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

CONFINTSEA VI Mid-Term Review
Suwon, Republic of Korea
October 27 2017
Raúl Valdes-Cotera
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
• ‘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)

• Publication of the Glossary for Youth and Adult Education for Latin America and the Caribbean
• Spanish and Portuguese (OEI, UIL)
Observatory on Youth and Adult Education for Latin America and the Caribbean

- **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

September 2012
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.
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

http://www.yaleobservatory.org/home
http://epja.hugosolar.net/portada
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*
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.

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
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.

To these ends, we commit ourselves to:

GLOBAL REPORT ON ADULT LEARNING AND EDUCATION III

ARGENTINA

<table>
<thead>
<tr>
<th>Country Response</th>
<th>Trend Regional Response</th>
<th>Trend Global Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>would you say that since 2009</td>
<td>Yes</td>
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### Global Report on Adult Learning and Education III

#### Argentina

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<th>Country Response</th>
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<tbody>
<tr>
<td>Overall, would you say that since 2009 your country has made significant progress on YALE policy? Yes</td>
<td>82.6 (19/23)</td>
<td>73.9 (99/134)</td>
</tr>
<tr>
<td>Since 2009, has your country enacted any important new policies with respect to YALE? Yes</td>
<td>63.6 (12/24)</td>
<td>70.2 (92/131)</td>
</tr>
<tr>
<td>Are literacy and basic skills a top priority in YALE programmes for your country? Yes</td>
<td>95.7 (22/23)</td>
<td>84.7 (111/131)</td>
</tr>
<tr>
<td>Does your country have a policy framework to ensure educational access? Yes</td>
<td>70.8 (14/20)</td>
<td>84.7 (111/131)</td>
</tr>
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### Sustainable Development Goals - Agenda 2030

**Target 4.1: Free, equitable and quality Education**

<table>
<thead>
<tr>
<th>4.1.5 Out-of-school rate (primary education, lower secondary education, upper secondary education)</th>
<th>4.1.4 Completion rate (primary education, lower secondary education, upper secondary education)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Graph" /> 0.4% Rate of out-of-school youth of lower secondary school age</td>
<td><img src="image" alt="Graph" /> 11.6% Rate of out-of-school youth of upper secondary school age</td>
</tr>
<tr>
<td><img src="image" alt="Graph" /> 74.1% Lower secondary completion rate</td>
<td><img src="image" alt="Graph" /> 55.0% Upper secondary completion rate</td>
</tr>
</tbody>
</table>
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 the needs of all learners, in particular the most

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| Has there been any significant | Yes | 58.3 | 63.4 |
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.
PARTICIPATION, INCLUSION AND EQUITY:
Belem Framework for Action, 2009
Inclusive education is fundamental to the achievement of

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COUNTRY RESPONSE  TREND REGIONAL RESPONSE  TREND GLOBAL RESPONSE
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...
Thank you

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