

REGIONAL REPORT LATIN AMERICA AND THE CARIBBEAN ADULT LEARNING AND EDUCATION

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UNESCO CHAIR IN YOUTH AND ADULT EDUCATION



**AT A SLOW PACE
TRYING TO WALK FASTER**

**Monitoring Youth and Adult Education (YALE)
in Latin America and the Caribbean
CEAAL/UIIL/DVV - 2017**

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CONTEXT

- Composed of 41 countries and territories, more than 600 languages are spoken, with a total population of 577 million people (less than 10 percent of the World Population - UN, 2004 data) including an indigenous population estimated at around 40 million, organized in over 400 ethnic groups.
- Existence of important afro-descendent population in several countries especially in the Caribbean and in Brazil and Colombia.
- LAC remains in 2017 the most unequal region in the world with the largest difference between rich and poor. 34.1% of the population were living in poverty and 12.6% living in extreme poverty (CEPAL, 2008).
- 35 million adult illiterates and 88 million who have not completed primary education.



CONTEXT

- Limited access to schooling is broadly linked to structural poverty, as are unemployment, health care, social exclusion, migration, violence, the disparities between men and women.
- Seen through the lens of the Belem Framework for Action, and the recent Sustainable Development Goals, adult learning and education faces challenges with regard to coverage, gender, ethnicity, quality and participation, and the meaning of youth and adult education (YALE).
- Right to education is an intention but not a reality.



Key accomplishments and lessons learned

- Average investment in education 5.2% relative to GDP and demonstrated a small increase between 2000 and 2011. Since 2011, general decline in GNP in LAC.
- Importance of development and investment in ALE in several countries: notable examples are Bolivia and the Dominican Republic.
- English speaking Caribbean has seen investment in education and job training for young people.
- Politically, the existence of democratic regimes with varying levels of legitimacy and citizen participation stands out.
- Illiteracy and the difficulties of accessing and completing educational processes are linked to patterns of unequal power distribution. The issue of inclusion is particularly evident in the region.



Factors enabling implementation of LLL perspective for YALE

- Decentralization of governance of adult education and literacy programmes meaning that YALE can be more responsive to local needs.
- Contribution of pedagogy of Popular Education - forming democratic citizenship and the defence of human rights - to shape of YALE in LAC.
- Lifelong learning paradigm remains a distant concept, associated with the North, lacking relevance and contextualisation in the South associated with adults. No practical application.



Recommendations and proposed action points

- Regional and international cooperation in LAC, in the field of adult learning and education, plays an important role in stimulating and articulating diverse practices in YALE.
- Development of use of ICT in literacy and in YALE.
- Continued need of data, data analysis and, particularly, specific indicators on YALE which could contribute to improve quality of provision, results and policy.
- Create and development of National Systems of YALE acting in different school and community spaces of learning with capacity to articulate actions and programmes of state and civil society, by means of effective and participative management.



Recommendations and proposed action points

- Need to establish communication channels in order to guarantee that the learners' voices are heard and have an impact on the way in which their learning needs are met.
- Quality implies the sustainability of life and the processes of human development. Transforming the world does not mean rapidly consuming more resources, rather, to the contrary, being socially responsible. That is, transforming in order to preserve and make rational and ethical use of the available resources, to which we all have a right. The right to 'buen vivir'.



A planetary education

Our question should not be "How much does it cost to educate?" but "How much does it cost not to educate?"

As Paul Bélanger affirmed in his keynote speech , at the end of CONFINTEA VI, in Belém do Pará, in 2009, "The planet will not survive unless it becomes a learning planet".



Thank you for your attention

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