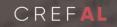


Context, policy as an area for action

Aims (BFA-2009):

- Comprehensive, inclusive, and integrated policies
- Lifelong and life-wide learning perspective
- Sector-wide and inter-sectoral approaches
- Linking all components of learning and education



Context, policy as an area for action

Aims (RALE-2015)

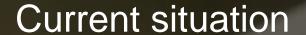
- Strengthening or creating inter-ministerial forum
- Involving all relevant stakeholders
- Suitable structures and mechanisms
- Raising awareness (legislation, institutions and political commitment.



Context, policy as an area for action

Aims (RALE-2015)

- Measures to provide information, motivate learners and guide them toward learning opportunities.
- Demonstrating, through the collection, analysis and dissemination of effective policies and practices, the wider benefits of literacy, adult learning and education.



Achievements on ALE in LAC (CEAAL-UNESCO, 2017):

- Increased literacy rates
- Evolving conceptualization of literacy (beyond reading and writing...)
- Involvement of stakeholders (NGO's and other actors)

Current situation

Challenges on ALE in LAC (CEAAL-UNESCO, 2017):

- Gaps between laws and policies
- ALE on national policies and educational plans
- Unequal distribution of funding (ALE vs. other priorities)
- Low educational quality (formal education)
- Ineffective response to promote literacy and 21CC
- Lack of data on the impact of ALE programs

Opportunities

Promising practices:

- Recognition in legal frameworks
- Model programs: National Literacy Plans, National Accreditation programs.
- Declarations and commitment around SDG
- Ongoing educational reforms (Accountability, teachers, funding)
- Curriculum reforms and targeted interventions



- Inter-government and Inter-agency collaboration
- 21 CC
 - Increase education system effectiveness
 - Traditional educational tracks
 - Stakeholders
 - ALE vs other priorities
 - Lack of evidence on the impact of ALE



Evidence of impact: an opportunity

- Recent review for 3ie (Kluve *et al., 2017*) pointed out limited evidence on impact of ALE programs: 113 evaluations from 1990 to 2015.
- Impact evaluations are not a common output from ALE interventions.
- ECCE experience suggests evidence on impact as a powerful argument to increase awareness, involvement, funding and collaboration.

Final comments

- Increased literacy rates, but still a pending debate on new competencies.
- Good practices and examples, but still insufficient.
- Gaps between the recognition of legal rights and effective interventions remains.
- ALE still missing involvement of additional stakeholders
- Further availability of data and evidence of impact is required.

