

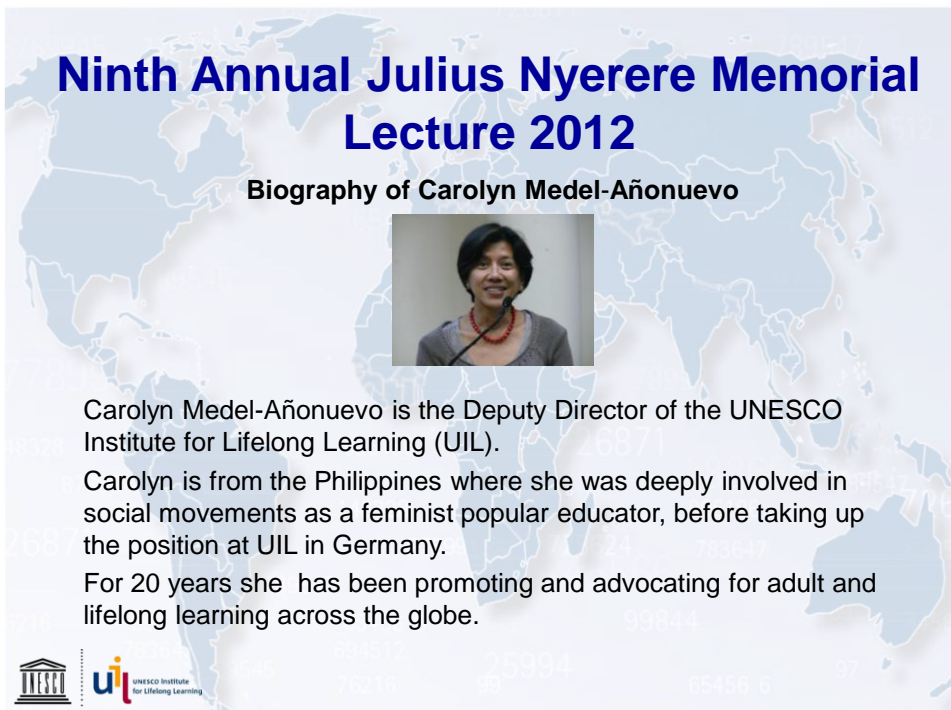




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## Resisting the Second Scramble of Africa through Lifelong Learning: Revisiting Julius Nyerere's Thoughts on Development and Education

**Carolyn Medel-Anonuevo**



## Ninth Annual Julius Nyerere Memorial Lecture 2012



**Biography of Carolyn Medel-Añonuevo**



Carolyn Medel-Añonuevo is the Deputy Director of the UNESCO Institute for Lifelong Learning (UIL).

Carolyn is from the Philippines where she was deeply involved in social movements as a feminist popular educator, before taking up the position at UIL in Germany.

For 20 years she has been promoting and advocating for adult and lifelong learning across the globe.



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# EDUCATION MATTERS

**„The purpose of education is liberation of people from restraints and limitations of ignorance and dependency“**



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## Education in the World

- Many are vulnerable and excluded
- 80 million children have no access to schools
- Almost 800 million adults are considered illiterate, 123 M youth illiterates, majority are young girls and women
- Declining budget
- Young and old are needing new skills and knowledge (e.g. cope with HIV, conflicts)
- Irrelevance of schools
- Low status of teachers, need for training



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## What kind of Education?



## COLLECTIVE DEMANDS FROM DIFFERENT STAKEHOLDERS



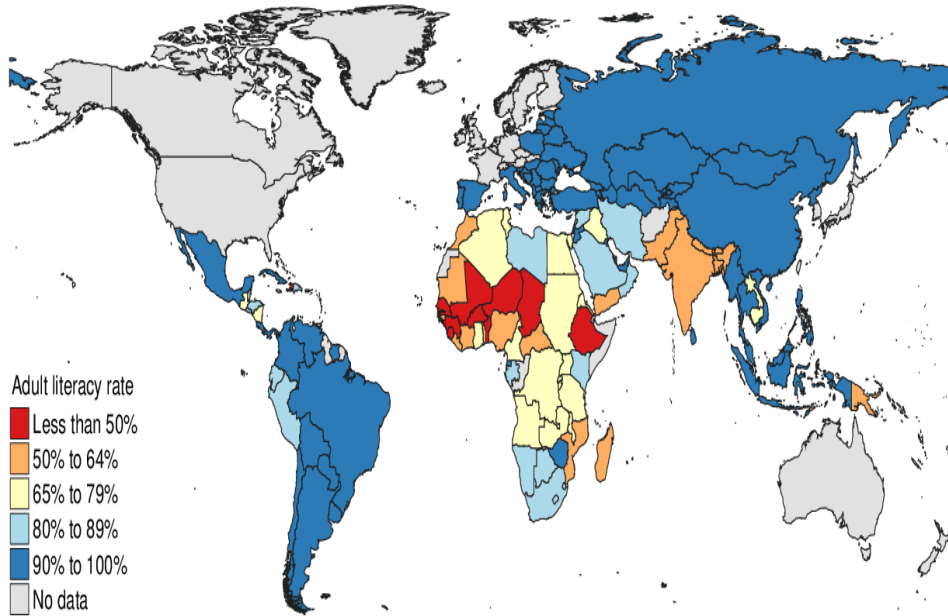


# Global Context

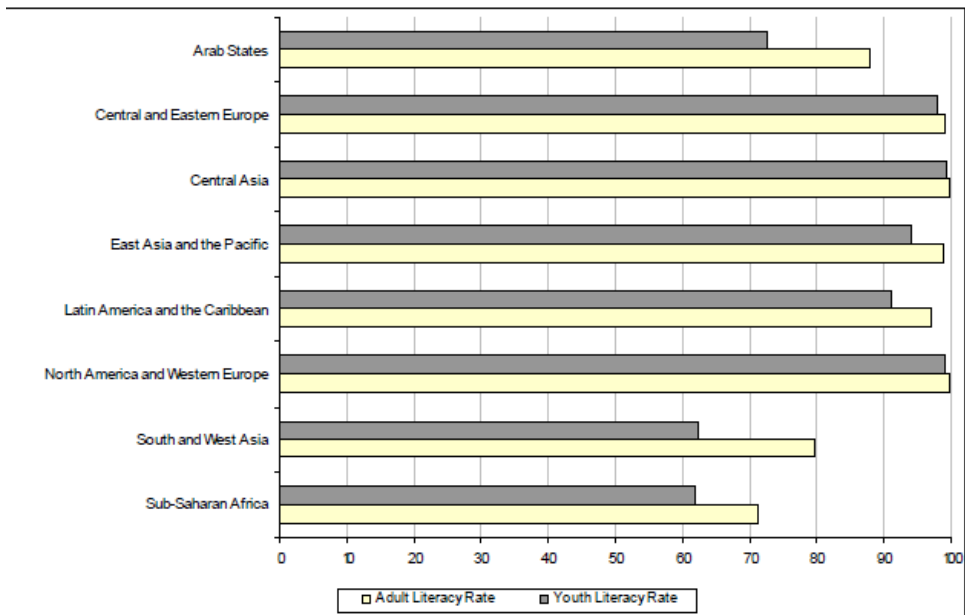
- **Conceptual - shift to notion of competencies**
- **Reporting and Measurement – learning outcomes**
- **Policy - Education for All (EFA) and Millenium Development Goals (MDG) Agendas**
- **Political- Education as a Right**



## Adult Literacy Rate (UIS, 2009)



## Youth and Adult Literacy Rates/Region



# ADULT EDUCATION MATTERS

**“Adult education enlarges people’s understanding, activates them, helps them make their own decisions and to implement these decisions for themselves“**



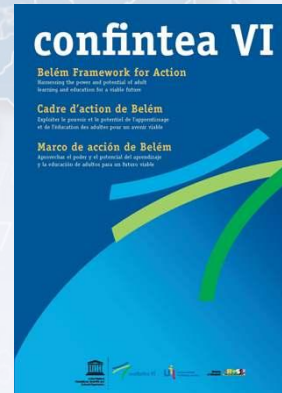
**WHERE DO  
WE LEARN?**





## Priority actions

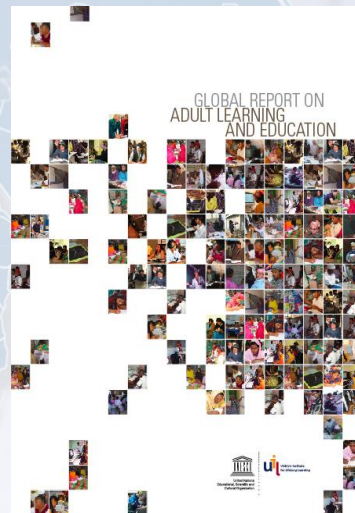
- a. Address low participation in youth and adults
- b. Literacy as foundation to allow people to engage in learning opportunities with focus on women and highly disadvantaged populations
- c. Ensure quality through „teachers/facilitators“
- d. Promote lifelong learning through Recognition, Validation and Accreditation of NFE and Informal Learning



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## CONFINTEA VI follow up

- 130 countries (31 African countries)
  - Literacy as theme
- <http://uil.unesco.org/fileadmin/download/en/national-reports/africa/South%20Africa.pdf>
- Regional follow-up meetings



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## WHY LEARN?



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## Context for advocacy for LLL for ALL

- Demographic changes
- Economic changes
- Rapid development of ICTs
- Transition to Global Knowledge Societies
- Participation of citizens in shaping the politics
- Climate change



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## What kind of learning?



## Faure Report(1972) Delors Report (1996)

- Lifelong education as the “master concept for educational policies .. the lifelong concept covers all aspects of education, embracing everything in it; with the whole being more than the sum of its parts ... lifelong education is not an educational system but the principle in which the overall organization of a system is founded.”

### Four pillars of learning:

- Learning to be
- Learning to do
- Learning to know
- Learning to live together

Lifelong learning is critical for our survival in the 21st century



# LIFELONG LEARNING MATTERS FOR DEVELOPMENT

**“Education must help people decide  
for themselves - in cooperation- what  
development is”**



## Addressing the divide in education and learning



## The role of Universities in Lifelong Learning :



- **G**rasp the essence of the challenges we face
- **O**rganize at the most effective levels
- **A**rgue for sustainable development through lifelong learning
- **L**ink up with universities and other organizations in other sectors



## Lifelong learning and sustainable development



**“The planet will not survive unless it becomes a learning planet”**



**„But there is no need for fear. All we need to do is to use our intellect; to know what is good for us. We need to listen to the outside world; to accept from them what we believe is in the best interests of Africa and of African Unity, and to reject (and reject in no uncertain terms) what we believe is not in the best interests of Africa and of African unity“**

**JULIUS NYERERE, The Second Scramble  
1961**



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