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**REFORMULATING THE PARADIGM OF
TECHNICAL AND VOCATIONAL EDUCATION**

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THE XVII CONGRESS OF FT/FTK - FPTK - JPTK INDONESIA**

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PENGANTAR

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Seminar Internasional ini merupakan rangkaian kegiatan dalam rangka Konvensi Nasional Asosiasi Pendidikan Teknologi dan Kejuruan Indonesia (APTEKINDO) VI, dan Temu Karya XVII FT/FTK/FPTK-JPTK Universitas se-Indonesia yang diselenggarakan pada Fakultas Teknik Universitas Negeri Makassar pada tanggal 3-5 Mei 2012.

Seminar Internasional ini dengan tema ***“Reformulasi Paradigma Pendidikan Teknologi dan Kejuruan”*** merupakan sarana komunikasi ilmiah yang bertujuan untuk mendapatkan konsep-konsep ilmiah dalam rangka mengoptimalkan peran Pendidikan Teknologi dan Kejuruan dalam Pembangunan Nasional dimasa datang.

Prosiding ini merupakan himpunan makalah utama dan makalah paralel, namun karena kesulitan teknis, maka yang dibukukan hanya halaman pertama dari masing-masing makalah yang berisikan judul dan abstrak, sedangkan prosiding lengkap disiapkan dalam bentuk CD yang telah dijadikan dalam format PDF. Kepada bapak-bapak dan ibu-ibu yang memerlukan makalah cetaknya secara lengkap untuk keperluan tertentu, dapat mencetak makalahnya sendiri dan melampirkannya beserta prosiding ini.

Penyuntingan terhadap prosiding ini telah diupayakan sebaik mungkin, namun kami menyadari sepenuhnya bahwa masih terdapat kesalahan dan kekurangan dalam penyusunannya. Karena itu, kritik dan saran sangat kami harapkan guna perbaikan pada masa yang akan datang.

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Semoga penerbitan Prosiding ini bermanfaat bagi kita semua.

Panitia,

Sie Makalah/Prosiding

**SAMBUTAN DEKAN
FAKULTAS TEKNIK UNIVERSITAS NEGERI MAKASSAR**

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Kegiatan seminar international ini diselenggarakan pada Fakultas Teknik Universitas Negeri Makassar pada tanggal 4 Mei 2012, yang mengangkat tema utama "**Reformulasi Paradigma Pendidikan Teknologi dan Kejuruan**", dengan enam sub tema yaitu: (1) Pengembangan Kebijakan Pendidikan Teknologi dan Kejuruan, (2) Rekonstruksi Kurikulum Pendidikan Teknologi dan Kejuruan Berbasis Karakter dan Kewirausahaan, (3) Pengembangan Model Pembelajaran Pendidikan Teknologi dan Kejuruan, (4) Evaluasi Pelaksanaan Sertifikasi Guru Pendidikan Teknologi dan Kejuruan, (5) Pengembangan Pendidikan Profesi Guru Teknologi dan Kejuruan, dan (6) Pengembangan Kemitraan LPTK Pendidikan Teknologi dan Kejuruan.

Seminar Internasional ini menampilkan para pakar pendidikan kejuruan, baik dari dalam dan luar negeri. Oleh karena itu, seminar ini dapat lahir ide-ide dan pemikiran inovatif yang cemerlang, dalam usaha mengembangkan dan menggagas paradigma baru Pendidikan Teknologi Kejuruan. Semoga ide-ide yang telah dibahas dalam seminar ini terus menerus dikembangkan untuk memantapkan peran strategis pendidikan kejuruan bagi kemajuan bangsa dan Negara, khususnya dalam mempersiapkan tenaga kerja yang sesuai dengan kebutuhan dunia kerja.

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Wassalam

Dekan FT-UNM,

Prof. Dr. H. Husain Syam, M.TP

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THE STRATEGY TO REALIZE THE LIFELONG EDUCATION

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Abstract:

In carrying out the development for the national life, education has a very important role to guarantee the progress and persistence of the nation. The struggle for obtaining the Indonesia freedom has brought the forming of Indonesia Government to determine the national goals that are “to protect the nation”, “to improve the national welfare”, “to educate the people” and also “to join the effort to keep world peace based on the freedom, eternal peace, and social equality”. These efforts order the implementation and the development of education can guarantee the development and persistence of national life. All Indonesian People have a right to obtain education in every stages of their life –**Lifelong Education (*pendidikan seumur hidup*)**--, although as a member of community, he is not expected to study all the time without applying his knowledge to the benefit of the society. Education can be obtained through many ways such as formal education or non-formal one. The good progress in the world have shown to us that the lifelong education is a very essential factor in our life.

Keyword : the implementation and the development of lifelong education

Introduction

The Constitution 1945 mentioned in Chapter XIII, article 31 verses 2 that education is intended to be run and organized by the government as “one national learning system”. Based on the title of the chapter which is “Education”, the meaning of one national learning system is extended to become one national educational system. This means that the constitution does not just put the attention on learning, but also consider the educational component in relation with the growth of Indonesian people character as unity. This is a realization of the nation as the people who obey and devote themselves to one Solely God, take care the humanization manner and keeping the people morality.

Based on this idea, the national education is arranged as an awareness effort that likely the people maintain his lifelong and improve himself continuously from one generation to others.

The National education system is a tool and important goal in the effort to reach the aspiration and national goal. The system is implemented as a whole, integrated and unity; unity means that the system is opened to all the people in Indonesia and valid in all area of Indonesia; as a whole means that it consists of all educational lines, level and types; and integrated means that there is interactions between national education and a whole national development progress.

National education which is stated in the constitution shows that one system is rooted from national history and based on Pancasila as national fundamental and the Constitution 1945. It consists of all types of education either in formal education or non-formal education; it manages

that the formal educational path consists of 3 (three) main level, which every level, then, is divided again into several levels; it also controls that the curriculum, students and educational staff – include teacher, lecturers or staff – are three different components that cannot be separated in teaching and learning process; it manages centralized program, however, the unit and educational activities are conducted as a decentralized program; conducted as a unit and educational activity as one responsibility between family, community and government; it manages that unit and educational activities that conducted by the government and community and treated by using the same measurement standard; it manages that unit and educational activity that carried out by the community who have the freedom to conduct it suited to each character or speciality as long as they do not contrary with Pancasila as the national fundamental, life vision and ideology and also make the students easier to gain knowledge that suit with their talents, skill and goal that has to be reached and easilt to adapt with the environment change.

National education system should be able to provide basic education for every citizen of the Republic of Indonesia, so that each earns at least the basic knowledge and skills, including reading, writing and arithmetic as well as using the Indonesian language, which is needed by every citizen to be able to participate in civic, state and nation.

Every citizen is expected to know the basic rights and obligations as citizens and have the ability to meet their needs, take part in the effort to meet the needs of the community, and strengthen the unity and integrity as well as efforts to defend the country. Knowledge and skills must be obtained from the national education system. It is intended to give meaning to the mandate of the Constitution of 1945, Chapter XIII, Article 31 paragraph (1) which states that "Every citizen is entitled to get education".

Indonesian citizens are entitled to education at any stage in the course of his life, Lifelong Education (lifelong education) -, although as a member of the community he is not expected to learn continuously acquired without the ability to devote to public interests. Education can be obtained, either through formal school education and informal education (outside school) pathways.

National education systems provide an opportunity to learn the broadest possible to every citizen, and therefore in receipt of a person as learners are not justified on the basis of differences in gender, religion, race, ethnicity, social background and level of economic capacity, except when there is unit or activity that has the specific education that should be ignored.

Family education, including access to education outside the school is one of the intellectual life of the nation's efforts through the experience of a lifetime. Education in the family give religious beliefs, cultural values including the value of moral and social rules as well as the views, skills and attitudes that support the life of society, nation and state to the family member.

Improving standards and quality of life of the nation and the development of national culture, which is expected to raise human dignity Indonesia, was held constant, so that in itself always requires adjustments in the fact that education is always changing. Education must also be constantly adapted to the demands of the development of science and technology, including the automotive field.

The settings in this Law is formulated basically in general, so that a more specific regulation, which must be tailored to the circumstances which have undergone a change as mentioned above, and even had to take into account the likely demands of the development community, nation and state of Indonesia in the foreseeable come, carried through the arrangements are more easily created, modified and repealed. In this connection the National Education Advisory Board was formed whose task was to give consideration to the Minister on all matters deemed necessary in order to change, repair, and improvement of national education.

Education to realize the Indonesia vision in 2020

The Rule of MPR RI in annual meeting in 2001 has already determined the Indonesia vision in 2020. This vision is expected to be a reference of all parties to build the life of a civilized nation as a better nation-state is a strong, united, advanced, independent and prosperous physically and spiritually. Life based on religious values, human, unity, democracy and justice.

One of the key media to realize this vision, namely Lifelong Education (lifelong education) that are currently relatively low productivity. The problem is that how to improve the productivity of education? It is better to examine the rationale for a moment of crisis and future challenges, and an integrated approach to management education perspective.

Man is born into the world as the gift from God. He is helpless, but 97.5% completed the basic skills of potential heart and soul. The soul is creation, feeling, intention and intuition, while the body is the body which gradually grows to be perfect and beautiful. The integration of body and soul is the basis for men to do and work in achieving his capabilities through a cultured life, so he was able to live better in the future. It is necessary to realize a cultured human effort, including food, clothing, shelter, health, security and a productive life-long education.

Today, Indonesia is a multi-dimensional crisis that originated from the financial crisis, economic, political, social, and has culminated into a crisis of confidence and authority of a prolonged and cause for serious concern. Most of the people no longer trust the authorities and the government, children are not believed to parents and teachers, and vice versa. The most dangerous crisis that is when it no longer trusts the ability of themselves which is dependent upon the strength of people or other nations so that the independence crisis and crisis of identity as part of a national identity crisis.

Many factors cause the problems, one of the dominant factors are forgotten by the nation's culture include: (1) Moral and noble character who trampled; living unclean and unhealthy, undisciplined against the rules and regulations in force, lack of respect respect among humans, the spirit of nationalism and unity decreases and less loving countries and people, greedy, resulting in corrupt practices. (2) Less working spirit and gets weak based on the enhancement of science and technology so that it shows lazyness, unemployment will increase and the poverty will also increase, inability to compete in healthy way, uncooperative and not democrate so that there will be a will to be profit in short way, stealing, , theft , hold-up, robbery and burglary. Creativity is not commendable, it is not fair, not nice and cool so there is no violence, fights and riots, rape, drug abuse, pornography, gambling, the sadistic torture and even murder on the outside of humanity and human rights violations.

On the other hand, Indonesia is faced with the challenge of the future and globalization or the universe of life is increasingly transparent, competition is getting heavy and tight, and the increasing ensnare permitraan inevitable that demand a superior human being Indonesia and high quality in various fields.

Facing the crisis and future challenges that there is no choice, the Indonesian people have to deal with moral and noble character, an intelligent mind and is rich in science and technology, and creativity commendable to be prepared in earnest conceptually and professionally so that the premises are able to compete with healthy and strong, biting and equal partner in the nation's cultural identity of Pancasila. If not, is not an impossible nation Indonesia at a time will be a spectator in the suburbs who do not have and can not afford to buy the tickets.

One of the major rides are fundamental to human culture in order to humanize a better life, many who see life-long education is very important. Adult education is in the gossip. No day without discourse, both mediated the (TV, radio, newspapers and magazines) as well as small people from the coffee shop to the businessmen and high officials in the five-star hotel. They talk about education in different dimensions according to their interests and concerns. Impression while handling policies are pragmatic educational premises, not in an integrated long-term longitudinal so that has not been able to humanize a cultured man and a better life to the welfare of physically and spiritually.

The Management of Integrated Perspective Education

Many efforts which have been done, still in progress, and will be done by the Government and Indonesia people who care about education. One of the approach is through integrated educational perspective management. This approach is started from current situation , analyzing past experiences and oriented to the future in many life dimension which is integrated and become a guideline for many people to develop their own creativity. The approach includes many aspects ad basic scope either in macro, and micro.

It is good to study in detail about the tendency of life in many life dimension in the future (Indonesia Vision 2020) with human quality and relevant educational system.

One of the national objectives set forth in the Preamble of the 1945 Constitution is the nation's intellectual life. Life of the nation is not just smart, but the life of the nation based on freedom, abiding peace and social justice. These three statements were formulated to be the pressure when the 1945 Constitution which became part of the foundation of the Republic of Indonesia Pancasila is the essence of national culture of Indonesia is unity. Further, the annual session of the MPR 2001, establishing the Future Vision premises with the vision of Vision Indonesia 2020, which cored to a strong nation united, advanced, self-reliant and prosperous is based on religious values, humanity, unity, democracy and justice. Both national policy that describes that one of the nation Indonesia is the national goal of the intellectual life of a civilized nation, in order to live well in the sense of physical and spiritual prosperity.

The need to 'promote national culture by the Indonesia Government is regulated by law'. This is important because culture is the reference in achieving national objectives in various fields including education reference Article 32, previously in Article 31, mentioned that:

(1) Every citizen has the right and duty to receive education in a democratic manner. The word must illustrate that every citizen is not only entitled to a sometimes overlooked but it must be done in accordance with their respective capabilities in a democratic manner. Similarly, the government must provide education to citizens within reasonable limits for example by organizing priorities compulsory 9 year basic education gradually became compulsory education to 12 years of true, as revealed by former Education Minister Prof. Malik Fadjar and the various parties concerned.

(2) The Government shall establish and conduct a national education system is regulated by law. A national education system is the reference and encourages the implementation of regional autonomy so that rural people obtain a quality education relevant to their lives and allowing a better life in their respective areas of national and global nuances.

(3) Culture and education are the top priority in national development which is regulated by law. This paragraph if it is necessary to remind the government of Indonesia and the importance of culture and education in humanizing humans are expected to live well in his future. These linkages should be depicted on the national, provincial, district / city in line with regional autonomy policy put pressure on the district / city, but in 2020 the universal of Indonesia Vision can not be avoided.

The Education Management as Institution

The discussed institution is the institution of the family, educational institutions and organizations in the public schools. Educational institutions are social institutions that exist in the living world, especially the workplaces in a system that has component inputs, and outputs. The educational process is expected for the living world where the institution is located. Education is a shared responsibility between education in the family, society and education in schools. It is necessary to prioritize the needs of education in family life such as nutritious and healthy foods, education, moral and good habits. Education in the community is a community education and practical life. Education in schools emphasizes on basic skills and knowledge areas both intellectual and spiritual skills as a preparation for self-improvement. These three institutions are expected to produce a quality and reliable man in the future.

Micro-Education Management

Micro-management education in the management process of education or educational methodology consists of guidance, teaching and practice compassion or penance, penance and reparation foster a priority to hone students learn how to learn to be productive, accompanied by four main pillars proposed by UNESCO, namely : learning to know, learning to do, learning to be and learning to live together. Educational staffs have role as a professional either as the manager of supervising and counseling staffs, develop curriculum and educational technology, teacher as facilitator, educational staffs outside schools, librarian, laborant and technician and also professional staffs.

Such an educational process requires an evaluation system or systems in a comprehensive testing, flexible, objective and continuous so that the educational progress of democratic and capable of improving the quality of people according to ability and achievement respectively. Through this approach, the integrity of management education at the macro (national and regional) and micro meso institutional or educational process, education was believed. Indonesia would be able to humanize a cultured man and a better life in realizing the vision of Indonesia 2020; human harmony or to be a harmonized a strong human being united, advanced, independent and prosperous physically and spiritually.

Education that Oriented on "*Life Skills*"

Education, which has been run as schooling, was not able to provide solutions to the downturn of the nation. Let alone to contribute to fix this nation, many people who has received education in school still have difficulty to to feed themselves. In fact, character education Prof Dr Winarno Surakhmad claimed to have to ask: Is it really true that we as a nation has already obtained education in the real meaning? If yes, why because of one crisis, the nation life morality that has been taught to be hold is suddenly disappeared; there is no remains to say that we are a nation that has a good morality and high education! So, what is the point of the previous education?

Meanwhile, in front of the Education Care Journalists Forum (Forta), Former Minister of National Education (Education Minister) Abdul Malik Fajar said the success of the education system can be seen from the ability of graduates to use the results of education for life. Therefore, a good education system should be able to provide supplies for the graduates to face life or give life skills to students.

"Logically, the higher the education level the higher the person who could play a role in the life of the community," said Malik Fadjar. Based on the logic, Malik reminded that education is not dead things can not change. Talk about education means speech problem that involves many aspects of life. The more sharply highlighted education, the more education have proved that the motion of life. To answer these challenges, Kemendiknasbud has already completed curriculum in order to provide life skills in students. The concept of life skills education is actually not new. Previously had no concept of broad-based curriculum is interpreted as broadly based curriculum. The goal is that learners can have the expertise needed by the community.

To follow up this competence-based curriculum, curriculum specialists from the University of Education Indonesia (UPI) Bandung Prof Dr MA Hasan S Hamid judge that there still have many problems, especially for the elementary level. The location of the problem is precisely the competence to master the elementary level to the philosophy of education is not mastery of disciplines, but for the character development of children in relation to society. "If the emphasis is still on the mastery of disciplines, the new competency-based curriculum is not really any different from the old curriculum," said Hamid.

For educational leaders Prof. Dr. Mochtar Buchori, it is appropriate that when education is concerned and can provide expertise that can be used to live on the learner. The essence of education should be given the ability to support them, develop a more meaningful life, and ability to contribute to glorify life. "At the very least, the character education which states that education

should be able to provide the ability to support them is parallel to the Ministry at that idea to include life skills into education," said Muchtar Buchori.

Understanding of life skills is actually broader than just to support themselves. However, the problem, not just skills, but how to give education a truly independent and capable of making the child can take care of himself. Unfortunately, further curriculum-oriented discipline emphasizes only on academic skills, such as physics, chemistry, and biology. This program is good, but unfortunately it never disciplines linked to what happens in real life.

The curriculum should be life oriented. Curriculum should be able to give children the skills needed to live. To adopt a life skills education into the curriculum, now it depends on the area. For example, children who live in Jakarta would be different from life skills needed by those who live in Bali. In Jakarta, they are much more involved in the modern economy, for example, carpentry did not get a lot of places. However, apart from it all, life skills-oriented education has been able to start work. At the very least, can give a clearer answer to the question, what is the contribution of education for life.

Life Long Educational Concept

The concept of *pembelajaran sepanjang hayat (PSH)* or lifelong learning is not a new concept in education and this will give explanation about the concepts and approaches to realize in developing a human resource.

PSH Definition

PSH in terms of concept summarizes such a broad sense definition. This concept refers to the process of democratization of education that includes courses enhance the knowledge, skills and competence formally in schools, vocational training centers, or are not formally based on the experience and training in the workplace.

In the organization, this concept refers to the process by which workers gain knowledge and skills through experience to improve. By Raymond A Noe (2002) , *PSH* need workers who understand the whole system work, including the relationship between their work, their work units and organizations. Workers are expected to acquire new skills, use them in work and association with other workers.

Experience is the knowledge that this will not be studied in the usual form, not too formal and exercise. It requires continuity of continuous creation, dissemination and understanding of the meaning of science linkages. Based on the above view, *PSH* can be concluded on the process as follows:

1. The learning process of a person which continuously the same with goals to improve the ability or to develop results in a specific work field in present or in the future, and
2. The Learning process for a person to improve his knowledge which cannot be last if the person left school; the process will be a life-long process.

The Concept of PSH in Planning National Development

Towards the 21st Century, international community is more concerned when compared to the previous century to improve science through the concept of PSH. According to the UNESCO study progress and prosperity can be achieved by developed countries (USA, Europe and Japan) are designed by human resource development strategy in which all members of society get the educational opportunities open and lifelong learning.

United Nations (UN) through UNESCO from the mid 1990's has launched a program to raise awareness of the importance of PSH among developing countries. The UN view is based on a report about the Education for the 21st Century ", entitled" Learning: The Treasure Within. "The essence of the report reflects the PSH bahwa be the key to human resource development in the 21st Century.

Recognizing the importance of PSH for the certainty of wealth and prosperity of a country, the government should take proactive steps to make PSH as a primary goal in planning development. Indonesia Vision 2020 in the field of education is one of the long-term plans in order to face competition in the era of globalization, economic liberalization.

PSH Implementation in Some Countries as Comparison

The concept of PSH is not only become an important agenda, even had to exchange the way of thinking people, especially youth groups coming out of the study centers of higher education. In Japan for example, the perception of the importance of PSH has put a new phenomenon known as "employability fever". Aggressive youth group have knowledge in several fields of study and training to ensure they get more job opportunities of interest to them. In some countries, the concept of PSH has been implemented well through several approaches. Here's an example in some countries that have implemented PSH for its citizens.

1. South Korea

Since the mid-1990s, the South Korean government has made reforms in the education system to deal with Century-21 competition. Deed of Education has been assessed and PSH Law (The Law for Lifelong Education) was created and the Korea Educational Development Institute (Kedi) also serve as the Center for Education Throughout Life (Lifelong Education Centre). This central function are as follows:

- a. Carry out the assessment, building program and curriculum, conduct and supervise the activities of institutions that carry out life-long education;
- b. Provide training to teachers for empowerment program and in cooperation with other training institutions;
- c. The center of the collection and dissemination of data on PSH;
- c. Providing ease the exchange of information with a series of network building among nations with institutions involved in the PSH;
- d. Provide a source of data, the registration system of education and libraries electronically;
- e. Realize the cooperation with universities study center involved in the PSH.

2. Hong Kong

Hong Kong Government since 1999 has undertaken some reform programs in the development of human resources in order to face competition in the 21st century. The renewal objectivity is to make human resources more open, flexible and fair to realize the institution / organization cultured as proactive, responsible, have high skills and can provide the best performance. Among the reforms that have increased awareness and emphasis is made PSH as a culture in the improvement of human resources. The approaches and programs that have been and will be implemented are as follows:

- a. Increase proficiency in the face of competition changes in the future, and
- b. Provide opportunities for community members to get training and continuous learning through:
 - 1) Program training on ICT based on Civil Service Training and Development Institute;
 - 2) Smooth skills training program;
 - 3) Provide funds to promote the implementation of various courses related to their duties or exercise program that can help increase the expertise in their work;
- c. Develop and provide learning materials independently or as a CD-ROM training package to suit learners of all ranks, and
- d. Improve the training and material needs by providing a learning booth, self-learning and training courseware using web pages.

3. Singapore

Government of Singapore in March 2000 Singapore Learning Movement has undertaken to provide training and implement the concept of PSH as a way of life of its citizens. PSH is a program under the School of Lifelong Learning (Soll) is a program of action under the Singapore Manpower 21 which is a blueprint for workforce development in Singapore to compete in a global change in the 21st Century. Soll is a system to facilitate the PSH by two programs, namely the Strategy Exchange Program of Human Resources and Training System.

Singapore Ministry of Human Resources (MOM) is working with community residents and the private sector has been implementing programs Singapore Learning Festival in 2000 with the theme "Learning for Living". The purpose of learning the party are:

- a. Raise awareness of the importance of PSH to each individual to build a more perfect life and harmony;
- b. Provide supplies and usefulness to the community in a professional or personal ratings, and
- c. Open up views of people with a more open through the learning activities associated with the following objectives:
 - 1) The importance of PSH to make a job everlasting;
 - 2) self-development; and
 - 3) as a proud activities.

Singapore also has prepared royal funds as much as S \$ 500 million in 2000 to PSH. The fund will provide benefits to workers who need help. Target funds are:

- a. Employment who want to improve skills but do not have the financial capability;
- b. Employment who want to improve their knowledge and optimize their work;
- c. Opportunities to workers and the public to obtain continuing education, and
- d. Supports and provide assistance for collective initiatives to improve skills.

Every people has responsibility on Life-Long Learning

A country should be aware that its main asset is the people and knowledge. Even so, the state should only provide ease of learning. Attitude and the tendency is the people who are a major factor in the acceptance of lifelong learning.

"Ideally, everyone should be responsible for lifelong learning itself. Individuals knowledgeable in good condition to improve its position, advance the community and actively contribute to the prosperity and development of the country."

The meeting that has been held in Asia-Europe Institute on 13-15 May 2002 which was attended by experts from Europe and Asia and they have expressed their views and thoughts on "Integrated Approaches to Lifelong Learning" and "Recognition of Prior Learning and Skills."

Closing

1. It takes a serious effort and determination, both by members of the community, educational institutions, industry, non-governmental organizations in the field of education, private sector and especially the government to realize the concept of lifelong education (life-long education / PSH) in the Republic of Indonesia, our beloved country as the implementation of PSH that has been manifested in various countries in ASEAN.
2. An effort should be getting support is optimization of the education budget. If this can not be realized then we cannot dream of the implementation of PSH in Indonesia will be realized.
3. PSH concept is very clear and straightforward, just how to realize it, depending on the good will and good government action, because even if the other party seeks in that direction, if without government supports it is impossible to take place.

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