

LIFELONG LEARNING AS KEY INGREDIENT FOR SUSTAINABLE DEVELOPMENT IN AFRICA

FIRST AFRICAN YOUTH VIRTUAL CONFERENCE OF THE UNU RCEs

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2 OPENING QUOTE

“Every person, at every stage of their life should have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies”.

(Source: <http://en.unesco.org/world-education-forum-2015/5-key-themes/lifelong-learning>)

3 Connecting with Sustainable Development Challenges in Africa



Examine the picture closely.

What comes to mind as you observe the terrain, the animals, the bushes?

4 What's Lifelong Learning?

- Lifelong learning is a philosophy, a conceptual framework and an organising principle of all forms of education, based on **inclusive, emancipatory, humanistic** and **democratic values**; it is all-encompassing and integral to the vision of a knowledge-based society. (UNESCO, 2010)
- It is about meeting the **diverse** and **context-specific learning** needs of all age groups, including the acquisition of **basic literacy technical skills** through both formal education and effective alternative pathways to learning.
- Education for Sustainable Development (ESD) in African RCEs is being implemented within a perspective of **lifelong learning** by engaging all possible learning spaces, formal, non-formal and informal, from early childhood to adult life.

5 Lifelong Learning is critical in:

- Addressing continental educational issues and sustainable development challenges.
- Creating and maintaining a **positive attitude** to learning for both personal and professional growth in pursuit of sustainable development.
- Enhancing our understanding of the world around us with more and better opportunities to improve our **quality of life** in Africa.
- Equipping people with the necessary **knowledge, capabilities, skills, competences** and **values** to exercise and advance their rights and take control of their destinies.

6 Lifelong Learning Processes

- Entail acquisition of **ESD** competences – **Knowledge on sustainable development can be acquired and sustainability skills-sets developed anywhere.**
- Occurs within and across organisations and networks
- Takes place both at individual and collective (social learning) levels
- Affirms the five pillars of learning:
 1. Learning **to know**
 2. Learning **to do**
 3. Learning **to live together**
 4. Learning **to be**
 5. Learning **to transform oneself and society**

7 Components of the Lifelong Learning Process

1. **Early childhood education**
2. **Primary education**
3. **Secondary education**
4. **Higher education**
5. **Technical, Vocational Education and Training and workplace training**
6. **Non-formal education that encompasses adult learning and youth empowerment programmes**
7. **Capacity building, networking and social learning that includes use of media, social learning and mentorship**

8 General Lifelong System Limitations in Africa

- **High levels of illiteracy on the African continent**
- **A history of inadequate access to education and training, and unequal patterns of participation in education and training with some sectors of education poorly developed (e.g. TVET systems)**
- **Neglect of Africa's higher education system following the World Bank decision in the**
- **1970's to focus on basic education and not higher education**
- **Poor quality education, and a perceived lack of relevance in many of the education and training systems**

9 Limitations (cont.)

- **High levels of demand for education and training which puts pressure on institutions to accommodate large numbers of scholars**
- **The brain drain which has drawn much of Africa's high level skills to other countries**
- **Colonial education system structures and contents which have marginalised indigenous knowledge and ways of knowing**
- **Infrastructure to accommodate the ICT revolution in education is inadequate.**

10 Addressing the Limitations

- **Agenda 2063: The Africa We Want**
 - Outlines seven aspirations for the continent
- **New Partnership for Africa's Development**
 - **Human Capital Development (Skills, Youth, Employment and Women Empowerment) programme**
- **The Africa Environmental Education and Training Action Plan**
 - Four result areas that include lifelong learning programmes
- **The African RCE network**
 - Emerging youth empowerment programme

II Aspirations of the Africa We Want

ASPIRATION 1. A prosperous Africa based on inclusive growth and sustainable development

ASPIRATION 2. An integrated continent, politically united and based on the ideals of Pan-Africanism and the vision of Africa's Renaissance

ASPIRATION 3. An Africa of good governance, democracy, respect for human rights, justice and the rule of law

ASPIRATION 4. A peaceful and secure Africa

12 Aspirations of the Africa We Want

ASPIRATION 5. An Africa with a strong cultural identity, common heritage, shared values and ethics

ASPIRATION 6. An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children


ASPIRATION 7. Africa as a strong, united and influential global player and partner

13 Strengthening Sustainable Development in Africa through EE/ESD and Training

The Africa Environmental Education and Training Action Plan (AEETAP)

- The main objective of the **AEETAP** is to enhance community environmental education and training within the continent, through various formal education; training; **lifelong learning**; and capacity building programmes and projects.

14 Goals of AEETAP

1. **Strengthen the capacity of formal education institutions to integrate sustainable development concerns into their policies, practices and outcomes.**
 2. **Strengthen training activities and programmes to include and respond creatively and critically to sustainable development challenges.**
 3. **Strengthen the capacity of policy makers, leaders and decision makers to integrate sustainable development concerns into their planning, strategies, policy making and budgeting frameworks.**
 4. **Strengthen **lifelong learning systems** and community education and training systems and programmes.**
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15 Goals of AEETAP

5. **Strengthen the capacity of EE/ESD, training and social learning networks and institutions on the African continent.**
6. **Integrate innovations in e-learning, curriculum, Massive Open Online Courses (MOOCs) transformative learning, assessment and materials development into EE/ESD, and training programmes on the continent.**
7. **Enhance the professional capacity of trainers, lecturers, social learning facilitators and educators.**
8. **Contribute to environmental actions and change.**
9. **Monitor and evaluate EE/ESD and training programmes.**

16 Key Result Areas of AEETAP


- 1. Formal education**
- 2. Training of Public Sector Officials and technical and vocational education training (TVETs)**
- 3. Lifelong learning and community education**
- 4. Capacity building, networking and social learning.**

17 Key Result Area on Lifelong Learning, Youth Development and Community Education

Includes:

- 1. Adult basic education**
- 2. Community / citizenship education programmes**
- 3. Workplace learning**
- 4. Media education programmes and other social learning systems**
- 5. Informal ICT enhanced learning environments**

18 Summary

- Lifelong learning is fundamental to the achievement of **human, social and economic** development in Africa.
 - A **skilled population** is the key to the continent's sustainable development and stability.
 - Equipping all individuals to develop their potential and encouraging them to live together in **harmony and with dignity**.
 - There should be no **exclusion** arising from age, gender, ethnicity, migrant status, language, religion, disability, rurality, sexual identity or orientation, poverty, displacement or imprisonment.
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19 Summary

- Measures should be taken to enhance **motivation** and access to education and learning for all.
 - Policy attention to **technical and vocational education and training (TVET)** need to be increased in **Africa**.
 - Strengthen the role of **African RCEs** in the provision of lifelong learning opportunities.
 - RCEs are essential for the achievement of **equity** and **inclusion**, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge-based African societies.
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