



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

Candidate's presentation form for EAEA PRESIDENT & EXECUTIVE BOARD MEMBERS ELECTIONS 2021

Please introduce yourself with this form and make your motivation known to the members of EAEA who will elect the new executive board in June 2021

To be returned to EAEA until 22 May 2021

to Gina Ebner gina.ebner@eaea.org AND

Sari Pohjola sari.pohjola@kvs.fi

NAME	Gustav Fridolin
TITLE	Teacher
ORGANISATION	RIO, Rörelsefolkhögskolornas intresseorganisation (Swedish Interest Organisation for Popular Movement Folk High Schools)
NOMINATED BY	<ul style="list-style-type: none">• Swedish Interest Organization for Popular Movement Folk High Schools (RIO)• The Swedish National Council of Adult Education, Folkbildningsrådet• Folkhögskollärarna (Trade union for Folk High School teachers) Studieförbunden i samverkan (The Swedish Adult Education Association)
RUNNING FOR	<input type="radio"/> President <input checked="" type="radio"/> Board member

Please attach your ID picture to the e-mail.



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1. Please describe your current position.

Currently teacher at the folk high school of Stadsmissionen (charity organization). Also appointed by the government to suggest new laws about right to school library and teaching material of good quality. Occasionally teach at the catholic university Newman institute. Chairperson in the advisory board for Agenda 2030 in the Stockholm municipality.

Former Minister of Education (2014-2019) and leader of the Green Party (2011-2019).

2. How would you like to contribute to the work of EAEA, based on your experience in your organisation?

The two things I find most important in the world are how to strengthen our democracies, and how to give people real possibilities to decide over their own life. That's why I work in adult education in general, and specifically in folk high school with students getting another possibility to gain access to higher education. That's also why I've combined that work with political engagement, but without ever fully leaving the work as a teacher.

In the EAEA I hope to contribute with my engagement, with my insight on the political level both in Sweden and internationally (as minister of Education I was responsible for Swedens role in Unesco as well as the EU



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council of education ministers) and with my ideological approach of the right to education for all, also adults, as a basic human right.

3. What are your motivations as a candidate?

Adults' right to learning and education is a human right and a prerequisite to demand other rights.

The challenges the world is facing, not least due to the Covid19 pandemic, such as climate crisis, shrinking space for civil society and growing gaps, show that adults' right to education and lifelong learning is crucial to success in the work for other rights.

Through the accumulated knowledge of the EAEA's board, there is an opportunity to achieve success in the advocacy work to strengthen ALE in Europe.

I hope that my long experience from political work and civil society and my knowledge of education issues can be a valuable contribution to the EAEA board, and to strengthening EAEAs work for adults right to education. In addition, my experiences and work with Agenda 2030 both on a national and global level, as well as a large network both within political structures and civil society in Europe.

Civil society has an important role to play in creating change both locally and globally, and there is also a lot of experience from Swedish civil society's work for both climate change and human rights. Climate justice and ALE are well connected and I hope that my long-term commitment for climate issues can be valuable for a deepening discussion in EAEA.

4. Which other information would you like to share with the EAEA members?

Swedish folkbildning has large experience of working with adults' right to learning, both through collaborations and networks with civil society organizations around the world, but also by working with political structures, such as ministries and departments. Working with inclusion and everyone's equal opportunities to take part in education and become active citizens has been crucial to achieving success in the Swedish education system. The Swedish folk high school associations also have a strong political support from most parties.

But adult learning and education is still, as in many countries, a very small part of the Swedish development aid budget and we need to work even harder to be able to make a global impact.



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The Swedish Folk High Schools associations can also contribute with large experience from our work outside the EU on, for example, how to realise the Agenda 2030 goals of education for all and strategies for inclusion according to Agenda 2030's overall slogan Leave no one behind. For example we have worked very close to ICAE and have had Swedish members of the board. Another example is the Swedish cooperation with Tanzania since the 1970s which has led to that there now is 55 Folk High Schools and a close cooperation with the Tanzanian ministries and departments of education.