



COORDINATING MINISTRY FOR ECONOMIC AFFAIRS
REPUBLIC OF INDONESIA

prakerja



Bali Manifesto

Embracing inclusion: A roadmap to lifelong learning for all

Inclusive Lifelong Learning Conference

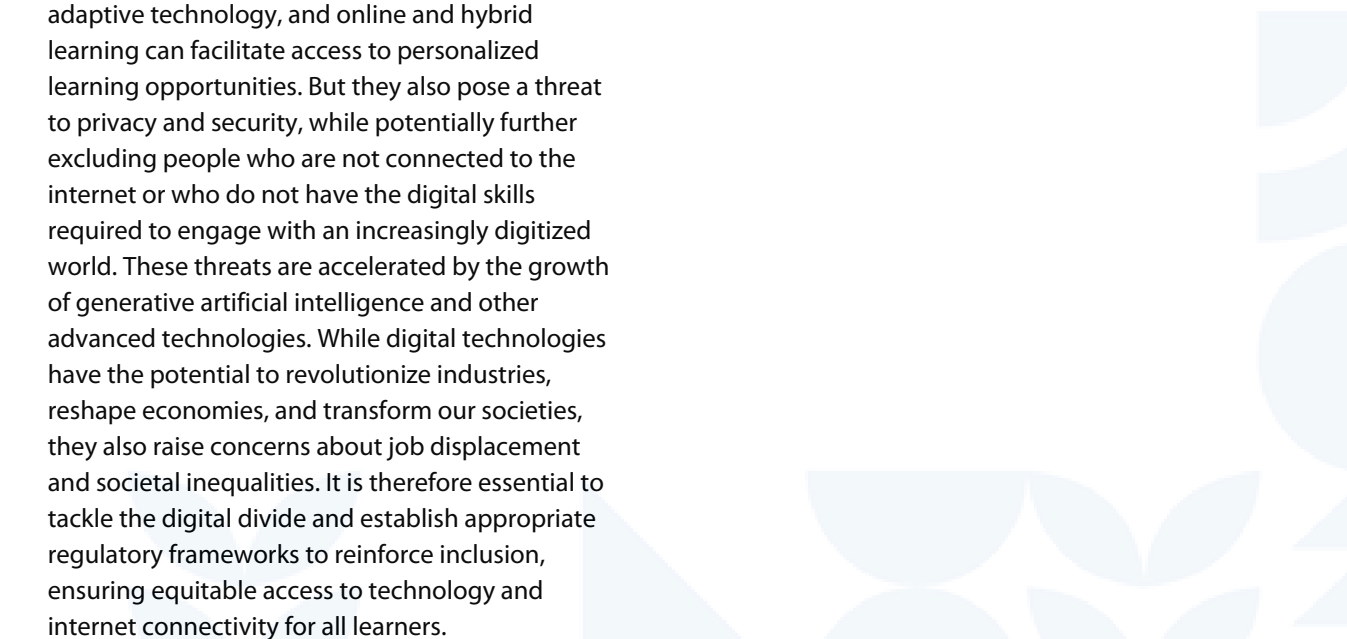
**3 to 6 July, Bali,
Republic of Indonesia**



Preamble

1. We, the participants in the Inclusive Lifelong Learning Conference, convened on 3–6 July 2023, in Bali, Indonesia, thank the Government of Indonesia and the UNESCO Institute for Lifelong Learning for hosting this event, which aims to:
 - take stock of national lifelong learning policies and initiatives,
 - identify good practice and innovation in inclusive adult learning and education, and
 - reflect on effective ways to translate the Marrakech Framework for Action into policy measures and strategies.
2. We note that this conference takes place one year after CONFINTEA VII, held in Marrakech, Morocco, in June 2022 and 18 months since the Independent Commission on the Futures of Education published a report calling for a new social contract for education. These initiatives provided impetus for the Transforming Education Summit convened by the UN Secretary-General in New York in September 2022, which called for transformation to recover from the dramatic learning losses experienced during the pandemic, to drive the green and digital transitions, and to ensure quality lifelong education as a common public good. In the spirit of these events, we acknowledge the crucial role of inclusive lifelong learning ecosystems in transforming societies and realizing human rights for all.
3. We confirm our commitment to realizing the promise of the United Nations 2030 Agenda for Sustainable Development and achieving its 17 Sustainable Development Goals (SDGs), in particular SDG 4 on inclusive and equitable quality education, and the promotion of lifelong learning opportunities for all.
4. We reaffirm the significance of the CONFINTEA VII Marrakech Framework for Action: Harnessing the transformational power of adult learning and education and the commitments made by UNESCO Member States to acknowledge diversity, including linguistic diversity, and take action towards inclusion, gender equality, accessibility, increased participation and equity in adult learning and education.
5. We reiterate the need to extend lifelong learning opportunities to every individual, especially for all vulnerable groups, such as women, older people, ethnic minorities, indigenous people, migrants, rural populations and people with disabilities, and we commit to the principle of ‘leaving no one behind’.
6. We affirm that sustainable development, shared economic prosperity and a peaceful future can only be achieved if lifelong learning opportunities are available to all learners, across all age groups and levels and types of education, including all modalities – formal, non-formal and informal – all learning sites and spaces, and motivation for learning.

Challenges and opportunities for inclusive lifelong learning

7. We recognize the challenges associated with expanding equal access and participation for all to lifelong learning. These include socio-economic limitations, the literacy gap, educational disparities, limited access to learning opportunities due to geographical constraints or inaccessible infrastructures, the digital divide, language and cultural barriers, limited access to adequate learning materials and equipment for people with disabilities, inflexible learning options, discrimination and prejudice, lack of guidance and information, and inadequate financing of adult learning and education.
 8. We also recognize that the threats faced by humanity, including climate change, food insecurity, war and conflict, and demographic change, increase the number of people at risk of being excluded from work and learning opportunities, including migrants, refugees and internally displaced persons.
 9. We also recognize that the use of digital technologies in education is a double-edged sword. They offer huge opportunities: where inclusion is at the heart of the design, assistive and adaptive technology, and online and hybrid learning can facilitate access to personalized learning opportunities. But they also pose a threat to privacy and security, while potentially further excluding people who are not connected to the internet or who do not have the digital skills required to engage with an increasingly digitized world. These threats are accelerated by the growth of generative artificial intelligence and other advanced technologies. While digital technologies have the potential to revolutionize industries, reshape economies, and transform our societies, they also raise concerns about job displacement and societal inequalities. It is therefore essential to tackle the digital divide and establish appropriate regulatory frameworks to reinforce inclusion, ensuring equitable access to technology and internet connectivity for all learners.
 10. We agree that adult learning and education constitutes a policy opportunity to consolidate social cohesion, enhance cognitive, professional and socio-emotional skills development, secure peace, improve cultural understanding, enhance employability, contribute to climate action, and promote peaceful living together.
 11. Understanding that excluded groups are not homogeneous, we also agree that identifying the unique learning needs of individuals and groups and implementing suitable strategies, develop training content, and learning modalities, and ensuring that everyone can fully participate, achieve their potential, are crucial.
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Making inclusive lifelong learning a reality

12. We call for the promotion of inclusive lifelong learning ecosystems that effectively cater to the needs of all learners, especially vulnerable and marginalized individuals and communities, by removing barriers and addressing structural inequalities. We also call for inclusive lifelong learning environments that embrace diversity, in particular by supporting a learning infrastructure of community learning spaces reaching out to local communities.
13. To ensure equitable opportunities for all learners, we call for the implementation of comprehensive lifelong learning policies, the creation of inclusive learning spaces, and the development of non-discriminatory curricula, learning pathways and learning materials that embrace diversity and help ensure that every learner has equal rights and opportunities to learn.
14. We acknowledge that the development and implementation of inclusive education policies and programmes require adequate financial resources and institutional capacities at national and local level. Therefore, we call for increased public investment in lifelong learning to ensure quality provision and diverse learning programmes that equip learners for all ages with skills related to livelihood, climate change, digital transformation, and active citizenship.
15. We recognize the importance of accountability and monitoring mechanisms for the implementation of commitments and measuring progress towards inclusion. Data should be collected and analysed in a disaggregated manner to identify gender age, geographic location, citizenship status, and other disparities and inform evidence-based policies and practices. We call on governments, international organizations and education institutions to strengthen their data collection systems, in collaboration with civil society organizations and private sector, and ensure that indicators related to lifelong learning, and inclusion, in particular, are integrated into monitoring frameworks.
16. We call upon governments to establish coherent and accountable governance mechanisms that foster inter-ministerial, multi-stakeholder and intersectoral partnerships to advance inclusion, led by governments with the participation of civil society organizations, the private sector, higher education institutions and relevant stakeholders from national to local level.
17. We recommend the provision of continuous professional development and lifelong learning opportunities for teachers and educators, the establishment of competency frameworks for adult educators and facilitators who are adequately and continuously trained and use inclusive instructional approaches. Efforts must be made to enhance the working conditions, training, and resources available to teachers, educators and facilitators, enabling them to leverage assistive and adaptive digital tools and other instructional approaches for inclusive adult education and learning.
18. We recognize the need for continuous professional development, career guidance, skilling, reskilling and upskilling of individuals to meet the demands of dynamic labour markets. Inclusive skills development mechanisms, with the active involvement of the private sector, are crucial. We urge the development of accessible programmes to facilitate skilling, reskilling, and upskilling, especially for women, disadvantaged youth and other marginalized groups, the design of flexible learning pathways, the recognition and validation of prior learning and the potential of work-based learning. We believe that strengthening partnerships across sectors provides comprehensive support for individuals to strengthen their skills and improve their employability.

19. In this spirit, we recognize the Government of Indonesia's efforts to implement lifelong learning through innovative programmes, such as Kartu Prakerja, an inclusive, large scale and collaborative digital platform for skilling, reskilling, and upskilling Indonesian learners.
20. We call on UNESCO to continue monitoring the implementation of the Marrakech Framework for Action through the Global Report on Adult Learning and Education (GRALE) and capacity-building activities through sharing of promising policy and programme cases from governments, civil society organizations, private sector and other stakeholders to forge synergies at global, regional and country level.
21. Together, we commit to working towards a future where inclusive lifelong learning is a reality for all individuals that contribute to inclusive and sustainable societies.
22. We hereby adopt the Bali Manifesto to guide us in embracing inclusion and as a roadmap to lifelong learning for all to contribute to sustainable development, shared economic prosperity and a peaceful future of the world.

