

REGIONAL MATRIX FOR THE IMPLEMENTATION AND MONITORING OF THE BELÉM FRAMEWORK FOR ACTION IN LATIN AMERICA AND THE CARIBBEAN

This matrix is part of the follow-up strategy to support the monitoring, in Latin America and the Caribbean, of the implementation of the commitments of the Belém Framework for Action (BFA), adopted in 2009 at the 6th International Conference on Adult Education (CONFINTEA VI).

The matrix is an open proposal, based on two basic principles:

- The BFA follow-up is a process led by countries and supported by regional and international organizations;
- The matrix is designed to monitor progress and to set out action points which are in line with the needs of countries and with the BFA commitments.

The matrix was produced using the following information sources:

- National Reports submitted by Member States in preparation for CONFINTEA VI and documents produced for the regional preparatory conference (Mexico, 2008);
- The results of a consultation undertaken by OREALC in 2010, requesting UNESCO's offices in Latin America and the Caribbean to provide information on the BFA follow-up in the countries of the region;
- Information obtained through personal interviews, websites and online journals;
- The overall monitoring strategy and global monitoring matrix developed by the UNESCO Institute for Lifelong Learning (UIL);
- The results of the discussions of working groups during the Regional Follow-up Meeting of CONFINTEA VI (Mexico City, 25-27 May 2011).

The matrix is built around the BFA's key areas: policy and governance; financing; participation, inclusion and equity; and quality. The first column indicates issues and objectives as included in the BFA; the second summarizes the region's priority needs; the third identifies examples of progress made since CONFINTEA VI in several countries; and in the fourth column, possible action lines, at both national and regional levels, are recommended. These recommendations are a result of the working group discussions on the proposal presented in the Regional Follow-up Meeting. These action lines are intended to generate specific projects that, with the countries' commitment, the support of OREALC/UNESCO Santiago, and the collaboration of different partners, will allow effective follow-up of the BFA in the region.

1. Issues and objectives derived from the BFA	2. LAC priority needs	3. Selected examples of national and/or regional progress made ¹	4. Proposed action points
POLICY and GOVERNANCE – General objective: stronger political commitment and improvements in governance and cooperation in adult literacy and adult education			
1. LEGISLATION Objective: Develop legislation in adult education and adult literacy in the framework of lifelong learning.	Need to generate more solid institutional frameworks for youth and adult education within a lifelong learning framework, including non-formal and flexible study programmes linked to citizenship education and vocational training.	<p>Uruguay: Education Law (2010) establishing a Council for Non-Formal Education, and including a section of the national education budget for youth and adults.</p> <p>Chile: General Education Law (2009) recognizing formal and non-formal educational processes; recognizing flexible forms for continuity in study programmes, and establishing that the Ministry of Education should certify study undertaken in non-formal and flexible processes.</p> <p>Ecuador: the new Constitution (2010) has incorporated the right to lifelong learning (Art. 26), permanent education for adults, and achieving basic education for all (Art. 347).</p> <p>Bolivia: in the new Constitution (2009) the state takes on the duty of adult and intercultural education, guaranteeing and promoting permanent education (Art. 84).</p>	<p>At national level:</p> <ul style="list-style-type: none"> – Inclusion of different forms of adult education in the law on education and adequate mechanisms to monitor that law. – Inclusion of the right to lifelong education and the duty of the state to guarantee it in the Constitution (Latin American countries). <p>At regional level:</p> <ul style="list-style-type: none"> – Development of a comparative study on the progress made in youth and adult education regulations in the countries of the region. – Analysis and dissemination of institutional models for youth and adult education, promoting lifelong learning and making possible different education pathways.

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<p>2. NATIONAL POLICIES AND PLANS</p> <p>Objectives:</p> <p>Develop policies and strategies for adult education which are inclusive and comprehensive, within a lifelong learning perspective, based on sector-wide and inter-sectoral approaches.</p> <p>Design specific and concrete action plans for adult education and literacy, integrated with other development initiatives at global, regional and national levels.</p>	<p>Need to make progress towards conceptual approaches that go beyond a dichotomous vision of literacy (illiterate/literate) and promote youth and adult education within a lifelong learning perspective; which is seen as a fundamental right, supported by a range of formal and non-formal experiences related to work, health, culture, etc.</p>	<p>Paraguay: the General Department of Permanent Education promotes inclusion and articulation between education and work from a perspective of permanent learning.</p> <p>Jamaica: The national education strategic plan, particularly the section on lifelong learning, provides a conceptual framework for action and progress monitoring.</p> <p>Nicaragua: promotion of the strategy “Battle for the Sixth Grade 2012” that draws together general education, workplace training and community mobilization.</p> <p>Venezuela: “Misión Robinson II” (Yes, I can carry on) with an integrated approach to literacy, oriented toward social inclusion and placing participants at the heart of the initiative, and facilitating the continuity of secondary education through the “Misión Rivas”.</p> <p>Dominican Republic: promotion of a new provision model for Education for Youth and Adults, to assist their entry, retention and continuity in study programmes.</p>	<p>At national level:</p> <ul style="list-style-type: none"> – Development of a strategic plan for literacy and youth and adult education that articulates general education, work training, citizenship education, community mobilisation, and social inclusion in a lifelong learning perspective. – Integration of adult education and literacy components in national development programmes linked to health, agrarian extension, environment, etc., integrated with the MDGs and EFA. <p>At regional level:</p> <ul style="list-style-type: none"> – Based on national and regional experiences, design and implementation of capacity-building strategies for directors of youth and adult education and decision-makers in Education Ministries, to instil the concept of lifelong learning and to promote policies based on this approach.

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3. RECOGNITION SYSTEMS Objective: Develop and improve recognition, validation and accreditation mechanisms and structures for all forms of learning.	Need to promote the creation of assessment and recognition systems for prior learning, allowing the construction of pathways for education and work training.	Mexico: experience with the SASA, a system permitting the recognition of prior learning in general education, recently promoting a public campaign to promote mass accreditation. Chile: National System for the Evaluation of Learning and Certification of Studies. El Salvador: the EDUCAME programme assesses and certifies study undertaken through flexible approaches. Brazil: CERTIFIC, a system that certifies work competencies, and ENCCEJA, which develops the “National Examination for the Certification of Education in Youth and Adult Skills”.	At national level: – Implementation of systems to recognise, validate and accredit all forms of learning, including the gradual development of different components such as reference frameworks, mechanisms and instruments to assess learning. At regional level: – Analysis of recognition and certification systems for prior learning, be it formal, non-formal or informal, conducted in the region. – Creation and dissemination of guidelines and criteria to support countries in implementing learning recognition and accreditation structures and mechanisms, to achieve better employability and social participation. – Development of equivalence frameworks for the recognition of general learning and learning for work, to ease mobility between countries of the region. – Development of mechanisms to give recognition and certification to the cultural knowledge of persons of indigenous and African origin.

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<p>4. GOVERNANCE</p> <p>Objectives:</p> <p>Establish and maintain capacity-building mechanisms and measures to ensure the participation of the state, civil society organizations, the private sector, community organizations, learners and facilitators in the creation, execution and assessment of policies and programmes for literacy and adult education.</p> <p>Promote cross-sector and inter-ministerial cooperation and encourage transnational cooperation in adult education and literacy activities.</p>	<p>Need to promote the participation of different stakeholders in policies and programmes for the Education of Youth and Adults and cooperation between institutions and across different sectors.</p>	<p>Bolivia: creation of Special and Alternative Basic Education for Adults, based on alliances between the state and civil society organizations.</p> <p>Paraguay: General Department of Permanent Education, articulating provision of education for adults in joint initiatives with other institutions.</p> <p>Guatemala: creation of a strategic plan for 2009-2015 by the CONALFA, with the participation of representatives of department coordinators and central units.</p> <p>South-South cooperation: collaboration agreements between Cuba, Venezuela and Bolivia.</p>	<p>At national level:</p> <ul style="list-style-type: none"> – Installation of a National Coordination Committee for the planning and assessment of youth and adult education policies, with the participation of all stakeholders, including learners. – Generation of cooperation mechanisms and agreements within the Education Ministry, as well as between this Ministry and other ministries/civil society organizations, for the development of adult education/literacy programme provision. <p>At regional level:</p> <ul style="list-style-type: none"> – Selection and promotion of successful experiences in active participation by different stakeholders, and articulation between sectors and institutions, in literacy and youth and adult education programmes. – Development of alliances with different parliamentary forums at regional or sub-regional levels, including youth and adult education as an issue in regional and international organisations. – Creation of a group of specialists to strengthen and articulate accumulated experience in lifelong learning policy and programme development. – Mapping of youth and adult education needs and cooperation opportunities in the region.

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FINANCING – General objective: increased investment in adult literacy and adult education			
5. INVESTMENT Objective: Assign at least 6% of GDP to education and increase investment in literacy and adult education.	Increased public spending on education, and a higher proportion of this spending earmarked for adult education. Results-based accountability systems.	Uruguay: the Education Law (2010) includes a chapter on the national adult education budget. Ibero-American Literacy Programme (PIA-OEI, 2007-2015): supporting countries in developing different lines of action.	At national level: – Inclusion in the national budget of an explicit reference to funds earmarked for youth and adult education with a specific reference to the responsible ministry. – Planning of advocacy activities to create awareness of the need to invest in adult education and the positive impact of this investment. At regional level: – Construction of a framework to define the main public expenditure components in literacy and youth and adult education, including the participation of experts and national institutions, in collaboration with the UNESCO Institute for Statistics (UIS). – Study to estimate necessary investment to develop different forms of high-quality adult education provision.

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<p>6. FINANCING MECHANISMS</p> <p>Objective:</p> <p>Generate new sources of financing at regional and national levels, and promote innovative and effective financing models.</p>	<p>Definition of mechanisms to allow increases in financing for youth and adult education.</p> <p>More leadership from the government in stimulating willingness to provide funds for adult education.</p>	<p>Several countries state that agreements have been made between the government and private institutions such as companies and foundations.</p>	<p>At national level:</p> <ul style="list-style-type: none"> – Analysis and review of budgeting strategies in education and criteria for resource allocation, as well as redistributive principles to guarantee basic education for the most vulnerable groups. – Agreements between the government and private institutions to support the implementation and complementary financing for adult education. – Design of incentives to municipal governments and private enterprises for investment in adult education. <p>At regional level:</p> <ul style="list-style-type: none"> – Identification of effective political and technical mechanisms to finance youth and adult education, with the participation of the budgetary decision-makers. – Establishment of a Regional Solidarity Fund to support access to education for the most disadvantaged and needy persons, coordinating efforts from different organisations.

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PARTICIPATION, INCLUSION, AND EQUITY – General objective: more equitable access to, and participation in, youth and adults literacy and education			
7. PROVISION Objective: Develop the provision of literacy programmes, continuing education, training, and skills acquisition relevant to and designed around the needs of learners.	Some countries are concerned with how to make provision more diverse and flexible, so as to make it more suitable, relevant, and accessible to young people and adults.	<p>Argentina: The FINES plan for the completion of primary and secondary study, targeted at young people aged 18 to 25, offers the possibility of continuing their education through a tutorial system.</p> <p>Dominican Republic: a flexible and modular provision system has been designed, offering basic education to youth and adults.</p> <p>Uruguay: The Non-Formal Education Council aims to conduct a census in order to gain awareness of the need for provision and increased resources.</p>	<p>At national level:</p> <ul style="list-style-type: none"> – Development of flexible provision approaches, which cater to the needs of learners. – Increasing and broadening educational opportunities for newly-literate youth and adults in order to enable them to progress along the literacy continuum. <p>At regional level:</p> <ul style="list-style-type: none"> – Systematization of processes and results of experience in increasing flexibility of learning opportunities, with a view to improving design and implementation, taking into consideration the particular context and characteristics of the population.

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<p>8. PARTICIPATION AND INCLUSION</p> <p>Objectives:</p> <p>Regularly collect and analyse data on participation in adult literacy and adult education programmes, disaggregated by gender and other variables.</p> <p>Promote and facilitate more equitable access to adult literacy and adult education, promoting a culture of learning and eliminating obstacles to participation.</p> <p>Adopt special measures to improve access and participation in adult literacy and adult education programmes among women and marginalized groups.</p>	<p>There is concern in some countries regarding collecting data on non-formal literacy programmes.</p> <p>Need to deepen intercultural education.</p> <p>Need to generate policies aimed at youth who have dropped out of the formal school system.</p>	<p>Mexico: SASA includes the systematic follow-up of learners.</p> <p>Brazil: the Literate Brazil Programme systematically follows up on participants in the programme.</p> <p>Chile: the <i>Contigo Aprendo</i> (I Learn with You) literacy programme and the flexible study approach have a monitoring information system.</p> <p>Guatemala: CONALFA promotes three lines of work: indigenous women in rural areas; bilingual literacy methodology (Maya-Spanish) and bilingual methods; attention for disabled persons.</p> <p>Mexico: the MEVyT promotes a programme that aims specifically to reach areas with high levels of bilingualism and multilingualism, such as Chiapas and other indigenous areas.</p> <p>Bolivia: development of a proposal that includes the issue of special and alternative education. Programmes adopt an intercultural approach and promote the use of indigenous languages in education processes, together with the use of Spanish as a shared language.</p>	<p>At national level:</p> <ul style="list-style-type: none"> – Design, implementation and evaluation of an information system to monitor and record participation in adult education and literacy programmes, with disaggregated data. – Development, implementation and evaluation of inclusive programmes which cater to groups with diverse needs: youth drop-outs, women/men, indigenous people, prisoners and rural populations. <p>At regional level:</p> <ul style="list-style-type: none"> – Promotion of cooperation among countries, in collaboration with the UNESCO Institute for Statistics (UIS), to assist in the design of information systems and the development of comparable statistics for youth and adult education. – Study of key aspects and common criteria to develop relevant adult education and literacy programmes in rural and intercultural contexts, including discrimination against women. – Impact study on the inclusion of children and youth (“social adults”) in adult education programmes, and development of suitable strategies for their entry into education. – Study on the factors that affect youth and adult participation and persistence in education.

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QUALITY – General objective: ensuring quality in adult literacy and adult education			
<p>9. CURRICULUM, LEARNING MATERIALS AND LEARNING ENVIRONMENT</p> <p>Objective:</p> <p>Develop quality criteria for curricula, learning materials and learning environments for adult education.</p>	<p>Curriculum:</p> <p>Necessity for curriculum reforms to make curricula relevant to the lifelong learning needs of learners.</p> <p>Need to create curriculum frameworks that allow the articulation of literacy programmes with adult basic education programmes.</p> <p>Learning materials:</p> <p>There is a need to review learning materials and texts used in different literacy and adult education programmes. There is a need to develop criteria and procedures to improve the quality and relevance of these materials.</p> <p>Learning environment:</p> <p>Need to stimulate the creation of literate environments as a fundamental condition for the development of literacy and adult education.</p>	<p>Paraguay: implementation of curriculum reforms in basic education, paying special attention to bilingual education.</p> <p>Bolivia: recent development of a new curriculum, based on flexibility and relevance criteria, with a special focus on multilingualism.</p> <p>Dominican Republic: establishment of expected competencies and achievement indicators for each area of learning in basic education for adults.</p> <p>Chile: Conclusion of a curriculum reform process in 2010.</p> <p>Mexico: INEA has made efforts to improve the suitability of the curriculum. The MEVyT has drawn up specific material for initial education in indigenous first languages. The MEVyT promotes community centres for basic and secondary education (centres with access to computer-assisted learning).</p>	<p>At national level:</p> <ul style="list-style-type: none"> – Development of contextualised curricula that meet the needs of diverse populations and the requirements of the workforce/labour market and contemporary society. – Periodic review of learning materials to improve quality and relevance, with the participation of learners. – Utilization and/or creation of public spaces/community centres equipped with relevant educational materials and resources. <p>At regional level:</p> <ul style="list-style-type: none"> – Creation of guidelines to improve the quality of curricula and learning materials, taking into consideration diversity in the requirements and needs of communities. – Identification and promotion of experiences in generating literate environments and methodologies to encourage reading and writing in different contexts.

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10. EDUCATORS Objective: Improve training, capacity-building, employment conditions, and the professionalization of adult educators.	Need to promote renewed policies for the training of youth and adult educators, including teachers, facilitators, and literacy programme monitors, as well as programme managers.	<p>Jamaica: Adult teacher training workshops by the Jamaican Foundation of Lifelong Learning.</p> <p>Mexico: plan for the assessment and recognition of skills of teachers.</p> <p>El Salvador: development of an online course for adult educators.</p> <p>Dominican Republic: creation of guidelines for the training of literacy facilitators.</p> <p>Guatemala: with the support of UNESCO, the CONALFA develops processes for training literacy facilitators and teachers, understood as part of lifelong learning.</p> <p>Mexico: CREFAL offers annual mixed and e-learning courses for adult educators.</p> <p>At regional level, OEI and CEAAL have formed a partnership with the Universidad de Barcelona to provide an online “Ibero-American course in the management and coordination of programmes and institutions for youth and adult literacy and education”.</p>	<p>At national level:</p> <ul style="list-style-type: none"> – Development of professional profiles for adult educators and managers of adult education programmes. – Development, implementation and evaluation of training processes for adult educators and managers of adult education programmes. – Development and promotion of higher education programmes that respond to the new profiles for youth and adult education professionals. – Advocacy for improvement in working conditions of adult education professionals. <p>At regional level:</p> <ul style="list-style-type: none"> – Development, in cooperation with different countries, of profiles and criteria that provide guidance for the organization of training processes for adult educators, including volunteers and community teachers. – Based on experience in different countries, development of learning materials for the training of adult educators and literacy facilitators, taking into consideration the different working fields. – Promotion of the professionalisation of adult educators in collaboration with higher education institutions.

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<p>11. ASSESSMENT OF LEARNING</p> <p>Objective:</p> <p>Formulate criteria for the assessment of adults' learning outcomes at various levels.</p>	<p>Need to collect information on learning outcomes achieved by participants in literacy and youth and adult education programmes. Need to promote a culture of assessment in youth and adult education institutions and programmes.</p>	<p>Chile: National System for the Evaluation of Learning and Certification of Studies.</p> <p>Mexico: INEA study of levels of learning in youth and adult education.</p> <p>Paraguay: application of tests under the LAMP Programme.</p> <p>Brazil: creation of assessment frameworks for literacy and numeracy. Application of assessment systems for the Literate Brazil Programme.</p>	<p>At national level:</p> <ul style="list-style-type: none"> – Design of methodologies and instruments in youth and adult education and literacy programmes, to include the assessment of participants' learning outcomes as an integral component. <p>At regional level:</p> <ul style="list-style-type: none"> – Identification and description of the competencies required for persons to improve their living conditions and participate in community life. – Design of assessment models and instruments to measure these competencies.

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<p>12. PROGRAMME MONITORING AND EVALUATION</p> <p>Objective:</p> <p>Develop interdisciplinary research projects and knowledge management systems for adult education and literacy.</p>	<p>Need for models and procedures to monitor the process as well as the impact of adult literacy and youth and adult education programmes.</p>	<p>Brazil: impact evaluation of the Literate Brazil Programme.</p> <p>Paraguay: experience in the application of the LAMP programme.</p> <p>Chile: construction of a baseline for monitoring the reform process.</p> <p>Nicaragua: Evaluation of qualitative aspects of the results of the “Martí a Fidel” campaign.</p> <p>Colombia: Impact evaluation of the National Literacy Programme and primary education for youth and adults.</p> <p>At regional level, the OEI’s Ibero-American Literacy Programme (PIA) has conducted an intermediate study on progress made, based on national reports submitted by 19 countries.</p>	<p>At national level:</p> <ul style="list-style-type: none"> – Inclusion of monitoring and assessment as an integral component in programme design. – Development of studies on the impact of adult education and literacy programmes. – Promotion of an assessment culture for the continuous improvement of quality in youth and adult education provision. <p>At regional level:</p> <ul style="list-style-type: none"> – Capacity-building in research on youth and adult education through the formation of a network of specialised institutions. – Selection and dissemination of studies on different aspects of adult education and literacy, including: <ul style="list-style-type: none"> • Learning strategies for adults in specific cultural contexts; • Relationship between learning strategies and teacher training; • Strategies for improved youth and adult inclusion in the learning process in different contexts.

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