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Observatory on Youth and Adult Learning and Education for Latin America and the Caribbean

CONFINTEA VI Mid-Term Review

Suwon, Republic of Korea

October 27 2017

Raúl Valdes-Cotera

CONFINTEA VI "Living and Learning for a Viable Future: The Power of Adult Learning"

May 2011

CONFINTEA VI Follow up meeting for Latin America and the Caribbean – Mexico City

- Identification and prioritization of regional lines for joint actions

- Proposal and agreement for:
  - Developing a Portal
  - Produce a Glossary
  - Developing quality curriculum

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Development Process

2013

- **'Never too late to go back to school'** – Results of survey on Youth and Adult Education in Latin America & the Caribbean (UIS, 2013)
- Development of **criteria for quality curriculum** in Education for Youth and Adults (OREALC, 2013)

2014

- **Publication of the Glossary** for Youth and Adult Education for Latin America and the Caribbean
- Spanish and Portuguese (OEI, UIL)

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Observatory on Youth and Adult Education for Latin America and the Caribbean

September 2012

- **Technical meeting** with participation from OREALC, CEAAL, ICAE, OEI, UIL and INEA to present the objectives and share responsibilities for the creation of the LAC Observatory

INSTITUTO NACIONAL PARA LA EDUCACIÓN DE LOS ADULTOS

Observatorio
de Educación de Personas Jóvenes y Adultas para América Latina y el Caribe

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Objectives of the Observatory

- **Systematize existing information** and contribute to the debate to promote YALE in Latin America and the Caribbean.
- Generate knowledge through **collection, analysis and processing of qualitative and quantitative information** about YALE with the participation of representatives and experts of each country.
- Serve as a **space for dialogue** that contributes to the different participants from Governments, institutions and local, national, regional and international organizations.

ICAE

SECADI

CEAAL
consejo de educación de adultos de américa latina

OEI

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Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura

Oficina de Santiago
Oficina Regional de Educación para América Latina y el Caribe

Latest developments

- ✓Representation of Caribbean in Executive Committee
- ✓Operational Secretariat taken over by SECADI (Brasil)
- ✓New design for the portal
- ✓Provision of information by countries and technical organizations
- ✓Launch in the CONFINTEA VI MTR

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Observatory on Youth and Adult Education for Latin America and the Caribbean

*Creation of an **Observatory for the Latin American countries,** that supports CONFINTEA with monitoring and follow up of Youth and Adult Education in the region*

Observatorio
de Educación de Personas Jóvenes y Adultas para América Latina y el Caribe

OBSERVATORY YALE YOUTH AND ADULT LEARNING AND EDUCATION

ENGLISH | SPANISH

HOME POLICY GOVERNANCE FINANCING PARTICIPATION QUALITY TOOLS MEDIA

ABOUT US

In September 2015, the United Nations Member States adopted the Sustainable Development Goals (SDGs), which form part of a universal, ambitious and sustainable development agenda for the people, the planet and prosperity. Education, articulated as a stand-alone goal (SDG4) with seven targets and three means of implementation, and mentioned within the targets of five other SDGs, is central to the realization of the 2030 Agenda for Sustainable Development.

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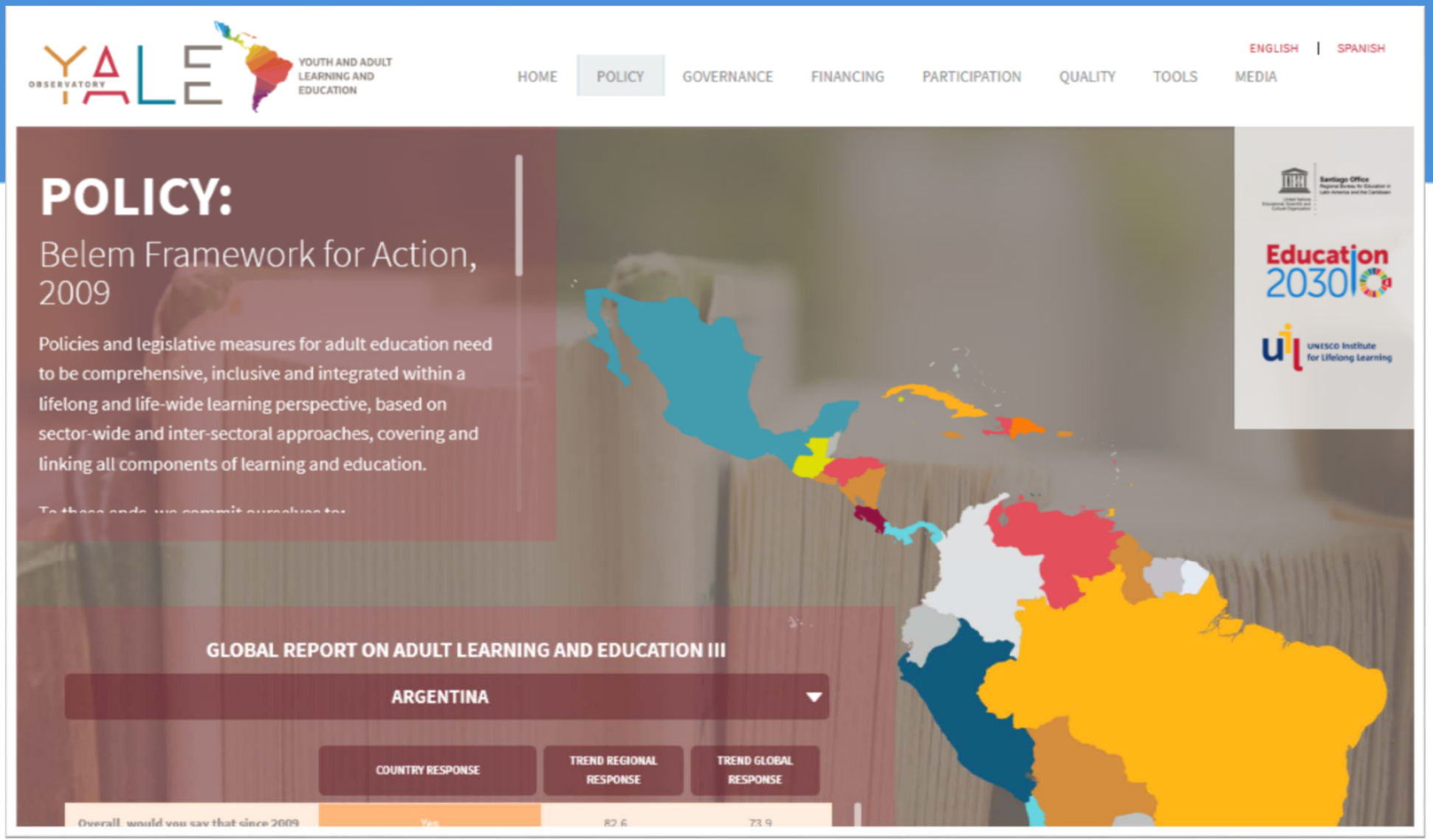
TOWARDS LIFELONG LEARNING

BELEM FRAMEWORK FOR ACTION, 2009

The role of lifelong learning is critical in addressing global and educational issues and challenges. Lifelong learning "from cradle to grave" is a philosophy, a conceptual framework and an organising principle of all forms of education. Based on inclusive, emancipatory, humanistic and democratic values; it is all-encompassing and integral to the vision of a knowledge-based society. We reaffirm the four pillars of learning as


OBSERVATORY YALE
YOUTH AND ADULT LEARNING AND EDUCATION
ENGLISH | SPANISH
HOME
POLICY
GOVERNANCE
FINANCING
PARTICIPATION
QUALITY
TOOLS
MEDIA
POLICY:
Belem Framework for Action, 2009
Policies and legislative measures for adult education need to be comprehensive, inclusive and integrated within a lifelong and life-wide learning perspective, based on sector-wide and inter-sectoral approaches, covering and linking all components of learning and education.
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GLOBAL REPORT ON ADULT LEARNING AND EDUCATION III
ARGENTINA
COUNTRY RESPONSE
TREND REGIONAL RESPONSE
TREND GLOBAL RESPONSE
Overall, would you say that since 2009
Yes
82.6
73.9

YOUTH AND ADULT LEARNING AND EDUCATION

POLICY:

Belem Framework for Action, 2009

GLOBAL REPORT ON ADULT LEARNING AND EDUCATION III

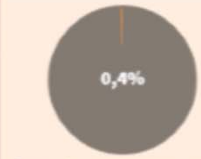
ARGENTINA

	COUNTRY RESPONSE	TREND REGIONAL RESPONSE	TREND GLOBAL RESPONSE
Overall, would you say that since 2009 your country ...has made significant progress on YALE policy	Yes	82,6 (19/23)	73,9 (99/134)
Since 2009, has your country enacted any important new policies with respect to YALE? ...Yes	Yes	63,6 (12/24)	70,2 (92/131)
Are literacy and basic skills a top priority in YALE programmes for your country? ...Yes	Yes	95,7 (22/23)	84,7 (111/131)
Does your country have a policy	Yes	70,8	84,7

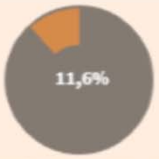
SUSTAINABLE DEVELOPMENT GOALS - AGENDA 2030

Target 4.1: Free, equitable and quality Education

4.1.5 Out-of-school rate (primary education, lower secondary education, upper secondary education)

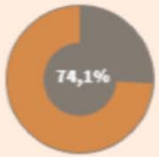


Rate of out-of-school youth of lower secondary school age

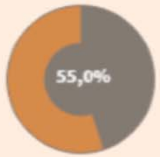


Rate of out-of-school youth of upper secondary school age

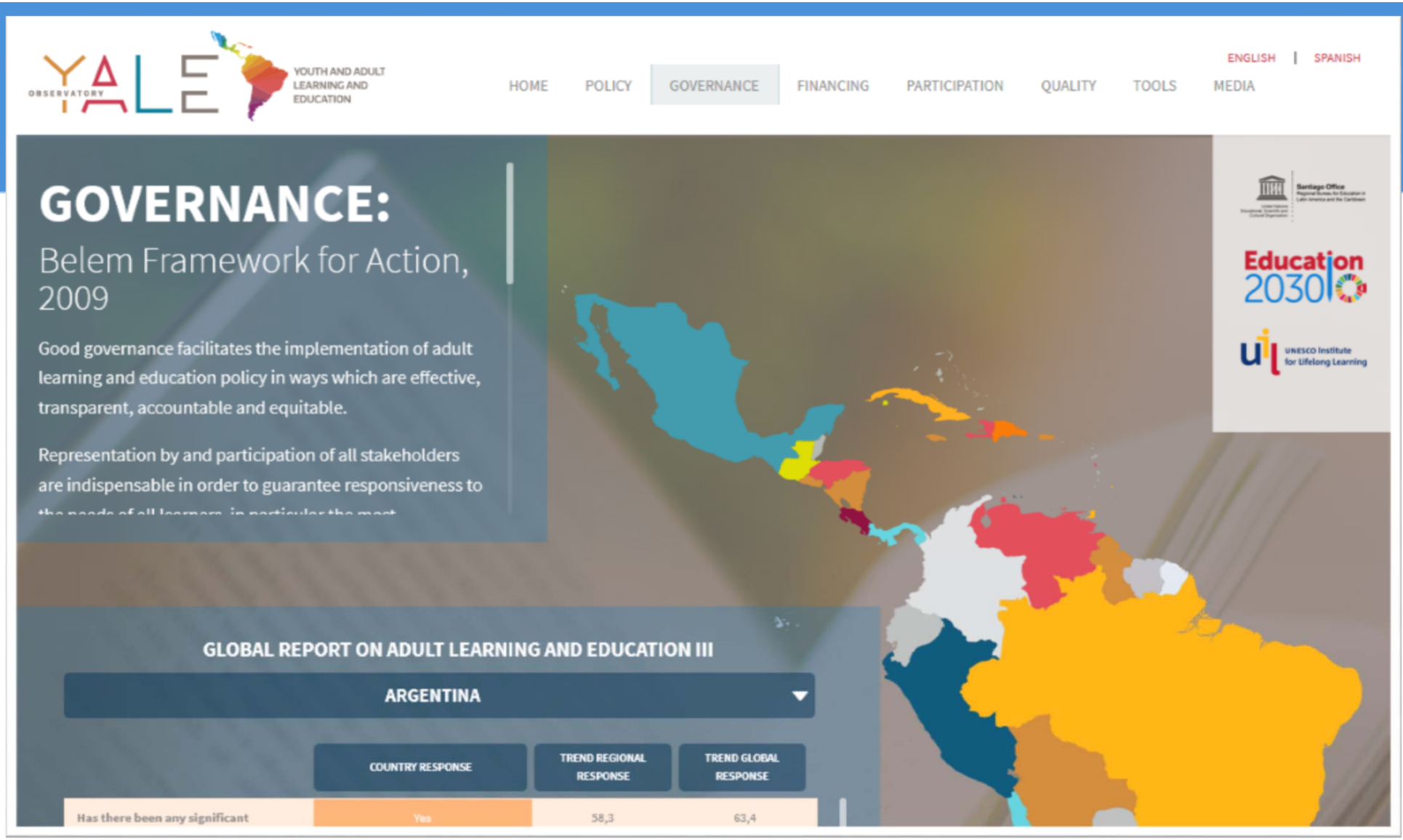
4.1.4 Completion rate (primary education, lower secondary education, upper secondary education)



Lower secondary completion rate



Upper secondary completion rate


OBSERVATORY YALE
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ENGLISH | SPANISH
HOME
POLICY
GOVERNANCE
FINANCING
PARTICIPATION
QUALITY
TOOLS
MEDIA
GOVERNANCE:
Belem Framework for Action, 2009
Good governance facilitates the implementation of adult learning and education policy in ways which are effective, transparent, accountable and equitable.
Representation by and participation of all stakeholders are indispensable in order to guarantee responsiveness to
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GLOBAL REPORT ON ADULT LEARNING AND EDUCATION III
ARGENTINA
COUNTRY RESPONSE
TREND REGIONAL RESPONSE
TREND GLOBAL RESPONSE
Has there been any significant
Yes
58,3
63,4

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YOUTH AND ADULT LEARNING AND EDUCATION
ENGLISH | SPANISH
HOME
POLICY
GOVERNANCE
FINANCING
PARTICIPATION
QUALITY
TOOLS
MEDIA
FINANCING:
Belem Framework for Action, 2009
Adult learning and education represent a valuable investment which brings social benefits by creating more democratic, peaceful, inclusive, productive, healthy and sustainable societies. Significant financial investment is essential to ensure the quality provision of adult learning and education.
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ARGENTINA
COUNTRY RESPONSE
TREND REGIONAL RESPONSE
TREND GLOBAL RESPONSE

OBSERVATORY YALE
YOUTH AND ADULT LEARNING AND EDUCATION
ENGLISH | SPANISH
HOME
POLICY
GOVERNANCE
FINANCING
PARTICIPATION
QUALITY
TOOLS
MEDIA
PARTICIPATION, INCLUSION AND EQUITY:
Belem Framework for Action, 2009
Inclusive education is fundamental to the achievement of
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ARGENTINA
COUNTRY RESPONSE
TREND REGIONAL RESPONSE
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OBSERVATORY YALE
YOUTH AND ADULT LEARNING AND EDUCATION
ENGLISH | SPANISH
HOME
POLICY
GOVERNANCE
FINANCING
PARTICIPATION
QUALITY
TOOLS
MEDIA
QUALITY
Belem Framework for Action, 2009
Quality in learning and education is a holistic, multidimensional concept and practice that demands constant attention and continuous development. Fostering a culture of quality in adult learning requires relevant content and modes of delivery, learner-centred needs assessment, the acquisition of multiple
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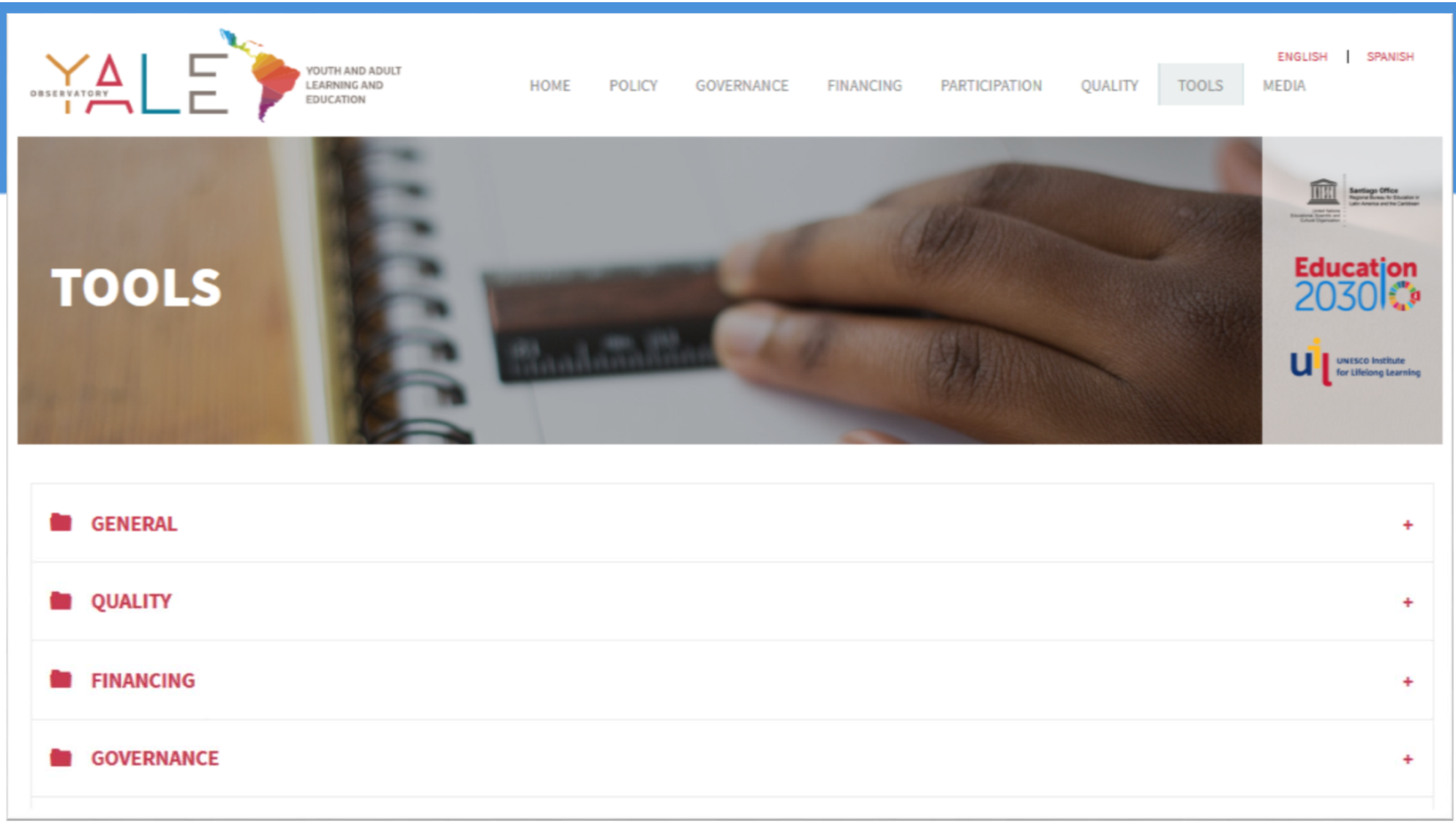
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YOUTH AND ADULT LEARNING AND EDUCATION
ENGLISH | SPANISH
HOME
POLICY
GOVERNANCE
FINANCING
PARTICIPATION
QUALITY
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MEDIA
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Thank you

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