loving and have had long-standing tradition of living in harmony and peaceful co-existence.
AUSTRALIA

- The nature of a truly multi-ethic, multi-lingual and multi-faith society
- Values associated with tolerance and respect for diversity
- Multiculturalism as a successful bipartisan government policy, which could be indicated by the national public awareness campaign associated with National Harmony Day.
- Values of peace and harmony integrated in curriculum and learning areas.
- “Acceptance of cultural diversity “cultural diversity” listed as one of the core civic values of Australian citizenship.

(Joy de Leo)
CHINA

- The Confucian values of benevolence and fraternity
- Harmony with difference
- Universal brotherhood
- Govern by moral virtues
- Golden mean and moderation
- All-embracing love for the people
- Harmonious equilibrium between humans and nature
- Peaceful co-existence
KOREA, REPUBLIC OF

1. Values of peace and harmony deriving from traditional cultures of Buddhism and Shamanism, and Confucianism (Kim In Whoe)

2. Contemporary values and contributions to education for international understanding, peace and human-centered sustainable development
PHILIPPINES

*The Filippino people as a best-example of the unique blending of the east and the west In a pluralist society.

*Premium on to harmonious relationships and smooth interpersonal skills
* Harmony with nature
* Tolerance
* Love and goodness
* Global spirituality
* Concern for the common good
* Sustainable human development
* Nationalism and globalism

(Lourdes Quisumbing)
THAILAND

Values of harmony deriving from Buddhism:

* Loving-kindness towards all or *
* Respect of life
* Compassionate action of helping people
* Altruristic joy/happiness when people are made happy
* Equanimity
• Courtesy, as a form of respect for others by not imposing on others
  * Love for peace and harmony
  * Self-reliance while respecting others
  * Tolerance
  * Balance between nationalism and internationalism
  * Love and care for nature

(Valai na Pombejr)
International Education to promote LTLT and other pillars of learning through:

- Policy development
- Curriculum & learning materials development
- Teacher development for professional competencies in inculcating values/attitudes
- Holistic approach to evaluation of learning achievements in non-cognitive learning
- More effective use of ICT as powerful teaching/learning tools in new learning environments
International Education to Promote Two-way Students Flow and Teacher Exchanges for LTLT through joint projects and collaborative work toward common objectives and for nurturing international-mindedness and 21st century core skills
What PISA Results Imply?

Asian students’ high performance in PISA (mathematics, science, and reading) but they still need international education in learning environments more conducive to nurture creativity and other 21st century competencies
Comparison of Students Performance in Mathematics, PISA 2009

Shanghai, China

<table>
<thead>
<tr>
<th>Country</th>
<th>1级以下</th>
<th>1级</th>
<th>2级</th>
<th>3级</th>
<th>4级</th>
<th>5级</th>
<th>6级</th>
</tr>
</thead>
<tbody>
<tr>
<td>China Shanghai</td>
<td>8.7</td>
<td>15.2</td>
<td>20.8</td>
<td>23.8</td>
<td>26.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finland</td>
<td>13.1</td>
<td>18.7</td>
<td>22.8</td>
<td>20.0</td>
<td>15.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Korea</td>
<td>22.0</td>
<td>24.3</td>
<td>18.9</td>
<td>9.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singapore</td>
<td>5.1</td>
<td>10.3</td>
<td>15.6</td>
<td>20.2</td>
<td>24.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>China Hong Kong</td>
<td>4.0</td>
<td>7.8</td>
<td>12.3</td>
<td>16.8</td>
<td>21.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td>3.1</td>
<td>6.2</td>
<td>10.4</td>
<td>14.9</td>
<td>19.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td>6.0</td>
<td>11.5</td>
<td>16.6</td>
<td>21.5</td>
<td>26.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>3.2</td>
<td>6.4</td>
<td>10.7</td>
<td>15.1</td>
<td>20.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>France</td>
<td>2.0</td>
<td>4.4</td>
<td>8.7</td>
<td>13.1</td>
<td>17.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td>4.5</td>
<td>9.0</td>
<td>13.8</td>
<td>18.4</td>
<td>23.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td>5.2</td>
<td>10.5</td>
<td>15.7</td>
<td>21.0</td>
<td>26.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>6.9</td>
<td>13.5</td>
<td>19.0</td>
<td>24.0</td>
<td>28.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td>7.2</td>
<td>14.4</td>
<td>20.5</td>
<td>25.6</td>
<td>30.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>8.3</td>
<td>15.7</td>
<td>21.5</td>
<td>26.7</td>
<td>32.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results of PISA 2009 in Sciences

【Zhang Mingxuan, ECNU Workshop for African School Principals, November 2011】
PISA 2009 Results in Reading

The fifth percentile of score for Shanghai-China, Singapore, and New Zealand are 417 points, 357 points, and 344 points respectively. The score of Shanghai is higher than that of Singapore by 60 points and New Zealand by 73 points.

The ninety-fifth percentile of score for Shanghai-China, Singapore, and New Zealand are 679 points, 676 points, and 678 points respectively. So there is little difference.
### Results of PISA 2009: Time student spent for learning per week (minutes) in reading lessons at school.

(Zhang Mingxuan, ECNU Workshop for African School Principals, November 2011)

<table>
<thead>
<tr>
<th>Location</th>
<th>Language of instruction</th>
<th>Mathematics</th>
<th>Science</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singapore</td>
<td>283.17</td>
<td>343.49</td>
<td>345.15</td>
<td>971.81</td>
</tr>
<tr>
<td>Canada</td>
<td>326.44</td>
<td>322.61</td>
<td>317.48</td>
<td>966.53</td>
</tr>
<tr>
<td>Hong Kong China</td>
<td>274.25</td>
<td>268.98</td>
<td>301.75</td>
<td>844.99</td>
</tr>
<tr>
<td>Macau China</td>
<td>265.11</td>
<td>275.81</td>
<td>259.60</td>
<td>800.52</td>
</tr>
<tr>
<td>USA</td>
<td>257.69</td>
<td>258.45</td>
<td>258.32</td>
<td>774.46</td>
</tr>
<tr>
<td>Shanghai China</td>
<td>256.11</td>
<td>274.10</td>
<td>201.88</td>
<td>732.09</td>
</tr>
<tr>
<td>OECD Average</td>
<td>219.11</td>
<td>213.78</td>
<td>202.71</td>
<td>635.60</td>
</tr>
<tr>
<td>Korea</td>
<td>211.97</td>
<td>217.42</td>
<td>179.66</td>
<td>609.05</td>
</tr>
<tr>
<td>Japan</td>
<td>211.34</td>
<td>234.49</td>
<td>147.97</td>
<td>593.80</td>
</tr>
</tbody>
</table>
The Index of Memorization for Shanghai students is -0.07. This is significantly lower than the OECD average level.
Percentage of Graduates of Higher Engineering Education Competent for Jobs at Multinational Companies: the reason why China needs IE to learn from developed nations

<table>
<thead>
<tr>
<th>Country</th>
<th>Competent Graduates</th>
<th>Total Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>158</td>
<td>1589</td>
</tr>
<tr>
<td>USA</td>
<td>538</td>
<td>667</td>
</tr>
<tr>
<td>India</td>
<td>132</td>
<td>528</td>
</tr>
<tr>
<td>Russia</td>
<td>62/317</td>
<td>49/486</td>
</tr>
<tr>
<td>Japan</td>
<td>58/290</td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td>21/158</td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>120/150</td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>102/128</td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td>25/115</td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td>39/82</td>
<td></td>
</tr>
<tr>
<td>Poland</td>
<td>64/81</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>17/49</td>
<td></td>
</tr>
<tr>
<td>Malaysia</td>
<td>13/27</td>
<td></td>
</tr>
<tr>
<td>Hungary</td>
<td>18/22</td>
<td></td>
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<tr>
<td>Ireland</td>
<td>8/15</td>
<td></td>
</tr>
</tbody>
</table>

A Framework of 21st Century Learning
[“Partnership for 21st Century Learning”, USA]
Dimensions of Quality Education for Learner Development
A Framework UNICEF-China Child-Friendly Schools Project

[Source: China MoE-UNICEF Consultant Team, 2007]
Learning by doing. International Education (IE) is indispensably significant to LTLLT through education exchange and cooperative undertakings. It should therefore be made a strategic education policy as a response to increasing globalization and for solution of many globalization problems.
International Education to Tap the great potential of ICT as powerful teaching-learning tools and for most democratic participation in Web-based open learning in formal, non-formal and informal settings, in ICT-facilitated e-learning environments characterizing the digital age.
• International Education to Promote North-South, South-South, and South-North-South cooperation for LTLT and other learning:

* from assistance to partnership
* from traditional donors in North only to emerging donors in South
IV. A Prospective Outlook
LTTLT is part of a whole of educational process. Values are not ‘taught but caught’ (L. Quisumbing) in families, schools and communities. To turn LTTLT from "a cold dish" to "a main course" in curriculum and extra-curricular activities, there need be coherent policies to ensure integration of values into school curriculum and all learning areas.
LTLLT, and learning, is not only as a means to development but also a component and goal of a New Development Paradigm

“Education must now be viewed as part of a new approach to problems in which it is not simply one, if many means towards development, but one of its constituent elements and one of its essential goals.”

[Report, p.78]
Fundamental rethinking is needed to foster LTLT in achieving education and development goals in changed national/international contexts.

For examples:

- EFA goals-setting: a “one-size for all” approach, or better focused actions in diversified country-specific contexts, while sharing resources and innovative practices within international frameworks?
- Is the EFA’s over-emphasis on ‘basic education’ remaining relevant to knowledge economies in many Member States?
- How could piece-meal changes, or programmes implemented in isolation from each other, be changed to holistic systemic reforms to assure relevant learning outcomes?
Holistic approaches to system-wise educational reforms needed to facilitate LTLT and non-cognitive learning and skill development.

Educational changes lag behind economic and scientific-technological developments: the inertia and conservativeness of education, and the need for policy as lever to mandate educational changes by forces outside and inside education systems, especially in the changed learning environment.
Pace of Technological Change Making Life of Knowledge Shorter

Knowledge becoming obsolete by years

- Computer Knowledge: 1 year
- Technological Knowledge: 3 years
- Specialized Vocational Knowledge: 5 years
- School Knowledge: 20 years
- Knowledge in Higher Education: 10 years

[Source: Shyamal Majumdar, IFTE 2008, Shanghai]
Approaches to educational assessment of learning achievements have to be changed to align with policy and curricular changes for LTLT.

LTLT could not be constructed if the examination-driven practices and testing system focusing on cognitive learning is not effectively changed.

Both quantitative and qualitative measures and instruments have to be developed to facilitate a shift--from “in seeking to make the ‘important’ measurable (test scores for cognitive learning), only the measurable has become important” ==》--to “measure not only the ‘measurable’ but the ‘relevant’ ”.

(A. Pillot & J. Osborne)
International Education for/in LTLT should be development-oriented and made relevant

Peace without development is fragile while development could not take place without peace
Good practices and results-based innovations in LTLT through International Education should be identified, disseminated and scaled up for maximum impacts on education for social inclusion and cohesion.
“Choice of education means choice of society”.

As the world has shifted its focus in education from teaching to learning and from learning resources to learning outcomes and their social distribution, the rethinking on the four pillars of learning and the reinvigoration of education have to be placed in broader development contexts. Asia-Pacific countries urgently need education policies as levers to enable education to be both means and ends of equitable sustainable development and harmonious peaceful world societies.
The UN Secretary-General’s Global Initiative:
A call for actions and contributions of LTLT to promoting learning equity, improving learning quality, and developing global citizenship
Thank you!