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**UNITED NATIONS GENERAL ASSEMBLY OF ELEVENTH SESSION OF OPEN
ENDED WORKING GROUP FOR THE RIGHTS OLDER PEOPLE.**

Education is the basic human right and it is important tool for development of all human being of all ages. The United Republic of Tanzania has been implementing different programs and policies aimed at national and international commitment for education development.

Universal Declarations of Human Rights 1948, Article 26

(1) Everyone has the right to Education. Education shall be free at least the elementary and fundamental stages, elementary education shall be compulsory, Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and the strengthening of respect of human rights and fundamental freedoms, it shall promote understanding tolerance and friendship among nations, racial or religious groups and shall further the activities of the United Nations maintenance of peace.

African framework:

African Charter on Human and People's Rights, 1981

Article 17

1. Every individual shall have the right to education.

Article 25

State parties to the present Charter shall have the duty to promote and ensure through teaching, education and publication, the respect of the rights and freedoms contain in the Charter and to see to it that these freedoms and rights as well as corresponding obligations and duties are understood.

The constitution of the United Republic of Tanzania of 1977 recognizes the right to education.

11. (2) Every person has the right to learn, and every citizen will be free to search for education in the field his interests, to reach the highest standard according to his ability.

(3) The government will make sure all people get equal opportunity fully to enable people to get education and technical training at all levels of schools and other vocational training.

United Republic of Tanzania: Ageing Policy 2003 Article 3.8 provide that:

(ii) A mechanism will be put in place to ensure that older people participate in adult education training programmes

(iii) A mechanism will be put in place to ensure that older people participate in income generating receive relevant training.

Adult education or lifelong learning an important aspect in older people given the changes in science and technology of the 21st century. These changes in science and technology have led to changes in human attitudes and behavior including the older people. The older people in many societies, especially in Africa have the responsibility of transferring traditions and customs to the

young generation. This is done by educating the communities so as to preserve their culture and customs. The older people need to be educated to keep themselves aware of the current situation and cope with the new demands of the science and technology.

In my country the United Republic of Tanzania, mass adult literacy campaigns were initiated and carried out in 31st December 1969 (address to the nation by the first president of Tanzania Mwalimu Julius Kambarage Nyerere). He used the slogan Elimu haina mwisho (in Swahili meaning Education has no end).

Steps taken to ensure availability of education, lifelong learning for older persons in Tanzania.

1. Tanzania through the Ministry of Education and Vocational Skills has established various education plans and strategies which are also intended to contribute to meeting the need to educate and reduce poverty. The Vision 2025 is to create a well-educated, learning society with an aim of reaching the desired development goals among the people of all ages, including the older people.
2. Tanzania is working on doing a census on the people who are illiterate according to age. In this matter the government will be able to plan the education, lifelong learning of the different age groups in the community so as to cater to their personal age group.
3. The government is working in reestablishing the literacy and numeracy classes for older people which were dormant in some regions for some reasons. This is seen in Kibaha district and Dodoma the Capital City where these classes have started in full swing. This is done by cooperation with non-state partners, Good Samaritan a local NGO dealing with older persons among others.

4. The government is working on having more centres for adult education and lifelong learning for older people as well as youth for intergenerational activities. To achieve good results the government is encouraging the teachers to attend to upgrade themselves in their profession and new technologies.
5. The government through the MUKAJA initiative which is education through the involving the community in various economic activities and in which the other person can teach others on the acquired skill. This is done along with the “Yes we can” initiative (“Ndio tunaweza” in Swahili).

Challenges:

1. Despite the government mentioning about education in the constitution of the United Republic of Tanzania does not provide specifically for the right of older people to education, lifelong learning instead it mentions all the people.
2. Lack of sufficient budget to meet the expenses of running the programmes. Need additional centres, audiovisuals and transport to reach older persons who are far in the rural areas.
3. The number of teachers to teach older people is low. The government is needs to add the number of teachers to reach the desired goal mention in the Tanzania National Ageing Policy 2003(NAP).
4. Lack of awareness on the importance of among the community members as well as the older people themselves. The belief that education, lifelong learning is only for children and young people.
5. Lack of well-equipped classes to use audiovisuals, CDs Decks and radios which enhances teaching and promotes attendance of the older people.

Non-discrimination

1.2 Older persons have the right to acquire and utilize their knowledge and skills without discrimination and on an equal basis with others.

Availability

1.3 Older persons have the right to all forms of lifelong learning, education and skills-building, including but not limited to tertiary education, vocational training and retraining, digital and new technology-based education, adult education, self, informal, recreational and community-based education, lifelong learning programs, legal literacy, and skills training in literacy, numeracy and technological competencies.

Acceptability and adaptability

1.4 Older persons have the right to equal access to opportunities of lifelong learning, education and skills-building available to the general public and to learning opportunities adapted to their

specific needs, including duration of study and communication needs, skills, motivations, preferences and diverse identities.

Accessibility

1.5 Older persons have the right to affordable lifelong learning, education and skills-building opportunities.

1.6 Older persons have the right to lifelong learning, education and skills-building opportunities in settings that are accessible to them, including in their communities and in care and support settings.

1.7 Older persons have the right to information about lifelong learning, education and skills-building opportunities and how to access them.

Participation

1.8 Older persons have the right to participate in the decision-making processes regarding the shape and content of lifelong learning, educational and skills-building programs aimed at older adults.

1.9 Older persons have the right to participate as teachers and sources of knowledge in lifelong learning, educational and skills-building programs for all generations.

Remedies and redress

1.10 Older persons have the right to accountability mechanisms that provide for remedies and redress when their rights are violated.

2. States Parties shall take effective and appropriate measures to ensure

Non-discrimination

2.1 Older persons have equal access to opportunities for all forms lifelong learning, skills-building and levels of education without discrimination based on age or any other grounds.

2.2 Older persons have the same opportunities as others to benefit from scholarships and other educational or study grants.

2.3 Systems and mechanisms are put in place so that all older persons are able to upgrade their acquired knowledge and skills and utilize them for the benefit of all.

2.4 Reasonable accommodation of an individual's requirements is provided.

2.5 The elimination of negative ageist stereotypes and prejudices about older persons' ability and willingness to learn, and the value and importance of learning, education and skills building in older age.

Availability

2.6 All forms of lifelong learning, education and skills-building are available to older persons, including but not limited to tertiary education, vocational training and retraining, digital and new technology-based education, adult education, self, informal, recreational and community-based education, lifelong learning programs, legal literacy, and skills training in literacy, numeracy and technological competencies.

Acceptability and Adaptability

2.7 Older persons have access to lifelong learning, education and skills-building opportunities adapted to their specific needs, skills, motivations, preferences and diverse identities.

2.8 Sufficient funds are allocated for lifelong learning, education and skills-building opportunities for older persons.

Accessibility

2.9 Older persons have access to affordable lifelong learning, education and skills-building opportunities.

2.10 Older persons have access to lifelong learning, education and skills-building opportunities in the settings in which they choose to live, including in their communities and in care and support settings.

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Participation

2.12 Older persons have opportunities to participate in the decision-making processes regarding the shape and content of learning, educational and skills-building programs aimed at older adults.

Remedies and redress

2.13 Safeguards are put in place to protect against breaches of the right to lifelong learning, education and skills-building, including breaches of privacy and security of data on digital, online and new technology-based learning platforms

Normative elements

1. Older persons have the right to lifelong learning, education and skills-building on an equal basis with others and without discrimination, so they can live autonomous and independent lives, fulfil their aspirations, build their skills and capacities, develop their full human potential and sense of dignity and self-worth, and participate fully in society.

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A member of the Active Aging Group:

Recommendations

In many countries there is achievement but there is more to be done to better the right to education especially to older people.

- Attitude towards adult learning: Personal views and attitudes of older persons have been based on negatively associating learning in adulthood with a reason whose main focus, education is for children and young adults.
- To work on the disparity observed between the rural and urban. The rural older people should have access to right to education by campaigning and work on the policies to ensure the rural adults enjoy this right
- To make sure that disparity between female and male is dealt with to ensure every person has a right to education
- To encourage the older people to choose for themselves the type of education they need and should cater accordingly to their needs.
- To devise policies and strategies to recognize importance of older people's right to education and opportunities