

10 April, 2002

THE HYDERABAD STATEMENT ON ADULT AND LIFELONG LEARNING

We, the participants at the “Policy Dialogue on Adult and Lifelong Learning” held in Hyderabad India, from eighteen countries in the Asian Region, between 8 and 10 April 2002, recognize the priority accorded to adult and lifelong learning in the *Hamburg Declaration* of CONFINTEA V. The Dakar World Education Forum made a similar commitment with a renewed framework that expanded the understanding of basic education as aimed at meeting basic learning needs of all, both within and outside the school system and throughout life.

Lifelong learning, leading to the creation of the learning society and learning community, offering all the opportunities to participate in and contribute to learning according to the needs and potential of the learners, provides an overarching vision of education for all. This comprehensive vision of lifelong learning is necessary to empower people, expand their capacities and choices in life, and enable individuals and societies to cope with the new challenges of the 21st century.

The context of the changing global economy, the new information revolution, imperatives of human development including fighting poverty and the importance of promoting values and the practice of democracy, justice and tolerance define the purpose and content of lifelong learning including formal, non-formal and informal modes of learning. Learning at all levels should aim to achieve the goals of equity, equality, human dignity and gender justice.

Literacy is a critical input and foundation of lifelong learning. The countries in the Asian region have different long-term, medium-term and short-term programme priorities of adult learning, relevant to the

specific context and needs in each country. These range from basic life skills and literacy to post literacy and continuing education.

Therefore we jointly agree and recommend:

- To adopt lifelong learning for all countries as a horizon and as an active principle for shaping education and learning policies and programmes even in the smallest and poorest countries.
- Countries in the region, while planning their educational system, must give utmost priority to co-existence, tolerance, living together, peace and democratic participation.
- It is necessary to develop a vision for lifelong learning, based on extensive consultation, information sharing, dialogue and participation, as the basis of the development of a multi-sectoral policy framework specifying priorities, strategies and institutional support.
- The existing policies on literacy, non-formal adult education and basic education need to be reviewed and recast in the context of lifelong learning.
- Lifelong learning perspective should be incorporated in the National EFA action plans as a part of the Dakar Framework of Action.
- Countries must include both basic, childhood and adult literacy as a priority policy issue in tune with United Nations Literacy Decade planned for 2003-2012.
- Adequate support structures and institutional capacity building should be given priority for creating nation-wide, lifelong learning networks and arrangements which should be participatory, decentralized and adapted to local conditions and learner circumstances.

- It is necessary to build a culture of quality reflected in the learning outcomes and the impact on peoples' lives and well being. This requires periodical outcome and impact assessment with the use of credible and holistic indicators related to the Dakar goals.
- Since ICTs can play a facilitative role in building learning communities, technology-based community learning centers could become an important forum for promoting lifelong learning.
- Civil society and NGOs should enhance their role in adult and lifelong learning as partners of the state which has a critical role to play in the development process.
- The international development partners including UNESCO, international financial institutions, bilateral agencies and non-governmental organizations should reassess and redirect their co-operation in the perspective of building capacities and institutional support for lifelong learning and creating learning societies.