

ADULT EDUCATION: LOOKING AHEAD

Some thoughts on the future and a recantation!!

[2019 is the centenary of the 1919 Report on Adult Education]

TWO POINTS ONLY

1. The growing need for adult education provision caused by the SDGs
2. One form of the provision of adult learning centres – with a case study
3. I end with a question to which I can as yet see no answer!

BUILD ON THE PAST AND LOOK TO THE FUTURE

- I draw on my experience of university adult education in UK and of adult learning programmes in developing countries; but more especially on Lalage's long work in Africa and other locations
- But not nostalgia, for the context has changed significantly – especially the MDGs and SDGs
- I want to suggest that the focus of adult education provision will move away from lifelong learning to the more socially transformative provision which forms the basis of the SDGs –addressing the key issue of inequality.



ADULT LEARNING AND THE SUSTAINABLE DEVELOPMENT GOALS

Every one of the SDGs contains adult learning targets –

“Each of the 17 goals has a set of targets and each set has at least one target that deals with or implies learning, training, educating or at the very least raising awareness for one or more groups of adults. Goals 3 [health], 5 [women], 8 [economy], 9 [infrastructure], 12 [consumption] and 13 [climate] especially include targets that imply substantial learning for ranges of adults - and organised, programmatic learning at that” (Oxenham pers comm).

For example: HEALTH (SDG3)

3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

WATER (SDG6)

6.b Support and strengthen the participation of local communities in improving water and sanitation management

SDGs APPLY TO ALL



- SDGs apply to all countries, not just to so-called 'developing countries'

HOW TO IMPLEMENT THESE ALTs?

- Will each sector provider (government or NGO) provide their own adult learning programmes (ALPs) or seek partnerships?
- Who will monitor these ALTs? There is a Global Monitoring body for SDG4 (Education) but what about the ALTs in the other SDGs? (This is under discussion)

THE NEED FOR A SYSTEM

- In the past, I have tended to see adult learning as more of a movement. I have now become convinced we need in every country some adult learning provision system – national, government-supported – along the lines of community learning centres (CLCs).
- Increasing attention being paid to CLCs – some experimental or pilot projects on too lavish a scale; lack of awareness of what already exists



THE NEED FOR NGO INPUT

- But to prevent provision becoming standardised and formal, this also needs to incorporate the existing (and new) NGO provision
- The (nationally comprehensive) collaboration between the university extra-mural departments (supported financially by government) and the WEA is an example of what can be achieved by such a system [2019 project]



EXAMPLES IN PRACTICE

- The best examples I know are the Scandinavian Folk High Schools (government supported but mostly provided by NGOs) and the Folk Development Colleges in Tanzania. I take the latter as an example of what can be achieved.



FDCs IN TANZANIA

- **Nyerere asked Sweden for 100 FHSs but renamed them FDCs; government system – got 52, now 55 – distributed nationally (map)**
- **Basic provision were 2-year residential skills courses (open access, informal certificate), wide range of short courses on and off campus, out/inreach and self-help projects**
- **SIDA co-funded them for more than 21 years (1975-97) with GoT support; and also NGO support from Swedish FHS (KSA); struggled to survive after withdrawal of SIDA aid and most of GoT funds but managed it on student fees (VETA courses) and other income.**
- **Key element was KTA – its own NGO body – and continued but diminished support from KSA**
- **Freedom to mount own programmes and find resources including donors**

MAP



SOME INNOVATIONS AND ACHIEVEMENTS

- Pre-school creches
 - Fema groups
 - 'Appropriate technology' courses
 - MAMA programme
 - Women's football
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- Base for short courses provided by other bodies – e.g. SOGA
 - Can be used as a drop-in centre also

WHERE DO FDCs COME IN GOVERNMENT SYSTEMS?

- Initially under President's Office, then MoE – BUT separate educational sector (quote)
- 1990 moved to MCD – reorient to CD centres (failed)
- Bid made for them by VETA
- Now back to MoE Directorate of Vocational Education

- Strenuous discussions to try to keep sector separate and to keep involvement of KTA/O (NGO)

- Where can government budget be justified? AdEd? CD? VET?

A SECTOR ON ITS OWN

- The *Education Sector Analysis (2011)* recognised the FDCs as part of the country's education sector - but in a class of its own:
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- “Since 2008, the education system is organized into four subsectors :
- (i) Basic Education, that comprises pre-primary, primary, secondary, teacher training, and adult education and nonformal education (AE/NFE);
- (ii) Folk Education;
- (iii) Technical and Vocational Education and Training (TVET); and
- (iv) Higher Education (University and non-university)” (ESA p. 78)

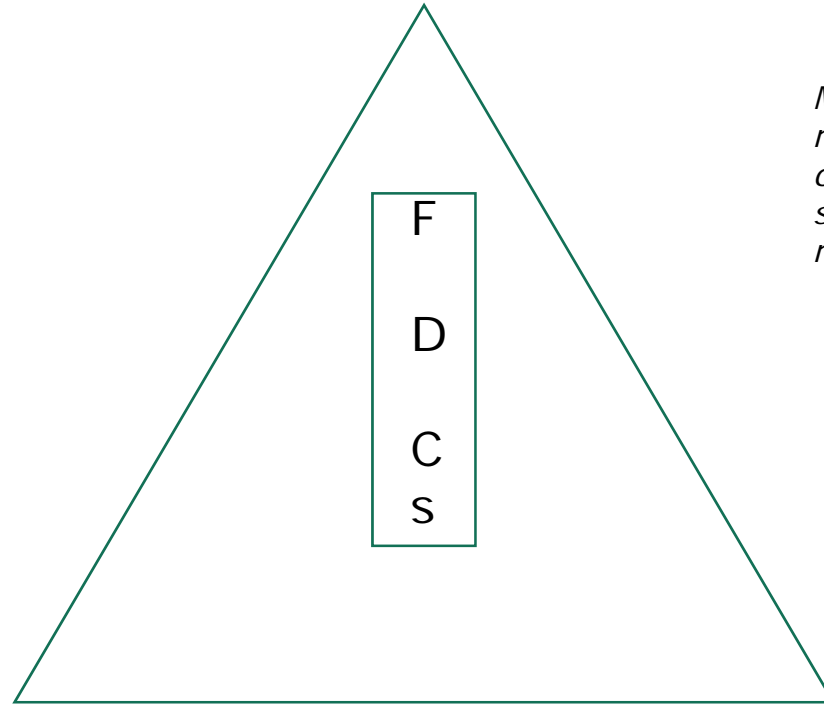
ADULT
EDUCATION (ICBAE)

F
D
C
S

*Marginalisation meant lack of
resources but also freedom
of each FDC to adapt to local
situation and find own
resources*

VET

COMMUNITY
DEVELOPMENT



POTENTIAL FOR GROWTH WITH SDG ALTs

- Here is a national adult learning system ripe for use by all kinds of agencies to fulfil SDG-ALTs – but how can it be funded?
- How operationalise the achievement of SDG-ALTs? Who will monitor them?
- Can national systems of CLCs with NGO inputs be built and maintained?
Without this, I doubt if SDG-ALTs can be achieved.