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**Promoting critical knowledge, skills and
qualifications for sustainable development in
Africa: How to design and implement
an effective response
through education and training systems**

Sub-theme 1

**Common core skills for lifelong
learning and sustainable
development in
Africa**

**Study on Key Issues and Policy Considerations in Promoting
Lifelong Learning in Selected African Countries
Ethiopia, Kenya, Namibia, Rwanda and Tanzania**

by Shirley WALTERS, Jin YANG and Peter ROSLANDER

ABSTRACT

Working Document

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1. abstract

1. Lifelong learning was conceptually introduced in the *Faure Report* in 1972 and has been further developed since then. Lifelong learning can potentially assist people/countries/regions towards sustainable socio-economic development and through different life stages, across different parts/sectors of society. This cross-national study focuses on key issues and policy considerations in promoting lifelong learning in Ethiopia, Kenya, Namibia, Rwanda, and Tanzania. Based on an overview of the national socio-economic development contexts and conceptual clarifications, the study reviews progress and challenges, identifies concrete examples of solutions and lifelong learning strategies for sustainable development in the five countries.

2. The five countries have undergone rapid quantitative expansion of formal education in recent years and quality remains a major challenge. The rapidly-changing socio-economic realities in the countries demand non-formal and adult education, but they are still of low priority. Although informal learning has been a tradition and has outstanding features, it is hardly mentioned in policy documents in the five countries. The study also explores six cross-cutting issues that underpin lifelong learning: conceptual understandings of lifelong learning; recognition of learning achievements; the role of counseling and guidance; teachers and facilitators; financial resources and infrastructure; and coordination among stakeholders.

3. The study concludes that there is a need for the five countries to embrace a lifelong learning paradigm for sustainable socio-economic development. It makes ten policy recommendations, from developing national overarching policy frameworks and guidelines to cascading effective capacity-building to regional and local levels.