



Ministry of National Education (MONE) Indonesia

Indonesian National Commission for UNESCO

UNESCO office Jakarta

and

The UNESCO Institute for Lifelong Learning (UIL), Hamburg, Germany

Japanese Fund in Trust (JFIT)

cordially invite you to participate in the

Jakarta Strategy Paper on
South-South Policy Forum, on Lifelong Learning as the key to
Sustainable Development, 21st-23rd April 2008, Jakarta

Executive Summary

In April 2008, the Jakarta South-South Policy Forum on Lifelong Learning as the Key to Sustainable Development brought together 20 participants from which included experts from, government, universities and civil society organizations from selected countries in Asia and Sub Saharan Africa to dialogue and mutually learn from best practices, approaches, and strategies adopted in implementing lifelong learning for sustainable development. In addition, 40 participants from Indonesia took part in the deliberations of the meeting.

The Jakarta Forum started by acknowledging the UNESCO implementation plan for UNDESD (2005-2014) wherein one of the key areas of Education for Sustainable Development is lifelong learning, including formal, non formal and informal learning. The forum also acknowledged the

recommendations of the 7th E-9 Ministerial review meeting on Education for all, held in Bali, 10-12 March 2008. During the inaugural session, the Minister of Education Professor Bambang Sudibyo highlighted the important role of various institutions such as cultural, educational, community based, civil society organizations, media and religious institutions working in harmony with the government in the promotion of Lifelong Learning for All. All the above agencies of society, he said, needed to work together to reverse unsustainable trends in society, economy and environment. Learning for sustainable development is a cross-sectoral issue. The Jakarta Forum recognized that there is a learning divide between the “learning rich” and the “learning poor”.

The strategy developed from the Forum reflects the four areas of the South-South Policy Forum, namely

1. Clear conceptualization of lifelong learning and the vision of sustainable development
2. Essential competencies for social, environmental, economic and cultural sustainability
3. Learning strategies conducive to sustainable development
4. Institutional architecture of lifelong learning

The delegates of the Jakarta South-South Policy Forum 2008 agreed upon the following strategies

1. Clear conceptualization of lifelong learning and vision of sustainable development

1. Member countries need to draw on lifelong learning as a framework for sustainable development, and need to come up with their own benchmarks, milestones and indicators for sustainable development
2. Member States should develop actions for implementing lifelong learning around education for sustainable development
3. Member State agreed on core dimensions and principles that underline a sustainable future such as: (1) caring for each other and value social justice and peace; (2) protecting natural systems and use resources wisely;(3) valuing appropriate development and satisfying livelihoods for all; (4) making decisions through fair and democratic means
4. All development efforts should include means for fulfilling the physic-biological and mental-spiritual needs.

2. Essential competencies for social, cultural, environmental and economic development

1. Recognizing the fast changing social, economic and political contexts in the South, Member States should provide learning competencies that include not only the acquisition of information, skills for employment and income generation, but also social, political, environmental and cultural competencies, which have sustainable long-term impact on personal development
2. The countries should take into account the four pillars of learning highlighted in the Delors report, as well as the OECD key competency concepts
3. Standardized and recognized Modular Employable Skills (MES) as an understandable and more appropriate format for countries in the South should be developed
4. "Competencies" should take into account skills, knowledge, values and attitudes
5. Social competencies should include capabilities such as: living in a community; mobilizing social networks; and, taking on social responsibility
6. Personal competencies should include: building self-confidence; self-reflection; self-image; self-motivation; self-esteem; and, inter-personal competencies
7. Competencies relating to ethical actions should include values such as: sense of justice and equity; unity; oneness; mutual respect for diversity; and, plurality
8. Learning to learn competencies must include competencies such as: self-directed learning; learning to listen and question; constructive and critical thinking; basic literacies; and communicative competencies.

3. Learning strategies conducive to sustainable development

1. Learning must amplify and build on accumulated capabilities and dispositions as learners through interactive participation, and by using resources and tools from the local environment
2. Development of occupational learning should promote indigenous learning content and include a strategy, which involves community participation and local cultural life. All Member Countries agreed to explore the possibilities of the above across all sectors of the economy

4. Institutional architecture of lifelong learning

1. Institutional mechanisms are needed to enhance access to lifelong learning by promoting inclusive learning pathways and articulation of learners within formal, non-formal and informal education systems

2. The contribution of continuing professional education programmes is commendable, and the rapid increase in their scope is necessary to keep abreast of the rapidly changing working environments and advancing technologies, while continuing to work
3. The growing need for the formalization of non-formal and informal learning, as well as the non-formalization of formal learning curriculum needs to be recognized
4. There should be community ownership of non-formal learning centres and the gradual phasing out of the project mode. Linkages between basic learning, intermediate learning and continuing learning of various agencies should be institutionalized
5. In recognizing that the concept of NQF is still evolving, the principle of RPL within an NQF offers the most promising platform for advancing lifelong learning
6. NQFs should emphasize the integration of learning across training and education, and simplify pathways between skills development and knowledge acquisition and, general and vocational qualifications
7. Promote access to learning and relearning through the recognition of prior learning (RPL) and of skills and knowledge
8. Recognize the importance of identifying common skills and their standardization within a region, for the sharing of methodology, didactic design and content suitable to the target group

The way forward

At the Jakarta meeting it was agreed to set up a professional network “South-South Forum” on lifelong learning as the key to education for sustainable development, for implementation of lifelong learning principles and methodologies for the sustainable development of respective countries and regions. This forum will take into account all the above agreed recommendations in the context of lifelong learning.

It was also agreed to document the South-South Forum in the form of a monograph, to be edited by UIL.

