



Adult Learning and Education: lessons on Policy

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CONFINTEA VI Mid-Term Review
The Power of Adult Learning: Vision 203

October, 2017

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).



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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.



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Current situation

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



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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



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Challenges

- 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.





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Thank you

Octubre del 2017