

ANNEX

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1. General Information

Asia/Pacific Cultural Centre for UNESCO (ACCU), National Institute for Educational Policy Research of Japan (NIER) and UNESCO Bangkok will co-organise the "International Experts Meeting on Educational Policies from a Lifelong Learning Perspective in Promoting EFA" from 9 to 12 October 2007 in Tokyo, Japan, in co-operation with the Japanese National Commission for UNESCO. The meeting is supported by the "International Exchange Programmes between Japan and Other UNESCO Member States for the Promotion of International Cooperation and Mutual Understanding".

1. Background

The emergence of a "knowledge-based society" in this era of globalisation now attaches a significant meaning to knowledge. In order to participate actively in such a society, however, one should acquire not only knowledge but also a set of skills, attitudes and values across his/her life span, which also highly contributes to community development. Therefore, the concept of lifelong learning (LLL) has now become a key principle to realise a "learning society" where individuals as well as communities can fully develop their capacities, which is true of both developed and developing countries. It can also be seen that a series of international discussions has recently been focusing on the concept of LLL, as in "the Hamburg Declaration on Adult Education", "the Hyderabad Statement on Adult and Lifelong Learning" and "the Dakar Framework of Action" which expanded the understanding of basic education.

2. Objectives

The above-mentioned trend necessitates a proactive review of the vision of Education for All (EFA) in the light of present-day LLL perspectives. In this regard, the meeting aims to:

- 1) Clarify the meaning of "Lifelong Learning" in today's world, especially in relation to community development;
- 2) Expand the vision of EFA from LLL perspectives; and
- 3) Facilitate the better integration of LLL into educational policy planning in the framework of national and community development strategies.

3. Expected Outcomes

- 1) The significance of LLL, in both developed and developing countries, will be commonly understood in the context of today's world;
- 2) The vision of EFA will be proactively reviewed in the light of LLL;
- 3) Momentum will be generated to promote the integration of LLL into educational policies and national/community development strategies; and
- 4) Constructive cooperation will be strengthened amongst development agencies in the education and other related sectors.

4. Organisers

- Asia/Pacific Cultural Centre for UNESCO (ACCU)
- National Institute for Educational Policy Research of Japan (NIER)
- UNESCO Bangkok

5. Cooperating Organisation

- Japanese National Commission for UNESCO

6. Date and Venue

Tuesday, 9 October – Friday, 12 October 2007

Japan Publishers' Club Building, Tokyo, Japan (next to ACCU's office building)

7. Participants

Experts in LLL (policy makers, NGO officers, researchers etc.) from the following countries:

Australia, Bangladesh, Fiji, India, Indonesia, Japan, Kazakhstan, Kyrgyzstan, Mongolia, Pakistan, Philippines, Thailand and Viet Nam.

Observers may also participate in the meeting.

8. Working Language

The working language of the meeting will be English.

9. Programme

Date	Morning Activities	Afternoon Activities
Monday, 8 October	Arrival of the international participants	
DAY 1 Tuesday, 9 October	<ul style="list-style-type: none">• Opening Ceremony• Keynote Presentation	<ul style="list-style-type: none">• Thematic Presentation 1 (Visioning of LLL)• Group Work and Presentation• Plenary Discussion
DAY 2 Wednesday, 10 October	<ul style="list-style-type: none">• Thematic Presentation 2 (Providers of LLL)• Group Work and Presentation• Plenary Discussion	<ul style="list-style-type: none">• Thematic Presentation 3 (Contents and Methodology)• Group Work and Presentation• Plenary Discussion
DAY 3 Thursday, 11 October	<ul style="list-style-type: none">• Field Visit	
DAY 4 Friday, 12 October	<ul style="list-style-type: none">• Thematic Presentation 4 (Networking)• Group Work and Presentation• Plenary Discussion	<ul style="list-style-type: none">• Closing Ceremony
Saturday, 13 October	Departure of the international participants	

10. Expected Preparation by Participants

The details are to be provided in separate documents.

11. Financial Arrangements

Organisers will provide each of the international participants with a round-trip air ticket (economy class) between the nearest international airport to his/her residence and Tokyo with the most reasonable routing, and a set amount of daily subsistence allowance.

12. Accommodation

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2. Meeting Programme

DAY 1: 9 October 2007, Tuesday		
0900-	Departure from hotel to JPC	Hotel > JPC (taxi)
0930-1000	Registration	Japan Publishers Club Building (JPC), Room Houou (3F)
1000-1045	Opening Ceremony 1. Opening address <ul style="list-style-type: none"> • ACCU • NIER • UNESCO • Japanese NATCOM 2. Introduction of participants 3. Selection of Chairpersons and Rapporteur 4. Group photo	
1045-1115	<i>Tea Break</i>	
1115-1200	Keynote Presentation - by Mr. Kusahara Katsuhide, Japan (30 min) - Q&A (15 min)	
1200-1330	<i>Lunch Break</i> <i>*Drafting Committee Meeting</i> <i>(drafting committee members only)</i>	Room Papyrus (3F)
1330-1345	Orientation by Ms. Shibao Tomoko, ACCU	Room Houou (3F)
1345-1425	Theme 1: Visioning of LLL (Moderator – Mr. Hakeem) Presentations: - by Ms. Zaha Tamami, ACCU (15 min) - by Mr. Sasai Hiromi, NIER (15 min) - Q&A (10 min)	
1425-1515	Group Work 1 (50 min) – 3 groups	
1515-1545	<i>Tea Break</i>	
1545-1615	Group Presentations (7 min x 3 groups)	
1615-1700	Plenary Discussion 1 (45 min)	
1730-	Departure from JPC to the restaurant	
1800-1930	Welcome Dinner Reception by ACCU	JPC > Restaurant Italian Restaurant "Salita Dolce"
1930-	Departure from the restaurant	Restaurant > Hotel
2000	Back to hotel	

DAY 2: 10 October 2007, Wednesday		
0830-	Departure from hotel to JPC	Hotel > JPC (taxi)
0900-0905	Recap by Chairperson	Room Houou (3F)
0905-0950	Theme 2: Providers of LLL (Moderator – Ms. Pefianco) Presentations: - by Mr. Sombat Suwanpitak, Thailand (15 min) - by Ms. Djusupova Aliya, Kyrgyzstan (15 min) - Q&A (15 min)	
0950-1050	Group Work 2 (60 min) – 3 groups	Room Houou (3F) Room Kiku (2F)
1050-1120	<i>Tea Break</i>	Room Houou (3F)
1120-1150	Group Presentations (7 min x 3 groups)	

1150-1210	Plenary Discussion 2 (20 min)	
1210-1340	<i>Lunch Break</i>	Room Papyrus (3F)
1340-1345	Comment by Chairperson	Room Houou (3F)
1345-1430	Theme 3: Contents and Methodology (Moderator – Mr. M.H. Khan) Presentations: - by Mr. Maryana, Indonesia (15 min) - by Ms. Anita Priyadarshini, India (15 min) - Q&A (15 min)	
1430-1520	Group Work 3 (50 min) – 2 groups (2 stations) - 1 st station (20 min) - 2 nd station (15 min) - back to 1 st station (15 min)	
1520-1550	<i>Tea Break</i>	
1550-1620	Group Presentations (10 min x 2 groups)	
1620-1650	Plenary Discussion 3 (30 min)	
1650-1700	Briefing on the next day Field Visit	
1700-	Departure from JPC	JPC > Hotel (taxi)
1730	Back to hotel	
1800-	<i>Drafting Committee Meeting</i> (drafting committee members only)	ACCU meeting room

DAY 3: 11 October 2007, Thursday		
0645-	Departure from hotel	
1000-1130	Visit to the Takasaki City University of Economics	
1130-1300	<i>Lunch Break</i>	
1300-1430	Visit to the Kurabuchi Community Learning Centre (Kominkan)	
1430-1530	Visit to Kurabushi Area (farming area)	
1630-1730	Visit to "Job Café"	
1830-	Departure from Takasaki City	
2000	Back to hotel	
Evening	<i>Drafting Committee Meeting</i> (drafting committee members only)	

DAY 4: 12 October 2007, Friday		
0800-	<i>*Drafting Committee Members</i> <i>Departure from hotel to ACCU</i>	Hotel > JPC (taxi)
0830-	<i>*Drafting Committee Meeting</i> <i>Drafting Committee Members only</i>	ACCU Meeting Room
0830-	Departure from hotel to JPC	Hotel > JPC (taxi)
0900-0905	Recap by Chairperson	Room Houou (3F)
0905-1000	Sharing and Discussion of Draft Declaration	
1000-1050	Theme 4: Networking (Moderator – Mr. Duke) Presentations: - by Mr. Joseph Veramo, Fiji (15 min) - by Mr. Tapon Kumar Das, Bangladesh (15 min) - Q&A (15 min)	

1050-1120	<i>Tea Break</i>	
1120-1220	Group Work 4 (60 min) – 3 groups	
1220-1250	Group Presentations (7 min x 3 groups)	
1250-1310	Plenary Discussion 4 (20 min)	
1310-1440	<i>Lunch Break</i> <i>*Finalization of Statement by Drafting Committee</i>	Room Papyrus (3F)
1440-1540	Adoption of Declaration	Room Houou (3F)
1540-1600	Closing Ceremony - Remarks by organizers and participants	
1600-	Shopping and Sightseeing	

3. Field Visit Programme

(Thursday, 11 October, at Takasaki, Gunma Prefecture, Japan)

1. Main Objectives

- To observe the present state of University-community partnership in Takasaki city, Gunma Prefecture.
- To explore potential of community development in cooperation with University from a perspective of Lifelong Learning
- To observe the actual situation of agriculture in an intermediate and mountainous area* in Japan

*An intermediate and mountainous area refers to an area with geographical circumstance disadvantageous for agriculture due to the lack of tracts of flat land, located between the periphery of flat land and mountains.

2. Schedule

TIME	CONTENTS	VENUE
7:00	Departure from JICA Institute for International Cooperation	
8:00	Departure from the Tokyo Station to Takasaki	by Shinkansen bullet train
9:30	Arrival at the Takasaki Station Move to the Takasaki City University of Economics	by bus
10:00~ 11:30	1. Opening address and introduction of the participants 2. The University and its contribution to the community by the Chancellor, the Takasaki City University of Economics	@ The Takasaki City University of Economics
11:30~ 13:00	Move to Kurabuchi district of Takasaki city Lunch at "Masuike" (Trout Pond)	by bus
13:00~ 14:30	3. Community development in Kurabuchi district in cooperation with the University <ul style="list-style-type: none"> • Achievements of the past 5-year cooperation with the Takasaki City University of Economics • Activities of the Kurabuchi Community Learning Centre, Kominkan, and its linkage with the University 	@ The Kurabuchi Community Learning Centre (Kominkan)
14:30~ 15:30	4. Observation of support activities to new farmers in organic farming in an intermediate and mountainous area by a civic association "Kusa no Kai"	@ Kurabuchi area
15:30~ 16:30	Move to Takasaki city	by bus
16:30~ 17:30	5. Observation of "Job Café" (job assistance for youths) <ul style="list-style-type: none"> • Activities of "Work Entry", a private company • Activities of "DNA", an NGO, by university students 	@ Takasaki city (near the Takasaki Station)
18:30~ 19:30	Departure from the Takasaki Station to Tokyo	by Shinkansen
20:00	Arrival at the JICA Institute for International Cooperation	

4. List of Participants

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5. Opening Speeches

(1) Speech by Mr. Sowaki Hiroshi, Deputy Director General, NIER

Good morning, everybody.

I am Hiroshi Sowaki, Deputy Director General of the National Institute for Educational Policy Research of Japan, NIER. On behalf of our institute, I would like to welcome you to this meeting as a co-hosting organisation, and I would like to express our thanks to ACCU, UNESCO Bangkok and the Japanese National Commission for UNESCO.

After World War II, the Japanese government established systems of adult and community education, and implemented policies such as the installation and administration of Community Learning Centres.

Then, in the 1990s, our government introduced the concept of Lifelong Learning, and implemented many policies, for example, building up an administration system to embody the concept of Lifelong Learning, and so on.

The main purposes, therefore, lay in making the basis to support the self-improvement of the individual over a lifetime.

However, today, a lot of social problems are occurring due to change, such as the expansion of the gap between city and countryside in addition to the development of the aging and information-oriented society.

Because Lifelong Learning is an activity which relates to all our personal lives, I think it should contribute to the solution of social problems; above all, it should play a very important role in developing prosperity for the local community which is a living home base.

It is a sad reality that there are a lot of people in the world who have no opportunity to receive literacy education. To improve this situation, the whole society which surrounds such people must change. I mean to say that education and learning are closely related to community development.

I expect that a new Lifelong Learning Policy which contributes to the development of society could evolve through the lively discussion of this meeting. I hope it will be successful.

Thank you very much.

(2) Speech by Mr. Hameed Abdul Hakeem, APPEAL Co-ordinator, UNESCO Bangkok

Mr. Sato, Mr. Sasai, Mr. Ohmura, ACCU (Greetings)

UNESCO Asia-Pacific Regional Bureau for Education in Bangkok is pleased to be associated with ACCU and NIER at this international expert group meeting focusing on formulating educational policies from a lifelong learning perspective for the purpose of promoting EFA.

Going through the list of participants, we see that the meeting brings together a good range of expertise from all sub regions of Asia and the Pacific. We have a group of experts from at least 15 countries. The group includes practitioners, researchers, academics, heads of sub-regional/national institutions that work to promote lifelong learning (LLL), as well as high-level government officials with experience in designing LLL policies at the national level. So it is a resourceful group of experts who, together as a team, have the potential to help us meet the expected outcomes of the meeting. I think I consider it as a very important meeting to review the principles and the evidence in support of LLL and see how it can facilitates countries and governments to take on LLL and use that as a framework.

We heard form NIER and we know that we have the opportunity to draw on the experiences and insights from a country that has embraced this concept and I think we will hear more form Japanese colloques form their presentations.

There is a growing global interest in LLL. Much time is being devoted to discuss issues about LLL. We sense, in our region, some driving factors for the growing interest in LLL. We need to clarify what these driving factors are specifically for the Asia-Pacific region. Perhaps this is one of the task for the us, what are the key driving forces? Maybe for the different sub-regions. We need to know if this interest is due to the perception that LLL offers potential to reduce inequality, that if those who miss out will have chance to get back because learning is possible through out ones life so that getting the opportunities at more convenient time in ones live helps to reduce the exclusion and inequality.

We need to know if LLL is a driving issue because it is related to our very survival. Change is constant –often rapid. Pace at which knowledge is created is increasing. In our working lives, personal and social lives, we are constantly facing new situation/rapid change. Knowledge and skills we acquired through primary, secondary, and university education is not sufficient for a career spanning three or four decades. I myself have had a lot to learn in order to continue doing what I am doing. Many of the things that I now used to do were not taught in universities. So these are number of reasons that why we need to be able to learn through out life

We also need to know if the growing interest in LLL is related to helping an individual to go through a process not just of gaining skills, but becoming a more complete person through discovering the potential within himself/herself to reveal the treasure within each of us. The Delors Report that was commissioned by UNESCO some years ago has more to say on this.

Is the growing interest in LLL due to a sense of optimism that we truly believe that knowledge and skills can be learnt at any age in different contexts: at work, at home through leisure? We reject the sayings "You can't teach an old dog new tricks". As people growing old we welcome this.

I am sure you all agree with me that we are not dealing with a new concept. Many cultures and societies in Asia-Pacific region have emphasised the need to learn from the "cradle to the grave" meaning throughout life. But what seems to be the key problem is about translating this conceptual notion into practice that is the key topics of this meeting. What are the barriers to translate this concept into policies, programmes and strategies? This may be the key question that we may have to tackle. Many countries are experiencing difficulty in moving LLL from a conceptual to a concrete level which requires clearly articulated policies, strategies and programmes.

Maybe we need to ask a question whether LLL is difficult to conceptualise because of its comprehensiveness. It is a very broad concept and because of the multiple modality through which learning is to take place. So it is a very big concept but not a difficult concept. It offers learning in so many different modalities but it does not mean that we cannot put this into policies. So many countries seem to be struggling with this, so it will be very useful for our experts to review some of the barriers and come up with some recommendation of overcoming these barriers.

In the emerging "global knowledge economy", the importance of "learning" has been recognised to be crucial. The main source of development including economic and social development is now acknowledged to be ideas and know-how along with learning to apply new technologies. This has implications for how people learn, and apply knowledge throughout their lives. It is all about learning, not about the structures through which learning is provided. The key thing is learning. As Mr. Sato mentioned that it is the kind of fairness in recognising that need to support the different modality, not just the formal structures, that when we have the possibilities for people to learn at what is the most suitable times for them.

Within a LLL framework, after all "learning" is the key. So, the modalities are all need to be supported. We do not need to by-cut. We need to work together. We look all as ways of achieving our goals and learning to address the learning needs of people, learning and finding out what is the learning needs of people.

Thank you.

(3) Speech by Mr. Omura Hiroshi, Deputy Secretary General, Japanese National Commission for UNESCO

Mr. Sato Kunio, Director-General of ACCU,
Mr. Hameed Abdul Hakeem, APPEAL Coordinator, UNESCO Bangkok,
Mr. Oyasu Kiichi, UNESCO Bangkok,
Mr. Sowaki Hiroshi, Deputy Director-General, NIER,
Distinguished participants,
Ladies and gentlemen,

On behalf of the Japanese National Commission for UNESCO as well as the Ministry of Education, Culture, Sports, Science and Technology, it is my great pleasure and honor to welcome all of you especially those from Asia and the Pacific Region.

First of all, I would like to express our sincere congratulations onto three organizers, ACCU, NIER and UNESCO Bangkok, to hold this meeting with many important participants from this region.

Japanese Government has been contributing to EFA programmes implemented by APPEAL, UNESCO Bangkok through Japanese Funds-in-Trust (JFIT), and by ACCU through its financial support. Japan highly evaluates their programmes, particularly Community Learning Centres (CLCs) programme. I heard that the number of CLCs in Asia-Pacific Region become more than ninety thousands, although the model CLCS presented by UNESCO Bangkok is only one hundred forty five. I think this is one of the best practices of JFIT on EFA, and CLCs are contributing for community development successfully. Now, we have more than ninety thousands CLCs in Asia and the Pacific, and then, it is the time to expand our experience from this region to other regions like Africa. Also, it is the time that we should pay more attention to the quality of learning in CLCs. In this meantime, we should clarify today's meaning of Lifelong Learning especially in relation to community development including activities in CLCs.

August 30th this year, Japanese National Commission for UNESCO has made Proposals regarding the Further Promotion of United Nations Decade of Education for Sustainable Development. The proposal has been distributed to all member states of UNESCO. And Japan proposed additional agenda on the further promotion of UNDESD at the forthcoming 34 General Conference of UNESCO to be held in Paris next week. This topic is the hottest issue in Japanese National Commission for UNESCO. In the document, we put one paragraph of our recognition of EFA and ESD as follows;

"EFA aims to provide children and adults with the opportunity to access basic and compulsory education. The world's governments and international organizations are widely participating in this initiative with the objective of conquering individual and regional problems such as poverty and diseases. EFA relies on providing wider opportunities to study, as well as on the qualitative improvement of adequate education for each region and country. In this context, ESD must be firmly recognized as an important program that contributes to raising the quality of education, one of the objectives of EFA."

July 21st, 2007, there was a meeting on EFA-ESD Dialogue at UNESCO Headquarters funded by Japanese Funds-in-Trust. This meeting was held as a part of expert meeting for Evaluation and Monitoring on ESD. However, all participants recognised the importance of collaboration between EFA and ESD, especially in terms of quality of education in referring one of the 6 goals of Dakar Framework of Action, such as; "The

Goal number 6. Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills."

I think this perspective is very important when we discuss about the community development through Lifelong Learning. And, the Lifelong Learning is the key for the sustainable future and quality of life.

In this sense, I hope that constructive cooperation within educational stakeholders, even between APPEAL and ESD Unit in UNESCO Bangkok, should be strengthened in order to make a better future for all.

Last but not least, I would like to express my sincere appreciation to the staff of ACCU for their all efforts to this meeting. I hope that the meeting will be very successful and fruitful. Please enjoy your stay in Tokyo.

Thank you very much for your attention.