

Adult and Lifelong Learning Policies: Experiences, Challenges and Prospects from African Countries

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CONFINTEA VII



Lifelong Learning Policies in Africa

- * Learning for older adults concern for Africa.
- * Africa needs a futuristic vision for continental sustainable development agenda (CESA, 2016-2025).
- * All Five 5 regions endorse lifelong learning LLL as a strategy to drive Agenda 2063
- * UNESCO organizes CONFENTIA conferences (Agendas, declarations and frameworks for action)
- * International community and Africa to commit to meet educational needs of all (children, youth and adults)
- * adult learning conferences lead to cooperative learning and not meant for competitive prowess (Preece, 2006).
- * Member nations- develop road maps & action frameworks to deliver recommendations
- * LLL - improves personal, cultural, social, and economic conditions of citizens (SADC, 2020).
- * LLL enables individuals, group & communities to control their lives (Zepke, 2009).
- * Nations participate actively in conferences to cascade the recommendations Biao & Maruatona, 2018).

Resurgence of old Age Issues in Africa

- * African Elderly population experienced growth of 3.2% by 2010 and projected to grow by 4.5% by 2030 (African Development Bank, 2012).
- * Health issues increase with age while spending on health decreases and health care systems in most African states are weak.
- * Because of improved living conditions increase in life-expectancy in urban compared to rural areas (WHO, Africa Region report, n.d)
- * Elderly pop. in sub-Saharan Africa- estimated at 43 million in 2010, projected at 67 million -2025 and 163 million by 2050
- * by 2020, non-communicable diseases like hypertension, heart diseases, diabetes, will be among the main causes of mortality (WHO, Africa Region report, n.d)
- * In South Africa, Kelly et.al (2019) reported that the national elder care policy places strong emphasis in caring for the aged in community and not institutions
- * Africa suffers a paucity of studies on ageing (Lekoko & Nthomang, 2018)
- * These have implication for provision of health care, education and pensions to support the elderly throughout retirement and old age (UNESCO (2015)

Challenges of Delivering Inclusive Lifelong Learning

- * Africa has intricate colonial past and post-colonial history(corruption and mismanagement)
- * It faces poverty, lacks economic development, youth unemployment, income inequality and political instability (Biao and Maruatona, 2018)
- * The provision of adult education and lifelong learning are afflicted by conceptual and operational limitations
- * Continental Education Strategy for Africa (CESA) stresses providing efficient human resources adapted to African core values between 2016-2025
- * CESA strategic objectives focus on formal education and only SO6 refers to the provision of literacy (strategies are to help people find employment)..
- * It is guided by principle of “good governance” and the pillar of “political will” both of which are scarce in most African countries.
- * Lack of commitment from governments to coordinate lifelong learning services with different stakeholders.
- * Regional LLL plans do not integrate SDGs to ensure that SDG 4 foregrounds others such SDGs 3, 5 and 6

Prospects for Delivering LLL and Health

1. Development of lifelong learning policy for AU member states

- * Most African governments endorse lifelong learning as a principle.
- * However, there are no clear policy guidelines and laws governing the development of structures and programs (Walter, et. al, 2014),
- * 1) States need to develop policies and laws governing LLL.
- * Countries such as Ethiopia, Kenya, Namibia, Rwanda and Tanzania have worked with UNESCO to develop impactful adult learning policies (UNESCO, 2018).
- * (II) Laws would provide safeguard for the older people to litigate in case they are denied access to learning..
- * The ECOWAS and East and Central Africa have better apprenticeship and vocational training compared to SADC (UNESCO, 2013)
- * (iii) State and regions to offer free, well-resourced, non-formal education to the elderly (Lekoko & Nthomang, 2018).
- * (iv) The LLL policy to be linked to National and Regional Credit and Qualification Frameworks and Recognition of Prior Learning (RPL).

Prospects for Delivering LLL and Health

2) **Widening cooperation and coordination in the provision of learning**

- * African governments to cooperate with providers and stakeholders such as the CBOs, private and NGO sectors.
- * Some stakeholders are better placed to access difficult to reach communities where government service are lacking.
- * The state to do curriculum and assessment and monitoring of outcome

3) **Africa needs an integrated vision for lifelong and health:**

- * Africa needs a vision to mobilize resources to ensure that elderly citizens are not under served as Africa transforms into learning society by 2063
- * Older people need access to free non-formal learning opportunities to engage in independent life activities (Lekoko and Nthomang, 2018).
- * Africa needs to offer learning that integrate some SDGs, especially SDG 4 and 3 to teach the elderly basic knowledge and skills that promote health, safety and well-being.(English & McKay, 2022).
- * Health literacy, to offer health skills to help the elderly to implement health-related messages to age with dignity (English & McKay, 2022).

Thank you / Merci!

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