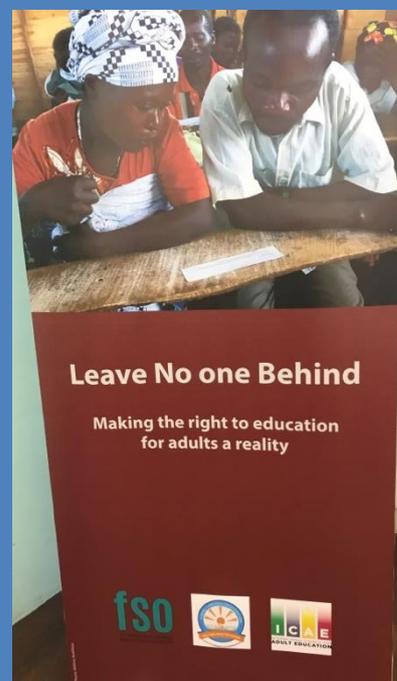


BRIEF WORKSHOP REPORT

LEAVE NO-ONE BEHIND

Making the right to education for adults
a reality



In the context of increasing global inequality, climate crises, continuing gender inequality, and the opportunity provided by the United Nations Sustainable Development Goals (SDG) processes, participants from 9 African countries and Sweden, met in Dar Es Salaam, Tanzania from 5-8 March 2019, at a workshop entitled '*Leave no one behind: Making the right to education for adults a reality*'.

The workshop was co-hosted by Karibu Tanzania Organisation (KTO), Folkhogskolornas Service Organisation (FSO) and International Council for Adult Education (ICAE) (Africa Network). It was supported by Swedish International Development Agency through KTO.

It was a small workshop with a limited budget which aimed:

- to enhance possibilities for Adult Learning and Education (ALE), to be identified as integral to the achievement of Agenda 2030 and the Sustainable Development Goals (SDGs);
- In particular, to enhance the possibility that the education of girls and women contributes to attainment of SDG 5, the attainment of Gender Equality, within a lifelong learning framework as articulated in SDG 4;
- to build strong relationships among Swedish Folk High Schools and Southern African organisations, and among African adult educators themselves under the umbrella of the ICAE, in order to enhance ALE practices.

The workshop encouraged participation through: use of participatory methodologies, a field trip to Kisarawe Folk Development College, various special task groups, participant leadership in various sessions etc.

The outcomes include:

- A Workshop Statement which is to be circulated as widely as possible (*please see the Addendum below*)
- Commitment by African participants to build the ICAE Africa Network through: engagement with the ICAE Executive; discussions with organisations in home countries, in order to help ensure a successful virtual ICAE General Assembly which is to be held in early 2020; discussions with the wider ICAE Africa Network; collaborations; and dissemination of the Workshop Statement.
- Partnership development amongst African countries themselves and with Swedish Folk High Schools.

Participants at Kisarawe Folk Development College



In conclusion

This was a very productive workshop with excellent support from KTO staff, the successful working together of the three hosting organisations, the participation of Tanzanian Ministry of Education and other local organisations, the support from SIDA, and active, enthusiastic participation from delegates.

Tanzania celebrates 50 years of adult education next year which includes long term partnerships between Swedish Folk High Schools and Tanzanian Folk Development Colleges. As Budd Hall, first general secretary of ICAE commented recently, “The year I went to Tanzania was 1970, it was Adult Education Year! In 1971 I was fortunate to be at the meeting between Paulo Freire and Mwalimu Nyerere....They got on very well. Of course our first ICAE global assembly of adult education took place in 1976 in Dar with Nyerere doing the keynote and becoming our (ICAÉ’s) first Honorary President”.

We very much hope that this is a time of revitalisation of Adult Learning and Education (ALE) in Africa!

Asante sana!

Shirley Walters, Vice President ICAE (Africa)
11 March 2019

Addendum

'Leave No-One Behind' Workshop Statement

In the context of increasing global inequality, climate crises and continuing gender inequality, participants from 9 African countries and Sweden, meeting in Dar Es Salaam, Tanzania from 5-8 March 2019, attended a workshop entitled '*Leave no one behind: Making the right to education for adults a reality*'.

Participants stressed the urgency of youth and adult learning and education (ALE) as essential to the attainment of the Sustainable Development Goals (SDGs), and we agreed on the following statement.

1. We affirm the critical importance of lifelong learning in SDG4 (Quality Education). However, we are concerned about the narrow interpretation of lifelong learning which tends to focus only on a small part of the education and training system, which foregrounds children's needs. This is inadequate. A holistic, integrated understanding of LLL is essential which includes the very young through to those engaging in later life learning.
2. If we agree that if 'no one is to be left behind', SDG 4 must prioritise the learning of people across all ages and stages of life.
3. Literacy is a right for everybody (i.e. all girls, boys, men and women); it is a key for other rights, so the target cannot be reduced to 'a substantial proportion of adults'.
4. Eliminating gender disparities in education and training across all stages of life, from pre-school to later life learning, including people with disabilities, indigenous people, children and others in vulnerable situations, is one of the most effective ways to accelerate progress towards SDG4, and ensure the connection to SDG5 (Gender Equality).
5. Special attention is needed for the revival of ALE in fragile and unstable countries in Africa.
6. Learning to live together sustainably (SDG4.7) can only occur inter-generationally with children and adults from birth to death. ALE is an essential component if this is to be attained, so ALE must be specifically identified in the indicators of this goal.
7. SDG4 centres lifelong learning as critical to all social, economic, ecological developments – however, a comprehensive understanding of LLL which speaks to housing, rural development, gender equity, health, decent work, local and global citizenship, environmental literacy etc., is a key link amongst all the SDGs.
8. ALE is difficult to measure using conventional measurement instruments, therefore new and appropriate ways of measuring the impact of ALE needs to be prioritised – it is unacceptable that aspects of ALE remain invisible because of the view that 'if you can't measure it, it does not exist'.
9. ALE makes up around 75% of all learning within a lifelong learning framework across all ages and stages of life, and must be supported through funding by global, regional and national organisations and donors.

This statement is agreed at a time when Tanzania is to celebrate 50 years of adult education, which was led by the late President Mwalimu Julius Nyerere (who was also the first honorary president of the International Council for Adult Education(ICAIE).

We therefore affirm support for the partnerships between Sweden and Tanzania which were initiated by Olof Palme and Julius Nyerere and which have led to the creation of Folk Development Colleges (FDCs), of which there are 55 today. These are doing valuable work. We commend the commitment to the growth and development of FDCs which is being demonstrated by the Government and Swedish International Development Agency's support to Karibu Tanzania Organisation (KTO).

We urge support of African ALE organisations in order to enable them to play leading roles in the response to the socio-economic and ecological crises which communities face.

In the spirit of 'leaving no-one behind', we demand that adult learning and education which 'is everywhere and nowhere' in the SDGs is given financial support and recognition if the SDGs and Agenda 2030 have any chance of success.

Signed by:

- Karibu Tanzania Organisation (KTO)
- Folkhogskolornas Service Organisation (FSO)
- International Council for Adult Education (Africa Network)
- Participants from Botswana, Namibia, Somalia, South Africa, Zambia, Uganda, Mozambique, Ethiopia, Tanzania and Sweden.

International Women's Day, 8 March 2019.