Comparative perspectives from three country cases: India, Republic of Korea, and Malaysia

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Major demographic changes in the Asia and the Pacific region

- Population tripled in the last 65 years - 4.84 billion people expected in 2050
- Major changes are only now beginning: largest shifts expected between 2015 and 2050
- Rapid urbanization - More than a billion people in cities in the last 30 years, and another billion will be added in the next 30 years
- India, Malaysia, Korea – three stages of the demographic transition
  - Korea: breaking point for population decline by 2030
  - Malaysia: growing volume of population but at a slower pace, change in age structure
  - India: slowing growth at national level, but wide variation across states
Dwindling share of children and young people

PERCENTAGE OF YOUNG PEOPLE (0-24 YEARS OLD), 1990-2040

Asia
Malaysia
Republic of Korea

India


Asia
Malaysia
Republic of Korea

India

20.0% 25.0% 30.0% 35.0% 40.0% 45.0% 50.0% 55.0% 60.0%


Asia
Malaysia
Republic of Korea

India

20.0% 25.0% 30.0% 35.0% 40.0% 45.0% 50.0% 55.0% 60.0%


Asia
Malaysia
Republic of Korea

India

20.0% 25.0% 30.0% 35.0% 40.0% 45.0% 50.0% 55.0% 60.0%
How demographic changes manifest: fewer children

• Fast pace of decline in fertility rates: it took Western Europe more than 75 years for rates to fall to the replacement level.
  – In East Asia the fall happened over 20 years; in South-east Asia it took place over 40 years. In South Asia the replacement level will be reached in 50 years.

• Substantial fertility differences are evident within countries
  – Between urban and rural areas
  – Across states: half the states in India have a fertility level similar to developed countries.
How demographic changes manifest: living longer

- Increasing life expectancy, declining crude death rate
  - Malaysia: Life expectancy increased from 70.7 years in 1990 to 74.7 years in 2015
How demographic changes manifest: migration

% of population living in urban areas, 1995 - 2015

- India
- Malaysia
- Republic of Korea
Demographic dividend

- As share of working-age population grows faster than the dependent population
- Reveals fully when the larger number of workers is also more productive -> investments in human capital

<table>
<thead>
<tr>
<th></th>
<th>Year of maximum share of working age population</th>
<th>Year of maximum number of working age population</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>2040</td>
<td>2050</td>
</tr>
<tr>
<td>Malaysia</td>
<td>2020</td>
<td>2045</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>2015</td>
<td>2015</td>
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</table>
Reaping the demographic dividend in the years to come

<table>
<thead>
<tr>
<th></th>
<th>2010-2020</th>
<th></th>
<th>2020-2050</th>
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<tbody>
<tr>
<td></td>
<td>First</td>
<td>Second</td>
<td>Combined</td>
<td>First</td>
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<tr>
<td>Developed Asia-Pacific</td>
<td>-0.35</td>
<td>1.12</td>
<td>0.77</td>
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<tr>
<td>Developing Asia-Pacific</td>
<td>0.48</td>
<td>0.91</td>
<td>1.38</td>
<td>0.05</td>
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<tr>
<td>East Asia, developing</td>
<td>0.28</td>
<td>1.42</td>
<td>1.7</td>
<td>-0.37</td>
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<tr>
<td>South-east Asia, developing</td>
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<td>1.04</td>
<td>1.46</td>
<td>-0.03</td>
</tr>
<tr>
<td>South Asia, developing</td>
<td>0.68</td>
<td>0.93</td>
<td>1.61</td>
<td>0.1</td>
</tr>
<tr>
<td>Rest of the world</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developed countries</td>
<td>-0.18</td>
<td>1.1</td>
<td>0.94</td>
<td>-0.45</td>
</tr>
<tr>
<td>Developing countries</td>
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<td>0.85</td>
<td>1.22</td>
<td>0.09</td>
</tr>
<tr>
<td>North America</td>
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<td>0.87</td>
<td>0.42</td>
<td>-0.29</td>
</tr>
<tr>
<td>Europe</td>
<td>-0.21</td>
<td>0.9</td>
<td>0.69</td>
<td>-0.42</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>0.16</td>
<td>1.12</td>
<td>1.28</td>
<td>-0.09</td>
</tr>
<tr>
<td>Africa</td>
<td>0.41</td>
<td>0.49</td>
<td>0.91</td>
<td>0.32</td>
</tr>
</tbody>
</table>

Education systems in flux

Schoolage population, Republic of Korea, 1990 - 2015

Net enrolment rate, Republic of Korea 1990 – 2015

Primary Education (6 - 11 yo)  Secondary Education (12 - 17 yo)

Primary Education (6 - 11 yo)  Total (Primary + Secondary Education)
### Education resource allocation does not necessarily adjust in line with population change

<table>
<thead>
<tr>
<th>India</th>
<th>Malaysia</th>
<th>Korea</th>
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| • Saturation point in number of schools - high growth rates during earlier decades combined with declining child population | • Teacher staffing quite high  
• Low pupil-teacher ratios | • Decrease in total public expenditure on education – reallocated to health and welfare, employment  
• But spending per pupil has increased |
Incorporating demographic change into education policies

1. Demographic dynamics
2. Changes in age structure
3. Changes in location of population
4. Impact on sector demands
5. Public policies adjusted
Need to integrate demographic concerns in national development plans and various sector plans and social and economic strategies.

This is not necessarily the case in the countries studied: varies with the stage of the transition.
Frameworks tend to reflect the stage of demographic transition

INDIA
- Challenge of universal access to mandatory schooling, and improving employability:
- Right of Children to Free and Compulsory Education Act, 2009 – Focus on expanding the system to achieve universal access and participation of children 6-14 years
- The twelfth five year plan document laid special emphasis on vocational education and skill development.

MALAYSIA
- Demographic concerns not explicitly incorporated into education policies yet, but...
- Malaysian Vision 2020 and Education Blueprint 2013-2025 consistent with seizing benefits of demographic dividend -to create the skills base for an economically advanced nation

KOREA
- Policies started to reflect demographic concerns in the 1990s.
- 3rd Basic plan(2016-2020): recover Korea’s birth rate up to OECD average level
- Lifelong Learning Master Plans: three since 2002
...as do current education sector priorities

INDIA: Ensuring universal access to mandatory schooling and strengthening employability of youth

• Likely impact of demographic change is not explicitly included in education policies
• Emphasis on expanding offer to comply with rights-based education approach
• Multiple programs to enhance employability of youth and smooth transition to employment or entrepreneurship
MALAYSIA: Improving learning and technical skills

• Technical skills:
  – increase enrolment in TVET
  – teacher training campuses to be restructured into vocational colleges and polytechnics
  – additional TVET facilities to be created, equipment to be upgraded

• Compulsory secondary education: increase enrolment in upper sec.ed.

• Improve quality: revision of curriculum; innovative teaching and learning approaches

• Improve efficiency and effectiveness: more toward performance-based systems
KOREA: Early childhood, education-employment links and lifelong learning

– Childcare subsidy policy, ‘Nuri Curriculum’
– After-school programs: support to working families
– Work-study scheme; ‘Uni-Tech’ curriculum; Industry Professional Practice in 4-year colleges.
– Expand opportunities for lifelong learning, including for disadvantaged population and for older age groups. Creation of the National Institute for Lifelong Education
Incorporating demographic dynamics into educational planning and management

Enablers and barriers for planning and management in education

• Physical resources - Debates in relation to school size
• Human resources - Teacher management: deployment, utilisation
• Financial resources – Reallocation as a result of change in priorities
• Support systems: information systems
• Expansion of school infrastructure, boarding schools, transportation, free meals and textbooks, etc. to comply with rights-based approach

• But norms for school provision within a certain distance collide with shrinking of population in some areas -> increasing share of small schools - how to make them viable?
Malaysia

• Imbalances due to internal migration and lower school-age population: trade-offs between quality and equity – What strategies to adopt? Leave small schools, relocate?

• Overstaffing particularly at primary level and non-teaching staff: demand for new teachers will decrease - Reduce intake, redirect resources to train TVET teachers?
Korea

- Plan for optimal school size promotion – shrinking school population in rural and in some urban areas, but growth in newly established towns
- University restructuring reform plan – financial incentives and stringent quality assessment to improve education conditions and performance, and reduce enrolment quota in poorly performing institutions. Attracting high quality international students.
- Lifelong learning focus - encourage institutions to diversify offer for adult learners
Need to strengthen data collection and analysis for planning and monitoring:

- disaggregated data
- regular and timely information (especially regarding internal movement of population)
- integrated information systems, especially for planning and managing human resources, students and population data

• Recognize that demographic factors, though important, are one aspect in a complex web of political, social, economic and pedagogical factors framing education policies.
Thank you!