



## Candidate's presentation form for EAEA President and Executive Board elections 2023

Please introduce yourself with this form and make your motivation known to the members of EAEA, who will elect the new Executive Board in Zagreb, Croatia on 6 June 2023. We kindly ask you to submit the nomination latest on 30 April 2023 so that we can include it in the EAEA General Assembly papers, to be shared with members in early May. Please note that the information that you include below will be displayed on a dedicated page of the EAEA website.

<b>Full name of the candidate</b>	Gustav Fridolin
<b>Title</b>	Teacher
<b>Organisation</b>	RIO, Rörelsefolkhögskolornas intresseorganisation (Swedish Interest Organisation for Popular Movement Folk High Schools)
<b>Nominated by</b>	• Swedish Interest Organization for Popular Movement Folk High Schools (RIO) • The Swedish National Council of Adult Education, Folkbildningsrådet • Sveriges Lärare folkhögskola (Trade union for Folk High School teachers) • Studieförbunden i samverkan (The Swedish Adult Education Association)
<b>Email address (of the member introducing the nomination)</b>	rio@sverigesfolkhogskolor.se
<b>Running for</b>	<input type="text" value="Board member"/>

**Please upload an ID picture.**



**Please describe your current position.**

Teacher at the folk high school of Stockholm City Mission (charity organization), current member of the executive board of the EAEA. Part time doctoral student in adult pedagogics at Gothenburg university, occasionally teach at the catholic university Newman institute.

Member of the board of education at Sundbyberg municipality. Member of the board of the UNESCO International Center for Water Cooperation.

Former Minister of Education (2014-2019), MP (2002-2006, 2010-2019) and leader of the Green Party (2011-2019).

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

My priorities in the board is the work to strengthen adult education as a mean for democracy, and strengthen the work to give people possibilities to determine their own lives in an unsafe time. My work as a teacher are in an folk high school working with adults that haven't finished upper secondary high school, and most often have problem to find a work or take power over their own life. In the board I've worked with issues concerning education for sustainable development, and where part of organizing an side event to the Stockholm +50 UN conference. I've also been active in the cooperation with DVV International in Kyiv and Chisinau.

**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 such as climate crisis, war and aggression, shrinking space for civil society and growing economic 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 continue 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.

Civil society has an important role to play in creating change both locally and globally, and there is also

a lot of experience from Nordic 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.

### **What other information would you like to share with 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 enjoyed a strong political support from most parties. The folkbildning is now more debated, and the last state budget bill led to cut downs accounting for about 200 teachers losing their jobs on Swedish folk high schools. We need to find the strength in the international community to continue to make the argument for Swedish folkbildning.

Adult learning and education is also, 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. 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.