



Ministry of Education and Culture of
Republic of Indonesia



Concept Note

**International Policy Forum on
Literacy and Life Skills Education for Vulnerable Youth
Through Community Learning Centres
Jakarta, Indonesia, 20 – 22 August 2013**

As of 15 May 2013



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1 BACKGROUND

Over 119 million young people in the Asia-Pacific region, the majority of them young women in South Asian countries, have not entered or completed primary education. They need second-chance education to acquire literacy and life skills.

Addressing the education and training needs of marginalized young men and women presents a particular policy and programming challenge for government and non-government actors in developing countries. Literacy and life skills education and training for young people covers a broad field, and encompasses issues within and beyond the education sector. With regard to global education commitments, life skills for youth relates specifically to Education for All (EFA) Goal 3, which aims to ensure “that the learning needs of all young people are met through equitable access to appropriate learning and life skills programmes”. EFA Goal 4 addresses adult literacy, yet the ability to read and write for children and youth is situated in the context of quality education at the primary and lower secondary levels (EFA Goal 2). The Belém Framework for Action, the set of policy commitments that emerged from the Sixth International Conference on Adult Education (CONFINTEA VI in 2009), reiterates the need to improve learning opportunities for young people.

Education and training aim to equip young people with the knowledge and skills needed for everyday life, and support their transitions from school to work and from childhood to adulthood. They also serve as a foundation for lifelong learning. While there are improvements in youth literacy rate, the number of out-of-school adolescents and illiterate young people remain large in many developing countries (Annex 1).

For marginalized and out-of-school young people, low levels of literacy and life skills limit their chances in life. These limitations include restricted access to employment or technical and vocational training, and restricted opportunities to earn a living, whether in the formal or informal sector. The connection between youth unemployment and political unrest reinforces the importance of targeted efforts to increase young people’s access to relevant education and skills training, as well as to opportunities for meaningful participation in society. In all these issues, gender remains a key variable.

Working with vulnerable young men and women is a complex process that requires the active involvement of governments, the development and strengthening of stakeholders' capacities and the allocation of considerable resources. It also entails a sense of urgency to scale-up efforts to improve young people's education, their access to community services, and their participation in society. "Although there are numerous innovative second-chance programmes around the world, many of which are provided by non-governmental organizations (NGOs), the number of young people they reach only scratches the surface (EFA GMR 2012).

This Forum is built on [two previous regional forums](#) organized by UIL (Bamako in 2010 and Cairo in 2011) on Literacy and Life skills for Vulnerable Youth, which called for greater participation by marginalized youth in the development of policies and life skills programmes. The Forum aims to address these challenges, thereby contributing to UNESCO's [operational strategy on youth \(2014-2021 draft\)](#) and the [Agenda for Action: Engaging the Youth for Planning Education for Social Transformation](#) that has emerged from an international policy forum on engaging youth (Paris in 2012). That forum called for the involvement of youth in education programming, policymaking, planning and research.

The Forum is co-organized by the Government of Indonesia and UNESCO (Regional Bureau for Education in Bangkok and Office in Jakarta Office and UNESCO Institute for Lifelong Learning) in collaboration with the Asia South Pacific Association for Basic and Adult Education (ASPBAE).

2 AIMS AND OBJECTIVES

This Policy Forum aims to increase the provision of learning opportunities for literacy and life skills for vulnerable young men and women.

The specific objectives of the Policy Forum are:

- a. To exchange good policies and practices in the provision of learning opportunities for young people with low educational attainment (EFA Goals 3 and 4)
- b. To provide a forum to discuss ways policy makers can better institutionalize youth participation from conceptualisation to implementation of learning activities at community-based learning centres.
- c. To contribute to the dissemination of relevant evidence that will improve policies and programmes promoting literacy and life skills education for young people, including second-chance learning, access to employment or self-employment.
- d. To develop international policy briefs on literacy and life skills education for young men and women.

3 EXPECTED PARTICIPANTS

The Policy Forum will bring together around 50 international and 60 Indonesian participants.

(1) One senior government representative responsible for community-based learning centres, preferably with a focus on non-formal/alternative learning programmes for young people will be invited from the following countries:

- East Asia: Mongolia (and Japan and Republic of Korea on a self-funding basis)
- South-east Asia: Cambodia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand, Timor-Leste and Viet Nam
- South Asia: Bangladesh, India, and Nepal
- Africa: Eritrea, Ethiopia, Nigeria and South Sudan

(2) Four to five young people representing vulnerable youth from South-east Asia and South Asia will be selected in consultation with ASPBAE.

Five young people representing youth organisations dealing with education for vulnerable youth group from Indonesia will be selected by Ministry of Education and Culture of Republic of Indonesia.

(3) Experts working in the field of education for young people from civil society organisations, multilateral and bilateral development organisations will be invited to participate at their own cost. Private partners, in particular from the IT sector, will also be invited to discuss the innovative use of technologies to reach vulnerable young people.

4 DATE & VENUE

20 – 22 August 2013 (3-days)

Mercure Convention Hotel, Ancol, Jakarta
Jalan Pantai Indah, Taman Impian Jaya Ancol
14430 -Jakarta, Indonesia
Tel: (062) (21) 6406000

A press conference on the regional launch of the Second Global Report on Adult Learning and Education is planned for the morning of 20 August 2013. And a field visit to community educational activities for young people in Jakarta will take place in the afternoon of 21 August 2013. See provisional agenda for details.

5 METHODOLOGY

A country questionnaire will be sent to participating countries. The results will be used as background information for the meeting. Through plenary discussions, group work and field visits, the Policy Forum will address the following questions:

- a. Who are the vulnerable young men and women with limited or no primary education? What learning opportunities are available to them?
- b. How can these vulnerable young men and women be involved in community education and development?

- c. What government policies are effective in improving literacy and life skills for them?
- d. Which approaches and practices work best to increase access to literacy and life skills education for vulnerable young men and women in poor urban and rural contexts?
- e. What are possible models regarding second-chance learning or access to employment or self-employment for vulnerable young men and women in urban and rural contexts?

6 EXPECTED RESULTS

- a. Participating countries/organisations expand their provision of literacy and skills training targeting young people.
- b. More youth organisations engage in basic skills training for vulnerable young people in the participating countries.

7 LANGUAGE

English will be the working language of the forum. Bahasa Indonesia / English interpretation will be available.

8 ORGANISING PARTNERS

Co-organisers:

- Directorate for Community Education Development, Directorate General of Early Childhood, Non-formal and Informal Education, Ministry of Education and Culture, Republic of Indonesia
- UNESCO family (UNESCO Institute for Lifelong Learning, UNESCO Regional Bureau for Education based in Bangkok and UNESCO Office in Jakarta)

Partners:

The Asia South Pacific Association for Basic and Adult Education (ASPBAE)

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Brief information about the organisers:

The Directorate for Community Education Development (Directorate General of Early Childhood, Non-formal and Informal Education, Ministry of Education and Culture, Republic of Indonesia) aims to accelerate literacy achievement, improve entrepreneurship and income generation, and enhance reading culture in Indonesia. They also endeavour to enhance gender equality, improve women's empowerment and community partnerships, and improve training of tutors of community education. In addition, they aim to institutionalize and coordinate community learning centres (CLCs) and other community initiatives, as well as improve facilities and infrastructure for delivering community educational services.

[The UNESCO Institute for Lifelong Learning \(UIL\)](#) specializes in issues related to literacy, adult education and non-formal education within the framework of lifelong learning. UIL provides technical support to UNESCO Member States. This includes consultancy services, programme monitoring and evaluation, with a special focus on vulnerable populations and groups with special learning needs, and bridges between formal, non-formal education and informal learning through a variety of modalities, including second-chance learning programmes. UIL organised two regional policy forums on literacy and life skills education for vulnerable youth in West Africa and the Arab States in 2011.

[The UNESCO Office in Jakarta \(Education Unit\)](#) aims to strengthen Brunei Darussalam, Indonesia, Malaysia, Philippines, and Timor-Leste in providing quality education for all. Through sharing of knowledge and good practices, developing capacities, and strengthening networks and partnerships, the UNESCO Office in Jakarta endeavours to assist these countries in reaching the six Education for All goals, the UN Millennium Development Goals, especially Goal 2 and Goal 3, the goals of the UN Literacy Decade 2003–2012, the goals of the UN Decade of Education for Sustainable Development 2005–2014, and the goals of the EDUCAIDS Global Initiative on Education and HIV/AIDS. The UNESCO Office in Jakarta works to promote Education for All (EFA) and Education for Sustainable Development (ESD), to improve the quality of primary schools, to promote quality literacy for all, inclusive education, HIV & AIDS prevention education, and gender equality and women's empowerment.

[UNESCO Regional Bureau for Education in Bangkok](#) provides strategic expertise, advisory, monitoring and evaluation functions to Member States, other UNESCO Field Offices and UN Country Teams in the area of Education. Its Asia-Pacific Programme of Education for All (APPEAL) promotes literacy, early childhood care and education, primary education and lifelong education. As a cluster office for the six "Mekong" countries, Thailand, Myanmar, Lao PDR, and Singapore, and indirectly through UNESCO country Offices in Hanoi and Phnom Penh, it covers all UNESCO mandates: education, sciences, culture, communication and information.

[The Asia South Pacific Association for Basic and Adult Education \(ASPBAE\)](#) is a regional association of more than 200 organisations and individuals promoting quality education for all and transformative and liberating lifelong adult education and learning. It strives to forge and sustain an Asia-Pacific movement dedicated to mobilising and supporting community and people's organisations, national education coalitions, teachers' associations, campaign networks, and other civil society groups and institutions in holding governments and the international donor community accountable to meet their targets and commitments, including ensuring the right of all to education, upholding education as an empowering tool for combating poverty and all forms of exclusion and discrimination, pursuing sustainable development, enabling active and meaningful participation in governance, and building a culture of peace and international understanding.

**ANNEX 1: Status of basic education for young people in the participating countries
(Data from EFA Global Monitoring Report 2012: Youth and Skills: Putting education to work)**

	Country	Youth literacy rate		Youth illiterates (x 1,000)	Out-of-school adolescents (x 1,000)	
		Total	Gender parity index			% females
	ASEAN					
1	Cambodia	87%	0.97	410	947	51%
2	Indonesia	99%	1.00	228	1,815	48%
3	Lao PDR	84%	0.88	196	174	56%
4	Malaysia	98%	1.00	81	159	43%
5	Myanmar	96%	0.99	374	... ¹	...
6	Philippines	98%	1.02	406	332	39%
7	Thailand	98%	1.00	208	286	45%
8	Timor-Leste	80%	0.98	47	34	50%
9	Viet Nam	97%	0.99	547	...	...
	SAARC					
10	Bangladesh	77%	1.04	6,951	1,978	28%
11	Bhutan	74%	0.85	38	9	33%
12	India	81%	0.84	41,275	... ²	...
13	Nepal	83%	0.89	1,048	... ³	...
	Other Asian					
14	China	99%	1.00	1,356	... ⁴	...
15	Japan	...	...	...	0.1	...
16	Mongolia	96%	1.03	25	57	35%
17	Republic of Korea	...	...	...	77	43%
	Africa					
18	Eritrea	89%	0.95	113	418	51%
19	Ethiopia	55%	0.75	7,090	2,390	57%
20	Nigeria	72%	0.85	8,617	10,542	52%
21	South Sudan	...	...	...	...	...

¹ Myanmar: enrolment rate in secondary education was 54% (GPI 1.06) in 2010

² India: Enrolment rate in secondary education was 63% (GPI 0.86) in 2010.

³ Nepal: Enrolment rate in secondary education was 34% (GPI 0.70) in 1999

⁴ China: enrolment rate in secondary education was 85% (GPI 1.04) in 2010