



FIRST AFRICA ADULT LEARNING AND EDUCATION (ALE) CONFERENCE

Adult Education for a Just Transition: ALE as a key to community development

30 - 31 October 2024, Cape Town, South Africa

Conference Report

table of contents

EXECUTIVE SUMMARY	2
OPENING CEREMONY	6
KEYNOTE ADDRESS: ADULT EDUCATION AND THE JUST TRANSITION.....	7
MOJA DIGITAL PLATFORM.....	15
PRESENTATION: COMMUNITY LEARNING CENTRES AS A KEY TO COMMUNITY DEVELOPMENT	17
EXPLORING ALE THEMES	23
PRESENTATION: AGRICULTURE, CLIMATE CHANGE AND ALE	24
REGIONAL AND AFRICAN ALE PRIORITIES.....	29
EXPLORING ALE THEMES – SHORTLISTING.....	31
SOME CONSIDERATIONS	32
CLOSING CEREMONY	35
ANNEX A: CONFERENCE STATEMENT.....	36
ANNEX B: CONFERENCE PROGRAMME	38
ANNEX C: CONFERENCE PARTICIPANTS.....	40
ANNEX D: LINKS TO CONFERENCE PRESENTATIONS.....	41



executive summary

This report provides a record of the **First Africa Adult Learning and Education (ALE) Conference**, hosted by DVV International in Cape Town, South Africa, from 30 to 31 October 2024, acknowledging its potential contribution to the future of ALE in Africa in the context of a Just Transition. It also offers commentary on some of the findings of the conference with a view to stimulating further discussion on African ALE and to add to the body of work already available nationally, regionally and continent-wide. The conference yielded many interesting interventions and inputs that could easily justify a lengthier report. However, in the interest of brevity, we have tried to be concise in the main body of the report. The term ALE (Adult Learning and Education) is used in the report as a synonym for related terms such as adult education and literacy.

The conference, themed ***Adult Education for a Just Transition: ALE as a Key to Community Development***, brought together representatives from 16 African nations, including Algeria, Benin, Botswana, Cameroon, Chad, Ethiopia, Malawi, Mali, Morocco, Mozambique, Nigeria, South Africa, Tanzania, Tunisia, Togo and Uganda, as well as Germany.

It included three presentations: Adult Education and the Just Transition, Community Learning Centres as a Key to Community Development and Agriculture, Climate Change and ALE. All topics generated intense interest and responses from conference delegates, offering valuable

insights into the experiences and contextual realities that underpin ALE on the African continent.

These presentations were balanced with group work, which engaged conference delegates in providing direction for the future of the MOJA digital platform for adult education, and to help in exploring common priority areas for ALE programmes in Africa, while also focusing on their national priorities. Regional priorities were also unpacked, providing a nuanced view of their distinct needs as well as commonalities.

SUMMARY OF MAIN FINDINGS

The conference asked the participants to interrogate some essential areas for African ALE. This was achieved through various group work and discussions, inspired by the aforementioned presentations and panel discussions. The findings, which are examined in more detail below and in the annexes, fell into the following main categories:

- Inputs for the MOJA Digital Platform.
- Exploring a longlist of ALE themes; intended to identify multiple ALE themes.
- Interrogating regional preferences and ALE topics.
- Identifying a shortlist of top African ALE themes.

THE MOJA PLATFORM

Participants provided inputs on activities they would like to see MOJA doing in the future, as well as sharing ideas on how they can become more active members of the MOJA community. The exercise yielded the following insights:

1. Members offered a wide range of activities that the MOJA Platform can be engaged in.
2. There is a general wish for MOJA to become more focussed in its activities.
3. Some of the suggestions related to activities that MOJA is already carrying out. This suggests that these activities need to be better publicised (through various channels) so that people are more aware of them.
4. Ongoing communication is required on the exact mandate of the MOJA Platform so that members are aware of what exactly falls within this, and what is more difficult to respond to.

The general thematic areas that surfaced included: Content diversification; Advocacy; Adult education support; Continental cooperation and collaboration; Raising awareness; Inclusion of more languages, and Digitisation. The broad range of topics proposed will be further analysed in view of the wish that MOJA should also become more focussed. Communication and engagement are cornerstones of MOJA activities, and while these are ongoing, MOJA needs to keep rethinking how it engages with people so that they are reached through a variety of means.

Participants also showed a strong willingness to be involved on a national and regional level in the activities of MOJA. Strategic engagement is needed to further involve members at the country level, so that they attract others to join the MOJA community.

A LONGLIST OF ALE TOPICS

In groups, participants explored and discussed a wide range of ALE themes. This exercise sought to reveal the wide range of ALE themes (which could later be shortlisted). Some interesting findings were revealed:

1. The list of ALE topics that practitioners are interested in and concerned with is vast.
2. ALE has the potential to be effective in a wide range of fields. It is multisectoral.

The list of topics generated was vast and yielded the following top 10 general themes, under which many other related topics were clustered for easier analysis: *Advocacy for ALE; Agriculture; Climate change; Political economy of adult education; Youth; Vocational skills; Digitisation; Financial literacy; Entrepreneurship, and Prison education*. This list in no way negates the importance of other topics that emerged from the discussions (not included here). Rather, it served so that participants could engage with the broad diversity of ALE topics and further consider its application to a variety of situations and contexts.

REGIONAL PRIORITIES

Participants gathered in regional groups to view the longlist of ALE topics through a regional lens, and consider which topics are most relevant and important for their work and context. This was an important exercise that recognised the different regional priorities, which may vary greatly from one context to another. It was also important for MOJA to understand different regional preferences. This can help to inform planning and respond better to each African region in future. The full regional preferences are shown in the table below.

SHORTLISTING ALE TOPICS

The logical conclusion following the abovementioned exercises was to shortlist ALE topics – based on the longlists discussed. This yielded the following Top 3 topics:

1. Agriculture
2. Political economy of adult education
3. Digitisation

Once again, it goes without saying that all of the ALE topics discussed are important. This ‘top 3’ is not meant to represent a definitive list. It was intended to be provocative and to stimulate debate among the participants on whether or not they agreed with the selection. A few interesting findings emerged from this exercise that were reinforced by the general discussions over the two days of the conference.

The term ‘political economy of education’ may not resonate with everyone. Other interchangeable topics (such as development) could be more engaging. This topic is very broad and we should select language that stakeholders are most likely to engage with.

ALE emerged from liberatory roots that were in the service of communities. However, today this has been overtaken by a paradigm that prioritises a human resources approach. The emphasis is on an instrumentalist view in which ALE is subservient to economic interests. These interests are often at conflict with communities, and exacerbate factors such as poverty, food insecurity and environmental degradation. There is a need to rediscover and promote these liberatory roots.

Some of the topics identified fall into the category of cross-cutting themes. Areas such as gender, youth, climate change and general advocacy for ALE can be considered transversal and should be integrated in all of our other ALE activities.

We live in an era where the word ‘polycrisis’ is often used. This refers to the wide range of crises (e.g. war, floods, droughts, etc) that affect populations. The impact of these crises is more severe in some geographical regions than others and tends to disproportionately impact vulnerable populations. ALE cannot ignore these crises and should play an active role in their mitigation and resolution.

DAY ONE

Facilitator, Grischelda Hartman welcomed everyone to the historic *First Africa Adult Education Learning Conference* and acknowledged the participants from 16 African countries and Germany who came together to share practices, experiences and ideas from Africa to help shape the future of ALE and its role in a just transition.

opening ceremony

Esther Hirsch, Deputy Director of DVV International (Germany), and David Diale, Chief Director for Education, Training, Development and Assessment – DHET (South Africa), representing Ms Thembisa Futshane, the Deputy Director General for Community Education and Training in the Department of Higher Education and Training, conducted the opening ceremony. They welcomed delegates and thanked DVV International for hosting the conference.

David Diale noted that the conference was critical for the South African Department of Higher Education and Training (DHET), which was looking forward to learning from the outcomes, particularly for insights into how the Just Transition, a government priority, could be translated into education and training in communities. He mentioned The South African government's awareness of the digital divide and their concerns to ensure people were not excluded by any Just Transition strategies. Therefore, it should be foregrounded by democratic engagement and an inclusive approach.

Esther welcomed the participants from all 16 African countries, emphasising that as a first conference, this was just a first step in building a stronger relationship for ALE. She pointed out that while more than 30 national networks exist on the continent, they are mostly focused on primary education, with very few working in the ALE sector. This results in a sense of isolation, a lack of exchange and the underrepresentation of African voices for ALE on the world stage. The African continent faces many challenges such as migration, populism, shrinking spaces for exchange and discussion, climate change and food insecurity. She stated that ALE has a significant role to play in the mitigation and resolution of these topics and expressed the hope that this conference will be a meaningful step in this process.

keynote address: adult education and the just transition

Ivor Baatjes, Executive Director of the Canon Collins Trust, South Africa



Ivor Baatjes introduced his presentation on *Adult Education and the Just Transition* quoting Quinton Sankofa, setting the stage for a fruitful, engaging and robust discussion.

“Transition is inevitable. Justice is not.”

He pointed out that the world was in a phase of transition, but not necessarily a *just* one. He asked how adult education could ensure that the transition is a just one and urged everyone to examine the relationships between Adult Education (AE), Lifelong Learning (LLL) and the Just Transition (JT).

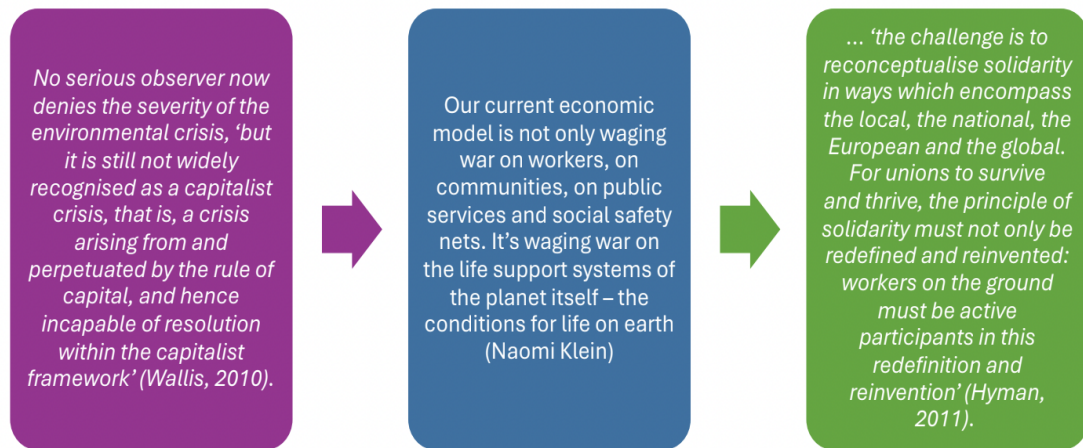
He posed the following questions:

- How do we build greater awareness and critical consciousness about the Just Transition within the broader adult education community/movement?
- How do we build solidarity with our colleagues in civil society, particularly the trade union/worker education movements?
- How do we build community education, engagement and praxis for a Just Transition?

Painting a picture of the context in which these discussions are taking place, he used three quotes, pictured in Graphic 1 below and asked participants to consider the following:

- An era of polycrisis requires us to think about how “we move to a place in which we live in peace and substantive democracy, where citizenship thrives and where we can address the various needs of people”.
- Our economic model is at war with communities, leading to a need to look at what economic models could best lead to the kind of world we want to live in.
- How do we build solidarity and an educated and collective praxis for the kind of societies we want to live in?

Introduction



GRAPHIC 1. IVOR BAATJES - SLIDE 4

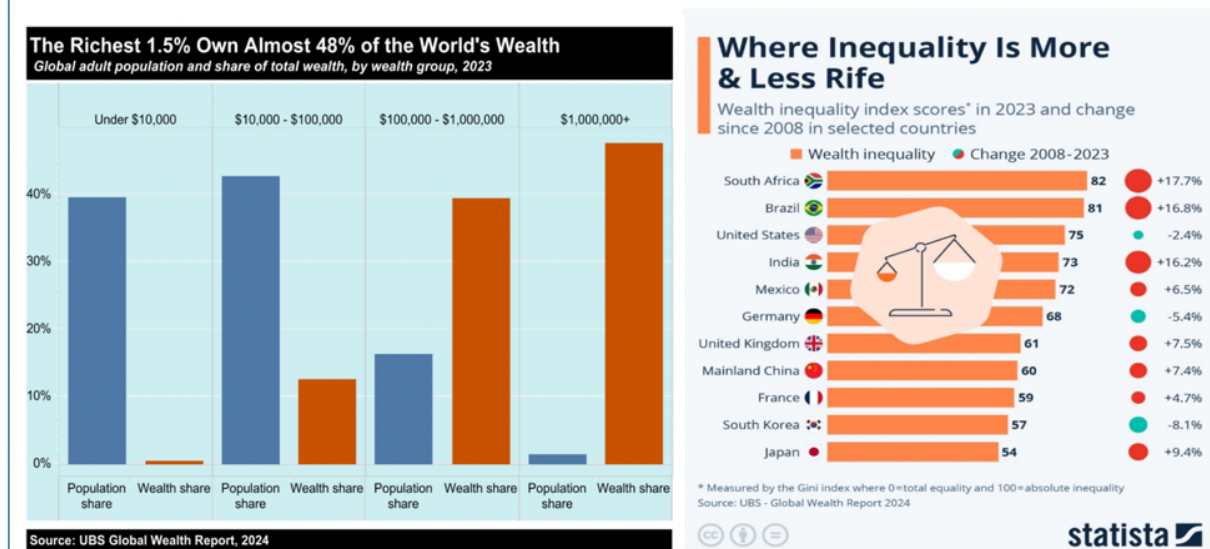
Global inequality and ecological risks

The connection between global inequality and the ecological crisis is an important starting point to highlight how inequality and unequal wealth distribution are a barrier to a JT.

The key point with this uneven distribution of wealth (pictured in Graphic 2 below) is its association with global emissions which is seen as the main culprit in climate change and the ecological crisis. The richest 10% are responsible for 50% of emissions, while the poorest 50% contribute only 8%. The combined wealth of the 10 richest people amounts to the GDPs of 15 countries in Africa, and the gap between the richest and the poorest is increasing.

We are already in the danger zones for four of the nine planetary boundary indicators (see Graphic 3 below). Water, for example, is already at risk. Measures need to be urgently taken to try to reverse these risks. Science tells us that the earth has the ability to regenerate. But the increasing frequency of extreme weather events is evident, and the time for the earth to regenerate is getting shorter.

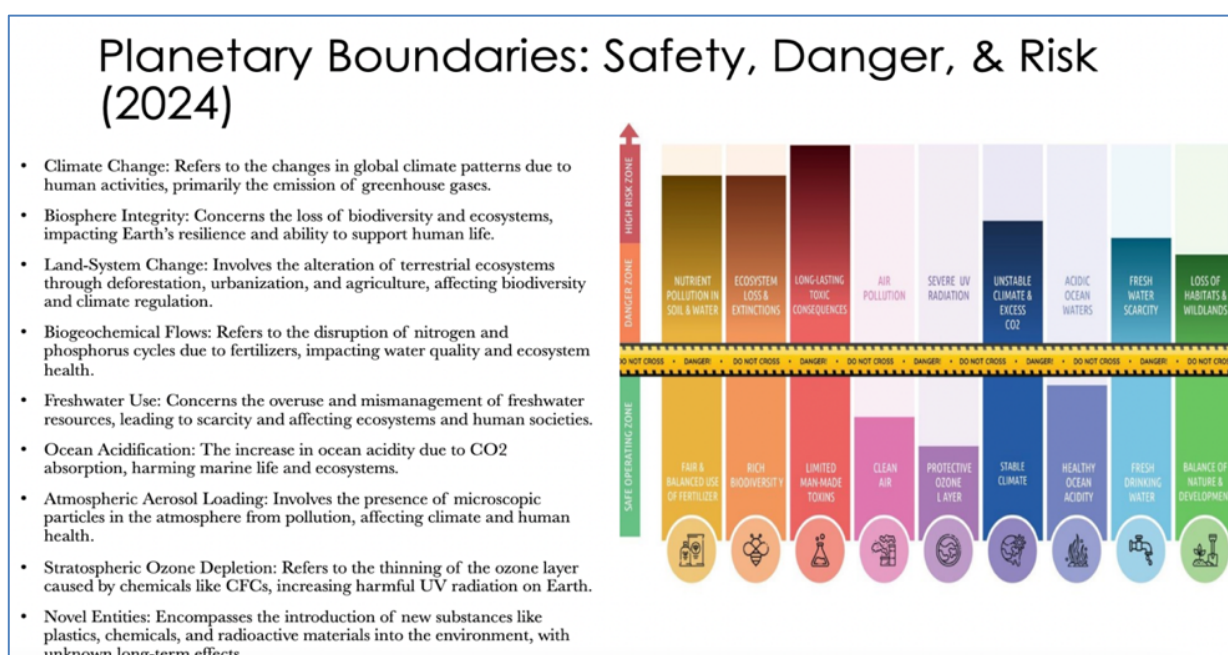
Global Uneven Distribution of Wealth



GRAPHIC 2. IVOR BAATJES - SLIDE 5 1

The Polycrisis

Human actions are throwing the entire planetary ecosystem out of sync. People on the African continent, who contribute least to climate change, are among the most vulnerable. Millions of Africans experience food insecurity and reduced water security and, for example, are more likely to die in floods. This illustrates why we need to engage more urgently with the Just Transition.



GRAPHIC 3. IVOR BAATJES - SLIDE 8 1

The Just Transition

Communities can read their context, but it is unclear how well they understand the Just Transition. A survey on the Just Transition conducted with workers showed that:

- 35% were familiar with the term and had heard of it.
- 11% know what it is.
- 53% could only provide a brief explanation of it.
- 20% were engaged in it and felt that a just transition should be part of what they do.
- 42% of unions had never had an internal discussion on it.
- 47% have had some discussion around it.

There is, therefore, a need for communities to have more detailed engagement around the just transition. For example, a recently published report by on the Just Transition in Africa focuses on the kind of Africa we want (<https://justtransitionafrica.org>). The study acknowledges that socio-economic development should be framed in endogenous values, cultures and resilience. It also recommends that we need to, *inter alia*:

- Set basic needs, sufficiency and solidarity as core priorities of the just transition.
- Centre feminism, equity and social justice at the heart of the just transition.
- Enhance self-reliance and enable economic diversification.
- Respect environmental limits.
- Skilfully navigate geopolitics.
- Embrace structural transformation and systems change.

There are several points of convergence with the CONFINTEA Conference and Marrakech Framework for Action, some of which are highlighted below.

- The importance of moving towards ecological balance and to build harmonious coexistence with nature.
- The need to look at socio-economic justice for all.
- Rights to basic services and resources necessary for life (the Commons).
- Food sovereignty, water, air.

<p>Points of Convergence</p> <p>(Civil Society – COP 29; Ecofeminist</p>	<ul style="list-style-type: none"> • Ecological balance – a harmonious co-existence with nature • Social and economic justice for all • Collective right to Commons to support human reproduction • Right to basic services and resources necessary for life (Commons) • Food sovereignty, clean water and air • Socialised renewable energy which benefits women • Right to lives free of systematic violence 	<ul style="list-style-type: none"> • Solidarity with and between people in struggle • Respect different forms of people's resistance and unifying struggles across rural & urban divide • Acknowledging, valuing and redistributing care work • Participatory democracy – collective democratic horizontal leadership in our movements, organisations and collectives • Individual and collective self determination • Respect for community territories and customary rules of decision making/use
---	---	---

GRAPHIC 4. IVOR BAATJES - SLIDE 14 1

Adult Learning and Education, Lifelong Learning and the Just Transition

The 2020 UNDP Report *The Next Frontier: Human Development and the Anthropocene* (HRD 30) recognises that we are in a transition and that Adult Education needs to play a role in that transition.

The section entitled “Empowering people, unleashing transformation” emphasises the importance of education and identifies ways in which catalytic action can ripple across society, helping to shift norms and empower people to act on their values. It further states that “education and lifelong learning have contributed to the formation of values that support the idea of stewardship of the planet” (UNDP 2020).

However, lifelong learning appears only once in the document, suggesting that the authors see no value in LLL for a just transition. It is silent on how to engage with economic systems that marginalise people and block full participation in society. There is also very little mention of the contribution made by civil society. Adult education is framed in terms of its usefulness in building skills for the green economy. There is no reflection of the role of ALE in dealing with the lived realities and the pain and suffering human beings are facing within communities. So, there is a big gap in the document. Given the status of the UN and the importance of documents such as these in determining government policy and given that ALE has an important role to play in socio-economic transformation, we need to engage with the document, critique it and offer alternatives to the views expressed.

There are various frameworks that we have been using for this so far, such as:

- ALE and social change,
- ALE and sustainability,
- ALE as sustainability,
- ALE and community development, and
- ALE as development.

This work has been generated by scholars within civil society for years, but it would appear that it is largely being ignored.

The notion of *skills* has been put forward by the OECD reports as well, promoting the idea that we need to focus on skills for the green economy; and that all the Just Transition needs from ALE is the upskilling of people.

Currently, in adult education, there is a reemergence of the idea of non-formal education and learning spaces. People are talking about Community Learning Centres (CLCs) in various countries. This suggests the need for greater recognition that:

- Non-formal learning needs to be promoted as crucial in this transition.
- Community-based settings are powerful in responding to community needs.
- Social learning and activism are critical for situated community action because they draw on self-organising and local knowledge.

We need to learn from communities how they navigate their way through the difficulties they are experiencing. Also, extending DVV International's work on ALE systems building, and

referencing Nyere, who spoke about adult education as an extraordinary spiderweb with different strands, we have to look more critically at:

- The value of using systems theory to build connections very specifically between the issues that communities face related to food, energy, health, water and other cross-cutting themes.
- The use of techniques and strategies to enhance collaboration in taking collective action towards building systems and building solidarity across communities to strengthen action towards social justice.

Proposal: Systems Theory in Adult Education to Advance a Just Transition

We should look to systems theory in adult education to advance a just transition through educational programmes. For example:

- CLCs in different settings or collective settings in communities where issues like food sovereignty and social change can be advanced.
- The role of agroecology - because of its transdisciplinary nature and drawing on different systems.
- A solidarity economy, which also uses systems to understand how to build a solidarity economy that serves communities.

Concluding Points: Considerations for the Future

- How do we build and strengthen dialogical community spaces for knowledge-building and sharing in communities?
- Consider alternative conceptions of CLCs in ways that locate them as part of communities rather than 'outside/top-down' agents "working in" or "working with" communities. CLCs should not be set up for 'what the government wants', but for what people in communities need. They need to be driven by the needs, interests and concerns of community members. CLCs need to reconfigure their internal organisation by placing community needs and engagement at the core of their missions. As much as skills for the formal economy have their place, they need to advance curricula that address what community members want.
- Therefore, we should re-orient curricula, teaching and learning in support of the pressing issues in communities.
- Support and encourage alternative research and educational approaches drawn from transdisciplinary and community-based research. Too much research is extractive and problematic. We need to learn from colleagues who are exploring transdisciplinary approaches that also involve non-academic participants in thinking through and making it possible to address issues within communities.

"ALE in the just transition is a social justice issue."

SOME CONTRIBUTIONS, QUESTIONS AND COMMENTS

- How has adult education lost its emancipatory value and worker education been overtaken by skills development, employability and human resource development?
- There was agreement among the participants that we need to look more closely at the sources of climate change, how capitalism operates, and how the drive for profit or exploitation impacts societies and environments. Capitalism, in its current form, is destroying the planet and exacerbating unemployment and social hardship. In the global south, people are least responsible for climate change.
- Across Africa, we see that the extractivism of the “green economy” has high social costs for affected communities, with exploitation and violations of human rights very often accompanying it.
- Do African countries have strategies and plans in place to address issues like adult resilience and capacity in a Just Transition?
- CLCs are important structures for the implementation and delivery of ALE. How do we balance calls for more ownership at the local level with factors such as sustainability and demanding increased contributions from the state?
- How do we promote environmentally sustainable production methods in agricultural contexts where there is a lack of resources and where making a profit in existing markets is hard to balance with sustainable approaches.
- Ancestral practices have a lot to teach us about sustainable social practices, systems and solidarity in rural areas.

RESPONSES

Drawing on liberation traditions of adult education

We have to start revisiting and recovering some of the older traditions that came out of the liberation struggles and movements around adult education to help rebuild the emancipatory project of ALE for social change. We need to confront how human resource development, or the instrumentalist tradition, has sidelined the social purpose ALE work.

Contradiction in the “green economy” and the Just Transition

There is a contradiction between the green economy and the just transition. For example, mining is problematic, and TVET is also implicated because people are encouraged to develop engineering-related skills that are destructive to the environment. We need to engage with that contradiction and show that in order to create a more just society, we must challenge dominant narratives.

Youth

Adult learning centres are flooded by younger people. Those over 40 have disappeared from a lot of CLCs, while more and more youth, desperate as a result of high unemployment rates attend. A focus on the role of youth in the Just Transition is urgent.

For those in the higher education space, there is an opportunity for us to think about how we collaborate and learn from each other to excavate older traditions of adult and worker

education because ALE in this country (South Africa) is being driven by workers not just from communities, but from trade unions.

Each country must work within its own definition of 'youth'. Yes, this varies from context to context, and from culture to culture. However, even within these varying definitions, we are talking about a common target group of younger people who have pressing educational needs and have an important role to play in the Just Transition.

Cooperatives

The existence of cooperatives that also address people's ALE requirements does not solve all our problems. While the approach is more ethical and places ownership within communities, the freedom and resources to exercise one's rights are often held by large companies. Therefore, we need to look at the whole value chain and promote locally based and controlled ecosystems.

Just transition strategies

On whether states and countries have strategies around the just transition: many governments are doing minimal work, focusing on the 'green economy', while others, such as the trade union movement, are advocating for regime change and structural change.

CLC focus

We need to look more closely at how we think about CLCs. We need to look at all spaces in communities where people learn and develop government funding models that can support them to sustain learning. Scholars, activists, trade unionists, workers, caregivers and climate activists all need to work together to advocate for more government support and challenge governments to calculate the social cost of *not* supporting community-led education.

MOJA digital platform

David Harrington, Project Manager for DVV International's African Continental project, introduced the session on the MOJA Digital Platform in which delegates in groups were asked to discuss and provide inputs regarding what kinds of things they would like to see the MOJA Platform doing and to share how they can become more active members of the MOJA community. Their responses are captured below, aggregated into general themes.

1. What kind of things would you like to see MOJA doing in the future?

Broad themes	Suggestions
Content diversification	<ul style="list-style-type: none"> • Publish success stories, more testimonials • Focus on human rights, sustainability, 'justice in transition', community development, participatory approaches, democratising work, self-reliance, climate change, environmental awareness, alternative ways of living and doing things (recognition of), 'African' experiences and challenges – linking to concrete topics around a just transition and ancestral knowledge, recognition of knowledge from lived experience • Share best practices • Better visibility of country activities • Promote African ALE; spotlight ALE actions and relate ALE to specific topics • Inclusive approach to the selection of webinar topics • Registering and indexing of organisations
Advocacy	<ul style="list-style-type: none"> • Active role of MOJA in advocacy campaigns' more focused advocacy and campaigning • Advocacy with governments • Clear lobbying/advocacy strategies
Adult educator support	<ul style="list-style-type: none"> • Coaching • Online training • Online community of practice • Improve the skills of target audiences in using the MOJA platform • Flexibility of training • Training for adult educators (curricula) • Face-to-face trainings and workshops (when possible)
Continental cooperation and collaboration	<ul style="list-style-type: none"> • Intercontinental cooperation through exchanges; exchange visits between countries. • Link practitioner-learners and universities • Support country projects by connecting with experts and practitioners • Engage more partners (best practices) • More conferences in other regions • Cooperatively address issues • Engage more countries; keep growing the list of involved countries - involve all • Share experiences • MOJA is important for network building, exchanging and building relationships • Community of exchange and practice • Better links with academia • Increase ALE contacts
Raising awareness	<ul style="list-style-type: none"> • Participation/visibility in various international conferences • Raise awareness of MOJA targets across Africa • MOJA slogan or catchphrase; a MOJA song • Increased social media • Sensitise people about how to publish on MOJA • Clarify the role of national 'focal points' • Instructive MOJA videos • Develop a MOJA AI: Access to Adult Education • Social media: provide templates to help with the format of contributions
Multilingual	<ul style="list-style-type: none"> • Publish more in Arabic, Portuguese and other languages

Broad themes	Suggestions
Digitisation	<ul style="list-style-type: none"> • Digital open door - by country/region or target group • Promote digital literacy

2. What role can you play in your country in helping to promote MOJA?

Broad themes	Suggestions
Contribute to content	<ul style="list-style-type: none"> • Regularly exchange with MOJA to share experiences • Contributions • Writing articles for the platform • Engage community storytellers
Promote MOJA	<ul style="list-style-type: none"> • Organise events in various African countries • Organise entry points/media campaigns to target various groups • Use more social media • National MOJA societies • Promote membership/registration nationally • Establish "MOJA Clubs" in universities • Repost MOJA publications on social media • Talk About MOJA among us (during conferences, etc.) • Organise a MOJA Day • Encourage membership on the platform • Increase visibility for MOJA on September 8 (International Literacy Day) • Encourage user networks and associations • Increase social networks • Share MOJA publications
Collaboration with strategic partners	<ul style="list-style-type: none"> • Share MOJA with national ALE groups • Organise semestral events to promote MOJA with national partners • Reach out to trade unions (and others) • Include MOJA in workers' education • Share MOJA with ministries

Looking at the rich list of suggestions made by the participants, the MOJA team will take all of the ideas into future planning. Some of the inputs that were mentioned are already underway by MOJA. The level and visibility of these will be analysed to explore how they can be improved.

presentation: community learning centres as a key to community development

Imelda Kyaringabira, Principal Literacy Officer, Ministry of Gender, Labour and Social Development, Uganda

Panellists

- Dyson Mthawanji, Communications Officer, DVV International Southern Africa, Malawi
- Said Errakib, Forum for Lifelong Learning, Morocco
- Madame N'Tamak Georgette Béatrice, National Director of Literacy, Non-formal Education and National Languages Promotion, Cameroon



Imelda Kyaringabira provided an overview of Community Learning Centres as catalysts for development in Uganda, which elicited lively responses, questions and examples of CLCs in their own countries from panellists and participants.

CLCs in the Ugandan Context

In Uganda, CLCs date back to the 1960's and the Ugandan Government's focus on literacy to accelerate development, share information and provide spaces for recreation. In 2014, the Government launched the Integrated Community Learning for Wealth Creation (ICOLEW) programme, transforming CLCs into multipurpose centres with new programming focusing on integrated delivery and LLL, while also advancing the government agenda for individual and community development.

CLC Establishment

Through community mobilisation and stakeholder engagement, old community centres were identified and upgraded, and local government assigned staff to build capacity. A situational analysis ensured that CLCs and any services delivered through them responded to pressing community needs.

The graphic below illustrates Uganda's vision for future CLCs and some examples of existing ones in three districts earmarked for upgrading.

Selected CLCs in Uganda



The artistic impression represents the future of CLCs in Uganda

5

GRAPHIC 5. IMELDA KYARINGABIRA – SLIDE 5 1

Once government has allocated funding to CLCs, the new model will be developed with the following standard facilities:

- Training Hall
- Library/bookstore/resource centre
- Store
- Office space
- Demonstration site
- Product exhibition place
- Sports ground/recreation spaces
- Sanitary facilities
- Solid waste disposal place
- Water facility (tank or tap stand or bore hole)
- Hand washing facility (tipy-tap)
- Integrated Early Childhood Development Centre (IECD)
- Computer room

Geographical coverage and beneficiaries

The CLC catchment area is at parish level within a four-kilometre radius. It serves a target population including:

- Adult Learners
- Youths (beginning from 15 years)
- Persons with Disability
- Children (because of integrated needs)
- Cultural and religious institutions
- Schools/institutions of learning
- Business community
- Local leaders

CLC Programs and Services



GRAPHIC 6. IMELDA KYARINGABIRA – SLIDE 7 1

Governance, Administration and Management of the CLCs

Governance, administration and management is decentralised with the Sub County (second tier of government) allocating budget and staff to support CLC operations. The district provides technical support and resources and the CLC coordinator is a public servant – the Parish Chief. The parish is the lowest level of government. CLCs are semi-autonomous structures with independent financial management.

CLC Partnerships and Networking

CLCs are one-stop centres for different kinds of services provided by the government and non-governmental actors to the community. Partnerships facilitate the transfer of information and feedback among stakeholders and ensure various community development needs are met.

Contributions of CLCs to Community Development

So far, this is what has been identified through a review of how the CLCs are being implemented.

- Enhanced participation in government programmes.
- Increased resource allocation: CLCs draw resources from various sources both state and non-state.
- Improved collaboration and partnerships: Providing different community development services, such as health, education, agriculture, etc.
- Community ownership and management: Communities are more responsive and have a sense of ownership because the services are relevant and contribute to meeting their needs.
- Integrated Services.

- Inclusivity.
- Skills development enhancing employability and wealth creation.
- Social Cohesion.
- Support for Local Initiatives.

CLC sustainability

The focus is not on *project* sustainability, but on programme, institutional and financial sustainability. For example, institutional sustainability is ensured through inclusion in government frameworks and plans, so it transcends individuals.

Challenges and gaps

- High demand for CLC establishment and services.
- Inadequate resources.
- CLC programmes are yet to access government 'mainstream' funding.
- Inadequate staff of local government affects implementation in some areas.
- Political influence affects smooth running of CLC activities.
- Inadequate infrastructure in most of the CLCs.

Panellist contributions

Dyson Mthawanji, Malawi

It is interesting that this initiative comes from government. In Malawi a DVV International pilot in two districts in Lilongwe found that communities viewed CLCs as part of the solution to their problems, especially unemployment. Communities identified buildings that could be used for CLCs in each district and contributed their time through a Community Committee with daily operation of the CLC run by a board, and an unpaid instructor.

There is political will. For example, in months when we've had a break to allow communities to concentrate on agricultural activities, communities have stepped in, sustaining the programmes and even paying the instructor themselves. A bottom-up approach works well and gives them a chance to choose topics.

We are expanding to other districts, beginning with community mobilisation.

Said Errakib, Morocco

During Moroccan independence, youth contributed to the construction of roads in the union and were integrated in active life in Morocco. CLCs, where traditional ancestral cultures and knowledge were shared, evolved mostly in the early 2000s after the census revealed that 43% of Moroccans did not know how to read and write, and efforts were needed to reduce illiteracy.

CLCs were managed by associations in partnership with government. Beneficiaries also participated in decision-making around integrated projects, teaching basics of language, and providing school support for children's education, as well as trades. This was applied in rural schools in Morocco, with parents' committees helping children with their education. These centres are managed by the communities themselves, with no decision-making by public institutions.

N'Tamak Georgette Béatrice, Cameroon

In Cameroon, shortcomings in basic education resulted in low literacy levels. It was located in the Ministry of Youth. In 2012 it was transferred to the Ministry of Basic Education. The Centre for Basic Education offered basic literacy to children from 8 to 14 who had never gone to school and those on the street. Functional illiteracy focused on age 15 and upwards, adding training in trades to literacy.

There are many more private centres than public ones working with communities. In 2022, the government started creating functional public centres for literacy. It transfers funds to cities to carry out literacy training. Programmes last three years. They offer training depending on the region - in the extreme North, it is mostly trades; in the East, where there's forest, it's mostly training in agriculture, and on the coast it's fishing certification.

Staff at public centres are appointed by the state. They are instructors in regular schools and are appointed to centres by the government to offer literacy training. Local communities also hire additional staff as instructors.

At the end of the training, the learners receive a certificate that allows them admission to other centres. Those with at least Grade 6 can pick up their education again through *Schools of Second Chance*. In this way, they can overcome disruptions to their education.

Another innovation is the introduction of functional centres in 58 prisons for literacy training. This gives people a chance at a better life when they leave prison. Learning trades helps them rejoin society.

SOME CONTRIBUTIONS, QUESTIONS AND COMMENTS

- Are there any competing interests for sub-council budgets?
- What is the community contribution?
- What do you expect from government in terms of budget allocation?

RESPONSES

Competing demands for budgets and the number of CLCs

There are always competing demands and priorities but the model for implementing CLCs is to identify CLC stakeholders that are oriented to the approach/model, and responsive. A key factor is that, ultimately, different government structures should foot the bill, but there is also a sense of community ownership. So far, we've done the pilot with 13 CLCs - one is a partnership with civil society, others are the government's responsibility. It is mandatory for sub-councils to budget and use a programme-based approach to planning.

Community contribution

The community contribution is in cash or kind. With most CLCs, communities contribute local materials, such as sand or poles, and in some cases labour. Some make monetary contributions, or manage various activities at the CLC, such as work on the compound, cleaning, etc.

This first phase has been informative regarding the role of communities in CLCs, especially in terms of management.



exploring ALE themes

The final session of the day comprised group work to identify a *longlist* of priorities for ALE on the continent. It was clear from the discussions and feedback that themes such as Indigenous Knowledge and Gender Inclusion are considered cross-cutting issues that undergird all other ALE topics. Media and Information Literacy also emerged as an important subject to integrate, equipping participants with the skills to access and critically analyse information and guard against disinformation.

10 priority areas were identified among a very long list of topics. These areas and the sub-themes that were clustered under these headings are given in the table below:

10 Priority Areas	Subthemes which elaborate on the priorities
Advocacy for ALE	<ul style="list-style-type: none"> • Increasing funding, financial management and structures - institutional sustainability • Instructors - professionalisation, networking, training of trainers, support of trainers, serving communities, mental health needs • Recognition of the significance of ALE for development processes • Recognition of CLCs role for social transformation
Agriculture	<ul style="list-style-type: none"> • Mainstay of livelihoods for many adult learners • Agriculture development • Value addition • Agriculture and entrepreneurship
Climate Change	<ul style="list-style-type: none"> • Resilience • Environment • Mindset change • 'New' knowledge • 'New' ways of life and living • Just Transition
Political Economy of Adult Education	<ul style="list-style-type: none"> • Political economy of ALE in Africa, decolonisation • Political Education, active citizenship, civic education, rights, autonomy,
Youth	<ul style="list-style-type: none"> • Youth employment/unemployment • Communication skills • Empowerment • Skills development and employability skills
Vocational Skills	<ul style="list-style-type: none"> • Life skills • Technical skills
Digitisation	<ul style="list-style-type: none"> • Digital Literacy • Digital Education • Reduced digital gap
Financial Literacy	<ul style="list-style-type: none"> • Principles, education, empowerment, better financial management.
Entrepreneurship	<ul style="list-style-type: none"> • Entrepreneurship
Prisons	<ul style="list-style-type: none"> • ALE in Prisons, Youth in prison

DAY TWO

presentation: agriculture, climate change and ALE

Neila Rassaa, Institute of Agriculture and Higher Education, Tunisia

Panellists

- Professor Rebecca Lekoko, Professor of Adult Education, Botswana
- Professor Michael Ng'umbi, Director – Institute of Adult Education, Tanzania
- Dr Séssévi Amah AJAVON, Head of the Department for Literacy and Non-Formal Education, Ministry of Social Action, Solidarity and the Promotion of Women, Togo



Neila Rassaa works on the *Joint Program for Rural Women's Economic Empowerment (JPRWEE)*, Tunisia. The project works with rural women to help enhance food security in a context of climate change.

Climate Change vs Food Security

The impact of greenhouse gas (GHG) emissions can be seen in an increase in temperatures, bush fires, a rise in sea levels, and an increase in extreme weather events such as flooding and cyclones. Very poor regions are among the most affected. Countries which are water poor, like Tunisia, are experiencing a shortage in the availability of drinkable water because their biological environment is affected. Food insecurity affects 1 of 11 people in the world with 733 million malnourished.

Climate change affects four dimensions related to Food Security: availability, access, health and safety for animals and forest families (affected because of limited capacity or resources). It is affecting the ecosystem, as described above, resulting in reductions in the reserve of underground water. Rising temperatures and CO₂ emissions accelerate weather cycles, reducing cycles of production. Agricultural calendars need to be reviewed. Agricultural variety is affected, biodiversity is reduced, the productivity of crops is affected, and the migration of animals impacted. These threats of climate change to agriculture contribute to the rising cost of food.

Actions which are contributing to the emissions of GHG include:

- Sectors producing too much methane and CO₂: Agriculture contributes 27% of GHG. This presents a dilemma as there is a need to increase food production by 70% by 2050, while at the same time reducing emissions. Therefore, it is critical to choose the right

systems of agricultural production. Agrobiodiversity is essential to respond sustainably to food needs of humans. The elements which contribute to biodiversity depend on human intervention.

- Intensification of climate cycles, modernisation of practice, and demographic growth explain why we need to preserve *agrodiversity* - the genetic materials necessary for adaptive viability - which affects nutrition and people's health. The use of local *agrodiversity* can improve the environment. We must find better ways to conserve food and improve food security.

Less than 12% of national policies consider climate change and nutrition.

COP 27 promoted enhanced autonomy, and the empowerment of women, youth and indigenous populations and references 'new' knowledge.

The primary principles for Food Security are:

- Act to mitigate and reduce the impact of GHG emissions - this requires political will.
- Exchange knowledge, good practice and financial resources to help farmers to make necessary changes.
- Reduce our carbon footprint to 6.3% (in 2020) and to 2.1% by 2030.
- Reduce food waste.
- Reduce the use of synthetic fertilisers.

In Tunisia, 62% of the land is desert. Tunisia has almost all the natural resources - water soil, vegetables, etc. - to sustain local communities. Farmers need to be supported, especially new ones. Agri-entrepreneurship for women is vital as the exodus of men to the cities continues and women are most often the ones engaged in farming. Frequently, there is no labour policy legislation in this space.

Phase 1. Contextualising the needs of communities.

A SWOT analysis revealed the following:

- Those who cultivate have knowledge.
- A lack of mobilisation.
- Overexploitation of groundwater.
- Cohesion of communities of rural women.
- Many populations live in vulnerable zones, with bush fires, for example.

To build the necessary capacity, we need a cascading process of training at different phases, starting with upskilling instructors so that they can train other instructors (i.e. senior instructors train other instructors). Then, local populations benefit from trainings.

Phase 2. Codesign.

Work with experts in engineering and agricultural production techniques.

Phase 3. Put a cascading process into practice.

As mentioned above, master instructors train other instructors who train locals. They are accompanied by an expert. A priority list of interventions is divided into six themes that arise

from environmental and socio-economic issues identified and from the analysis of local population needs. These are:

- Sustainability of production systems.
- Seed production.
- Propagation techniques in nurseries.
- Enhancing the use of aromatic and medicinal plants.
- Chicken farming.
- Converting agricultural systems for apiculture (bee farming).

To reinforce skills in managing resources, more sustainable agricultural systems need to be put in place. Practices integral to biodiversity, autonomous exploitation and autonomy are needed. For example, training geared towards taking care of the earth and human life, limiting consumption, and redistributing surpluses, need to be adopted.

Conclusion

The project supports a portion of a vulnerable population. It empowers rural women with production techniques, education and to make decisions. They play a key role in the conservation of local animals and seed varieties.

Panellist Contributions

Rebecca Lekoko, Botswana

The contribution of agriculture is down to 1.2% in Botswana. The problem is the deficiency in training to be able to work with farmers.

Michael Ng'umbi, Tanzania

In Tanzania, the main issue is that we have a population of farmers who are low-skilled, engaged in agricultural practices that are dangerous to the environment.

Building Bright Tomorrow is a youth initiative for agri-business, which encourages large farms to support and train youth in agriculture and gives them small plots to farm. The project hopes to train 200,000 young men and women in eight years. The aim is to establish agri-businesses that can encourage others to engage with this model.

Séssévi Amah Ajavon, Togo

Togo is establishing various initiatives to tackle agricultural challenges. It has created an agency to manage the environment and accommodate any projects linked to agriculture and the railways. They are studying ways of reducing greenhouse gases.

The Institute of Training trains youth on how to improve agri-production, taking climate change into account. In Kara, youth train in agriculture and farming. Mechanisation has been added to help mitigate the problem of young people leaving rural areas for work in cities. In Kara youth are trained in the repair of agricultural equipment. This is being done in local languages. We are trying to put institutions and mechanisms in place to address climate change; the government is putting together a package on how to overcome and mitigate it.

SOME CONTRIBUTIONS, QUESTIONS AND COMMENTS

1. Companies like Monsanto exert a lot of control over agriculture. They are monopolising the seed market, creating dependency and contributing to the destruction of the soil. How can we ensure food sovereignty, and develop and share our own seeds so that we do not depend on these kinds of businesses?
2. How do you integrate climate change into ALE?
3. How do we encourage Indigenous Knowledge practices among rural women and youth to support climate change interventions?

RESPONSES AND COMMENTS

Youth and Women

Botswana

In Botswana, the agricultural sector is not attractive to young people. We are more focussed on women because they are the most active in this sector. They often work in difficult conditions, are underpaid, and they also need support and training to help them work in the agricultural sector. As for youth, there are not many activities that attract them.

Botswana has moved away from commercial farming to home food security. The government is working to empower youth in agriculture to produce themselves and to add to household food security. Citizen empowerment projects are available for youth over 18. Government support in the form of grants is helping them to start farming.

Togo

In Kara the problem is change. Women can't sell their goods, so they don't feel encouraged to continue; the products are too expensive. Women in Togo can be funded for inclusive farming for five or six years - which enables them to access credit. Land is owned by the state. Everyone can use state land for a period of 33, 63 or 99 years. Everyone is entitled and can access the ministry's project. Young girls are encouraged to join and get access to land for 99 years.

Tanzania

We have well-established agricultural research. In 1965, Tanzania was mapped into seven agricultural zones, with a research institute in each. Each institute trains agriculture officers, who work a lot with local seed varieties, benefitting people in the area around the institute. A programme, *Clean Cooking Energy*, aims to flip the numbers of people cooking with firewood and charcoal from the current 90% of households to 10% within ten years, focusing mainly on natural gas.

Uganda

In Uganda, young people participate in agriculture despite the narrative that it is not appealing. Rural women, in particular, need to be supported to play a new role, because they are suffering at the hands of men and from a lack of access to resources.

Climate Change and agriculture

Botswana

Climate change and the need for mitigation exist in Botswana, but the phenomenon is interpreted as something brought by people on themselves as a punishment. So, strategies are often not adopted. A mindset change is needed. ALE has potential as a tool to deal with superstitious beliefs. If farmers are undereducated, they are more susceptible to these beliefs

Tanzania

There is a dependency on international firms; many seeds are imported. In one project, we tried to promote the multiplication of local seeds by women but faced challenges with regulations which forbid buying seeds not in the official book of varieties; local seeds are not included in the official register.

Botswana

Botswana's status as a middle-income country limits donations of seeds. There is a Marketing Board at which citizens are encouraged to deposit seeds for monitoring seed quality.

regional and african ALE priorities

Participants worked in regional groups to discuss the *long list* of ALE themes produce and discussed on Day 1. They were encouraged to discuss and identify themes that are most relevant in their regions. While different regions shared some common priorities, this exercise allowed for a more nuanced view of the issues that ALE needs to address in the different regions, and how they may also differ from one another. The results of the group work is provided in the table below.

East Africa	North Africa	Southern Africa	West & Central Africa
<ul style="list-style-type: none"> • Agriculture, sustainability and ALE Rural populations 	<ul style="list-style-type: none"> • Environmental education, food security, entrepreneurship, climate change 	<ul style="list-style-type: none"> • Climate Justice and Transition 	<ul style="list-style-type: none"> • Climate Change
<ul style="list-style-type: none"> • Professionalisation of ALE • Role of prior learning • Assessment • Curricula 	<ul style="list-style-type: none"> • Adult Education - learning strategies (adapted to learners) • 	<ul style="list-style-type: none"> • Increased funding for ALE, particularly from government • Increasing the number of CLCs • NFE should be stand-alone • Need for more integrated ALE, transdisciplinary approach to cover community issues • Curriculum vs educational approaches - need a more bottom-up approach 	<ul style="list-style-type: none"> • Funding of ALE - less than 1% of the education budget is for ALE – need to advocate with Government, local administration and stakeholders and other education partners • •
<ul style="list-style-type: none"> • Vocational Education and Training • Employability • Skills gaps 	<ul style="list-style-type: none"> • Youth / NEETs • Entrepreneurship • 	<ul style="list-style-type: none"> • Vocational Training • Alignment of CLCs • TVET • 	<ul style="list-style-type: none"> • Professional training of youth; funding and training will prevent youth from abandoning education so they contribute to development of countries
<ul style="list-style-type: none"> • Business Development and entrepreneurship (including financial literacy) • Market compliance 	<ul style="list-style-type: none"> • Migration and immigration 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Cross-cutting issues - all four of the above should incorporate advocacy for areas such as: Climate Change, Digitisation, Gender Relations, Inclusion, Indigenous Knowledge, and HIV 	<ul style="list-style-type: none"> • Citizenship education, human rights, women's empowerment, gender-based violence • Reproductive health • Security in ALE • Protecting culture and arts • Solidarity tourism 	<ul style="list-style-type: none"> • "Must read the word and the world" 	<ul style="list-style-type: none"> • Education on citizenship and peace - applied to all actions • Peace education • Infrastructure for ALE

The intention of this exercise was to encourage participants from the same region to discuss the *longlist* of ALE topics from Day 1 and to view them through a regional lens. Although all countries and contexts are very diverse, certain trends did emerge which may help ALE practitioners to be more focused in their planning and activities.

For example, we can see that there is a concern with the situation of youth and those referred to as NEETs (Not in Employment, Education or Training) in almost all regions. This was closely aligned to areas such as vocational training and employability. With the generally very young population of many African countries, it is no surprise that this surfaced as a common theme. How to encourage young men not to abandon rural areas in search of employment in cities was a widespread concern.

While certain topics were discussed as priority focus areas, others emerged more as cross-cutting themes. It was generally felt that areas such as climate change, gender and general advocacy for ALE, among others, should be mainstreamed into all our ALE activities.



exploring ALE themes – shortlisting

This session asked conference delegates to work in small groups to discuss the broad themes identified as priorities during the session on Exploring ALE Themes on the first day: Advocacy for ALE, Agriculture, Political Economy of Adult Education, Climate Change, Youth, Vocational Skills, Digitisation, Financial Literacy, Entrepreneurship, and Prisons emerged from this exercise as the ten most popular topics (see the table above for more details).

Soap Box Exercise

A *champion* for each of the top ten themes came to the front of the room and spoke for one minute on the importance of their theme for African ALE. After each one-minute intervention, groups had a further minute to quickly discuss and then vote YES or NO on each topic. In this way, the top three priority areas for adult learning and education for the participants emerged.

The outcome of the vote was as follows:

1. Agriculture - 9
2. Political Economy of Adult Education - 8
3. Digitisation - 8
4. Advocacy for ALE - 7
5. Climate Change - 6
6. Vocational Skills - 6
7. Financial Literacy - 5
8. Youth - 4
9. Entrepreneurship - 4
10. Prisons - 3

This exercise was in no way meant to be a definitive judgement on what the top three priority ALE areas for *Africa* are. Rather, it was intended to stimulate discussion and debate among the participants on whether or not they agreed with the priorities that emerged. Participants were then invited in plenary to discuss the outcome of the exercise, and whether they agreed or disagreed with what emerged. Furthermore, it goes without saying that all of the topics are very important and require ALE responses. The exercise was intended to encourage participants to focus on the question: how do we prioritise when there are so many areas to address? Hopefully, the exercise and subsequent inputs contribute in some small way to this ongoing discussion.

A discussion ensued in order to make sense of the selection, and it was accepted that priorities like Climate Change and Youth can be considered cross-cutting issues that are intrinsic to ALE and should be embedded in all of our activities, along with Indigenous Knowledge and Gender Inclusion.

Climate change impacts everyone on the continent and ensuring a Just Transition is very important. African countries contribute the least to the carbon emissions that cause climate change yet bear the brunt of the effects. ALE needs to play a critical role in raising awareness of climate change, enabling communities to understand its implications and mobilising for justice in transitioning to cleaner energy and climate change mitigation.

Youth make up most of the population in Africa and many of the social issues faced by youth are already being addressed by ALE. However, it is important to determine what the approach and strategy for youth should be. This is very dependent of the particular context. In the diverse contexts of the African continent, each country and region must determine which approaches work best for them, and can lead to meaningful, dignified lives and livelihoods for young people.

some considerations

Salim Vally, South Africa

All of the discussions during the conference should be framed against the background of adult education's traditions, rooted in the struggles of communities and workers' organisations. Much of the continent is affected by wealth extraction and wars which impact education, and also contribute to greenhouse gas emissions. Competition for state budgets hampers education's transformative potential. Faced with this reality, adult education's liberatory traditions are more important than ever. This includes advocating for a different model of economic organisation which relies on solidarity, and mutual assistance to guide our approaches to topics like skills and entrepreneurship.

This understanding of ALE promotes a reciprocal model of education, in which communities are centred as "experts" and keepers of local and indigenous knowledge. In support of this approach, MOJA, should explore the history of ALE.

Ivor Baatjes, South Africa

When we look at the ten priority areas identified, and bearing in mind the liberatory roots of adult education, the topics may be combined under the following three broad themes:

1. **Adult Education and Development on the Continent** – under which fall all the factors shaping ALE on the continent, while privileging communities as they shape the political economy of adult education in Africa.
2. **Ecological Crisis** – Climate change is just one aspect. The crisis leads to the need for all forms of regenerative agriculture.
3. **Advancing Adult Education Programmatic work** – Accepting that advocacy for adult education, which is a constant in what we do, cuts across-all other areas.

Monia Manai, Tunisia: Entrepreneurship as economic liberation, not grand enterprise

If you allow people from Africa to train in entrepreneurship, you give them the potential to be free. We don't want to create grand enterprises. Instead, we want to liberate people to change their lives and improve their living conditions.

Farrell Hunter, South Africa: Priority - What direction do we want to move in as adult educators?

In response to the discussion of entrepreneurship, it's very difficult. When talking about a Just Transition and entrepreneurship, we must ask, what direction do we want to move in as adult educators on the continent? What are we prioritising? For example, youth know very little in this country of its history, the town's history, etc. They are greatly influenced by social media (which is replete with misinformation and disinformation). What is our strategy for shaping adult education meaningfully? Democracies are being threatened. How are we educating youth about democracy? MOJA has a role to play here. We need to be more deliberate about what role ALE plays in equipping us to interrogate, unpack, problematise, and ask questions – this is the role of education.

“Why is the world as it is. And why is it not as it should be?” This question helps us explain why we do what we do as adult educators and we could use this as a point of departure for any of the priority areas identified.

Tanzania

Concerning climate change, we must develop alternative production systems, such as the project in Tanzania promoting production based on minimum impact on the soil - to help enrich organic material. Otherwise, the soil becomes deprived of organic materials.

Botswana

Village chiefs encourage people to bring seeds they've produced annually for distribution, so everyone has something to farm with. 70% of Botswana is desert but there is a portion in the north, where most farming is done, where the government is focusing. We don't have a choice; we must import seeds. On the other hand, we must experiment to see what seeds are best for our soil. As long as we are prevented from or unable to do research ourselves, we will import seeds from outside.

Mali

Food security is a challenge. We need meaningful change. Rural women have a problem to preserve the food they produce. I wonder how other countries are managing this.

Algeria

It is important for farmers to preserve local resources. These must be adapted to and suitable for local conditions. However, local varieties often don't provide big yields.

INDIGENOUS KNOWLEDGE

Botswana

People are not encouraged to exploit local assets to their advantage. For example, with *mopani* worms there are people from outside who will bring strategies before local interventions have been tried. Indigenous knowledge is not really recognised as something that citizens can benefit from.

ADULT LEARNING AND EDUCATION

Tanzania

Training is cascaded. Master trainers train a minimum of 10 others. People are involved at all levels. Each learning unit has specific objectives. After training, certification takes the form of a Certificate of Professional Aptitude from the Ministry of Agriculture following an exam.

Tunisia

Through ALE, we can train women and youth in the preservation of seeds. Women are truly guardians of the environment when it comes to climate change.

Nigeria

There is a place for education in creating awareness in communities. We can encourage approaches such as dry season farming and help people better control their use of water.

Closing Ceremony

The closing ceremony was conducted by Esther Hirsch (French) and Thembisa Futshane (English).

Esther Hirsch thanked the DVV International team responsible for putting the conference together and expressed the hope that this conference would be the start of a process that will continue after we return home and will contribute to the ongoing strengthening of African ALE. The conference is a step in creating a continent-wide network and provided a space for discussion and debate. Government and academia have been posing many pertinent questions about ALE and she hoped that other questions have now been added. It is the beginning, and we must not wait for the second conference but continue the activities in our home countries to grow this network so that African ALE can continue to be innovative and add value in many fields.

Thembisa Futshane thanked DVV International for choosing South Africa for the first ALE conference, and for conceptualising, funding and organising it. It aligns with the strategies of South Africa's 7th Administration and the Government of National Unity. The SA Department of Higher Education and Training is committed to continuing the good work of the conference in the future.



Annex A: Conference Statement

The 1st Africa Adult Learning and Education Conference (ALE), hosted by DVV International in Cape Town, South Africa, from October 30-31, 2024, marks a milestone in addressing Adult Learning and Education as a key driver for development across the African continent.

The conference, themed ***Adult Education for a Just Transition: ALE as a Key to Community Development***, brings together representatives from 16 African nations, including Algeria, Benin, Botswana, Cameroon, Chad, Ethiopia, Malawi, Mali, Morocco, Mozambique, Nigeria, South Africa, Tanzania, Tunisia, Togo and Uganda, as well as Germany. With participation from a diverse network of ALE practitioners, experts and community leaders, the conference is exploring strategies that position ALE as an essential tool for fostering sustainable, inclusive development across African communities.

The conference convenes with a critical understanding that local African communities and their endogenous knowledge must drive adult education, and, together with African expertise and experience in ALE, give direction to the future of ALE on the continent.

In line with the 2022 Marrakech Framework for Action, which outlined thematic priorities for ALE globally, the African ALE community at this conference also recognises the need to identify region-specific priorities if we are to meaningfully address the continent's challenges. Acknowledging the importance of broad themes, the conference will aim to distil these down to a more targeted set of issues relevant to participants, including the following:

- Just Transition and Sustainable Development – ALE's role in supporting a fair transition toward sustainable livelihoods.
- Community Food and Related Systems – The importance of ALE in strengthening food security and community resilience.
- ALE as Community Development – Recognising ALE's power in community transformation and resilience-building.
- A Pluriverse of Hope and Possibilities – Envisioning ALE as a space of diverse futures and solutions.

The objectives of this conference are to share and discuss examples of ALE's impact on community development from around the continent; explore a common advocacy agenda for African ALE over the next three years; and establish stronger networks for learning and collaboration across African countries.

This conference agrees that the following principles and actions guide the work of ALE stakeholders across Africa in addressing critical issues such as poverty, food insecurity, climate change, conflict, and migration.

- Recognition that ALE is urgently needed across Africa for social development and to combat various pressing challenges.
- Commitment to centre local community voices and promote African-led ALE processes on international platforms.
- Strengthening of networks and exchanges among African countries to foster shared learning and advocacy.

The following commitments are made to guide our collective efforts over the coming years:

- **Address Urgent Challenges:** We reaffirm that ALE is indispensable to Africa's social development, especially in addressing poverty, food insecurity, climate change, conflict, and migration.
- **Empower African Voices:** We commit to amplifying African voices within global ALE processes to ensure they reflect and respond to our unique needs.
- **Foster Regional Exchange:** We pledge to strengthen networking and knowledge-sharing across African nations, enhancing our collective capacity to address shared challenges.

We acknowledge that the broader focal areas and the regional priorities, outlined in the Conference Report, are significant and will be addressed by the different organisations present, according to their individual contexts and needs.

We acknowledge that Indigenous Knowledge, Gender Inclusion, Climate Change, Youth and ALE Advocacy are cross-cutting priorities that should be embedded in all ALE initiatives as foundational themes.

We agree that adult education and non-formal popular education are rooted in a liberatory ethos and it is necessary to understand and address the external forces affecting ALE and ensure that community interests and voices drive and direct us.

The MOJA platform should engage with the history and roots of adult education and its liberatory role in development.

The 1st Africa ALE Conference calls upon all stakeholders to champion these commitments as we work together toward a sustainable and equitable future for all African communities. Through collaboration, we can make ALE a powerful force for development and ensure that Africa's contributions are recognised on the global stage.

Annex B: Conference Programme



DAY ONE		
08:30 - 09:00	Arrival and registration of participants	Protocol
09:00 - 09:30	Opening Ceremony	<ul style="list-style-type: none"> • Esther Hirsch - Deputy Director, DVV International • Other speakers TBC
09:30 - 10:45	Keynote Address	<ul style="list-style-type: none"> • Ivor Baatjes - Executive Director, Canon Collins Trust
COFFEE BREAK		
11:15 - 11:30	Explanation of conference Statement	<ul style="list-style-type: none"> • Facilitator
11:15 - 12:30	i. MOJA Digital Platform ii. Group Work	<ul style="list-style-type: none"> • David Harrington - Project Manager, African Continental project, DVV International • All participants
LUNCH BREAK		
13:30 - 14:45	Presentation: Community Learning Centres (CLCs) as a key to community development Panel Discussion Plenary Discussion	<ul style="list-style-type: none"> • Presenter: Imelda Kyaringabira Engabi, Principal Literacy Officer and National Coordinator - ICOLEW Programme, Ministry of Gender, Labour and Social Development (Uganda) • Dyson Mthawanji, Communications Officer, DVV International Southern Africa (Malawi) • Said Errakib, Moroccan Lifelong Learning Forum (Morocco) • Madame N'Tamak Georgette Béatrice, National Director of Literacy, Non-formal Education and National Languages Promotion, Cameroon • All participants
COFFEE BREAK		
15:00 - 16:00	Group Activity: Exploring ALE Themes <ul style="list-style-type: none"> • Explanation by Facilitator • Group activity • Plenary 	<ul style="list-style-type: none"> • All participants
16:30 END OF DAY ONE		
18:30	<ul style="list-style-type: none"> • Reception Dinner 	<ul style="list-style-type: none"> • All participants

DAY TWO		
08:30 – 09:00	Recap of Day 1 and feedback	<ul style="list-style-type: none"> • Rapporteur • All participants
09:00 – 10:45	Presentation: Agriculture, Climate Change and ALE Panel Discussion: TBC Plenary Discussion	<ul style="list-style-type: none"> • Presenter: Neila Rassaa - Institute of Agriculture and Higher Education (Tunisia) • Rebecca Lekoko, Professor of Adult Education (Botswana) • Michael Ng'umbi, Director of the Institute of Adult Education (Tanzania) • Séssévi Amah Ajavon, Head of the Department for Literacy and Non-Formal Education, Ministry of Social Action, Solidarity and the Promotion of Women (Togo) • All participants
COFFEE BREAK		
11:15 – 12:30	Group Activity: Soap Box <ul style="list-style-type: none"> • Explanation by Facilitator • Group activity • Plenary 	<ul style="list-style-type: none"> • All participants
LUNCH BREAK		
13:30 – 14:45	Group Activity: Regional and African ALE Topics <ul style="list-style-type: none"> • Explanation by Facilitator • Group activity • Feedback session 	<ul style="list-style-type: none"> • Facilitator • Groups spokespersons
COFFEE BREAK		
15:15 – 16:30	i. Conference Statement: Draft ii. Plenary Discussion and Debate iii. Final Conference Statement	<ul style="list-style-type: none"> • All participants • Facilitator, all participants • Rapporteur
16:30 – 16:50	Closing Ceremony	<ul style="list-style-type: none"> • Esther Hirsch - Deputy Director, DVV International • Other speakers TBC
17:00 END OF DAY TWO		

Annex C: Conference Participants

1	Ferial Assia Selhab	Algeria	34	Mondli Hlatshwayo	South Africa
2	Zahia Kacher	Algeria	35	Farrel Hunter	South Africa
3	Carole Houndjo	Benin	36	Bevil Lucas	South Africa
4	Rebecca Lekoko	Botswana	37	Nompumelelo Moyi	South Africa
5	Georgette Nyambon	Cameroon	38	Derrick Naidoo	South Africa
6	Le-Ngarhoulem Alladoum	Chad	39	Vanessa Reynolds	South Africa
7	Abiy Menkir Gizaw	Ethiopia	40	Irna Senekal	South Africa
8	Maya Avramovska	Germany	41	Lindia Trout	South Africa
9	Johann Heilmann	Germany	42	Salim Vally	South Africa
10	Esther Hirsch	Germany	43	Wilson Chacha	Tanzania
11	Ruth Sarrazin	Germany	44	Frauke Heinze	Tanzania
12	Dyson Mthawanji	Malawi	45	Ernest Hinju	Tanzania
13	Merina Phiri	Malawi	46	Blackson Kanukisya	Tanzania
14	Gerhard Quincke	Malawi	47	Joseph Masonda	Tanzania
15	Fatoumata Sylla Cisse	Mali	48	Michael Mwalupale	Tanzania
16	Mahamadou Diagne	Mali	49	Michael Ng'umbi	Tanzania
17	Abdoulaye Konota	Mali	50	Séssévi Amah Ajavon	Togo
18	Martin Westphal	Mali	51	Wakilou Ouro-Oukouro	Togo
19	Said Errakib	Morocco	52	Safouen Alayet	Tunisia
20	Mohamed Mediouni	Morocco	53	Donia Benmiloud	Tunisia
21	Isabel da Silva	Mozambique	54	Karim Chebbi	Tunisia
22	Jose Mucuapa	Mozambique	55	Oumayma Kefi	Tunisia
23	Ali Mamman	Nigeria	56	Chiraz Kilani	Tunisia
24	Britt Baatjes	South Africa	57	Monia Manai	Tunisia
25	Ivor Baatjes	South Africa	58	Nouha Mhimdi	Tunisia
26	Eunice Christians	South Africa	59	Neila Rassaa	Tunisia
27	Vumile Danile	South Africa	60	Twine Bananuka	Uganda
28	David Diale	South Africa	61	Robert Jjuuko	Uganda
29	Lauricha Erasmus	South Africa	62	Imelda Kyaringabira Engabi	Uganda
30	Thembisa Futchane	South Africa	63	Joseph Kifampa	Uganda
31	Mara Geduld	South Africa	64	Caesar Kyebakola	Uganda
32	David Harrington	South Africa	65	Charles Otim	Uganda
33	Grischelda Hartman	South Africa			

Annex D: Links to Conference Presentations

Adult Education and the Just Transition

<https://mojaafrica.net/uploads/Documents/Adult-Ed-and-the-Just-Transition.pdf>

Community Learning Centres as Catalysts for Community Development. A Case of Uganda

<https://mojaafrica.net/uploads/Documents/Contribution-of-CLCs-to-Community-Development-Case-of-Uganda.pdf>

La sécurité alimentaire dans un contexte de changement

<https://mojaafrica.net/uploads/Documents/La-sécurité-alimentaire-dans-un-contexte-de-changement.pdf>