

Country: \_\_\_\_\_

## REGIONAL QUESTIONNAIRE FOR LATIN AMERICA AND THE CARIBBEAN ON STATISTICS OF ADULT EDUCATION

### Academic year ending 2010

Under a new initiative, this questionnaire seeks to improve the scope of data on youth and adult participation in educational programmes. The information will complement existing UIS work on the Literacy Assessment and Monitoring Programme (LAMP), as well as the Literacy and Educational Attainment Surveys.

Only countries in Latin America and the Caribbean are requested to fill in this questionnaire. Additional background information on this initiative can be accessed on the UIS website.

Countries participating in the World Education Indicators (WEI) programme and reporting to OECD are not required to fill in Tables 2.1 and 2.2 as those data are provided in the corresponding WEI and UOE forms.

1. Please return the completed questionnaire before **31 October 2011**. To submit the electronic questionnaire directly to the UNESCO Institute for Statistics (UIS), please click on the **[Submit]** button at the end of the questionnaire or email it to: **survey@uis.unesco.org**
2. For any queries concerning the questionnaire, please contact the UIS at **survey@uis.unesco.org**.
3. Adobe Reader 8.0 or greater is required to complete this questionnaire. You can download Adobe here: <http://get.adobe.com/reader/>
4. Please refer to the Appendix and [Data Entry Manual](#) before completing the tables.
5. Please do not leave any cell blank. The following codes should be used whenever figures are not available:
  - a** = category is not applicable
  - m** = data missing (or not available)
  - n** = quantity nil
  - x** = data included in another category (to be indicated with a comment)
6. Provisional or estimated figures should be marked with an asterisk (\*).
7. To enter comments in the electronic questionnaire, please press on the [Shift] key and left mouse button simultaneously.

## CONTACT INFORMATION

Please provide details below of the person(s) responsible for completing this questionnaire.  
(Required fields are marked with an \*).

### Respondent 1: Person in charge of completing the questionnaire

<input type="radio"/> Mr						
<input type="radio"/> Ms						
Family name *			First name			
Job title (or position)						
Name of institution *						
Address			City			
Country *			Postal code			
Telephone:	Country code	Area code	Number	Extension		
Fax:	Country code	Area code	Number			
Mobile:	Country code	Area code	Number			
Email *			Institutional website			

### Respondent 2: Head of the institution (if different from Respondent 1)

<input type="radio"/> Mr						
<input type="radio"/> Ms						
Family name			First name			
Job title (or position)						
Name of institution						
Address			City			
Country			Postal code			
Telephone:	Country code	Area code	Number	Extension		
Fax:	Country code	Area code	Number			
Mobile:	Country code	Area code	Number			
Email			Institutional website			

## SECTION 1. GENERAL INFORMATION

### Reference period

**Table 1.1 Reference period for Section 2 of the questionnaire**

This questionnaire seeks data for the academic year ending in 2010. For countries with an academic year spanning two calendar years, the academic year 2009/2010 should be used; otherwise please provide data for the academic year falling into the calendar year 2010.

If data are not available for the requested year, please report the most recent year available.

Please indicate the reference period for the data provided in Tables 2.1 to 2.3. Cells highlighted in grey are calculated automatically; they can be overwritten if necessary. (Required fields are marked with an \*).

	Reference dates (MM/YYYY)		
	Table 2.1	Table 2.2	Table 2.3
School year starts *			
School year ends *			
Data collection			

1.1.1 Please indicate the reference date used to calculate the data on age in Table 2.2 :

**Table 1.2 Reference period for Section 3 of the questionnaire**

Data on literacy programmes should include all participants and graduates from literacy programmes over the 12-month reference period corresponding to 2010, not necessarily equivalent to the school year. If the selected reference period does not match the calendar year, it should end in the calendar year 2010.

If data are not available for the requested year, please report the most recent year available.

Please indicate the reference period for the data provided in Tables 3.1 and 3.2. Cells highlighted in grey are calculated automatically; they can be overwritten if necessary.

	Reference dates (MM/YYYY)	
	Table 3.1	Table 3.2
Reference period starts		
Reference period ends		

## Coverage

**Table 1.3 Name and ISCED level of programmes covered in Section 2**

Primary and secondary education programmes for adults are programmes designed for individuals (adults and youth) who have never enrolled in or completed regular formal educational programmes which lead to primary or secondary qualifications (equivalent to ISCED levels 1, 2 or 3). The data reported in Tables 2.1 to 2.3 should refer to educational programmes which cover subject content similar to regular or initial educational programmes in primary (ISCED 1) and secondary (ISCED 2 and 3) education and/or lead to recognised qualifications at the corresponding level.

Please list all of the primary and secondary education programmes for adults covered in Tables 2.1 to 2.3.

	Name of programme	ISCED level (1, 2 or 3)
1		
2		
3		
4		
5		

Click on '+' or 'x' to add or delete rows to the tables.

**Table 1.4 Name and theoretical duration of programmes covered in Section 3**

Adult literacy programmes are designed to provide participants with basic reading and writing skills, as well as numeracy capacities. They could be offered within or outside the school system. Unlike educational programmes covered in Tables 2.1 to 2.3, literacy programmes are not designed to reach a recognised certificate of primary education or equivalent. However, some primary education programmes for adults could be organised in a modular or cycle scheme, where the first module or cycle is defined as literacy. In these cases, the literacy module or cycle should be reported in Tables 2.1 to 2.3 to the extent that the module or cycle is an integral part of a single programme.

The theoretical duration of a programme should be calculated in months, regardless of the hours per day or the days per week involved (e.g. 10 weeks = 2.5 months).

Please list all of the adult education programmes covered in Tables 3.1 to 3.2.

	Name of programme	Theoretical duration (months)
1		
2		
3		
4		
5		

Click on '+' or 'x' to add or delete rows to the tables.

## SECTION 2. PRIMARY AND SECONDARY EDUCATION PROGRAMMES FOR ADULTS (ISCED97 LEVELS 1, 2 and 3)

Table 2.1 Enrolment in primary and secondary education programmes for adults by type of institution, ISCED level, programme orientation and sex

Type of institution	Enrolment in primary and secondary education programmes for adults							
	Primary (ISCED 1)		Lower secondary (ISCED 2)		Upper secondary (ISCED 3)			
	Both sexes	Female	Both sexes	Female	Both sexes	Female	of which: vocational	
							Both sexes	Female
Public								
Private								
Not specified								
<b>TOTAL</b>								

For consultation purposes only

**Table 2.2 Enrolment in primary and secondary education programmes for adults by age, ISCED level, programme orientation and sex**

Age	Total enrolment							
	Primary (ISCED 1)		Lower secondary (ISCED 2)		Upper secondary (ISCED 3)			
	Both sexes	Female	Both sexes	Female	Both sexes	Female	of which: vocational	
							Both sexes	Female
<14								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25-29								
30-34								
35-39								
40-44								
45-49								
>49								
Age unknown								
<b>TOTAL</b>								

**Table 2.3 Graduates from primary and secondary education programmes for adults by type of institution, ISCED level, programme orientation and sex**

Type of institution	Graduates							
	Primary (ISCED 1)		Lower secondary (ISCED 2)		Upper secondary (ISCED 3)			
	Both sexes	Female	Both sexes	Female	Both sexes	Female	of which: vocational	
							Both sexes	Female
Public								
Private								
Not specified								
<b>TOTAL</b>								

For consultation purposes only

## SECTION 3. ADULT LITERACY PROGRAMMES

Table 3.1 Participants in adult literacy programmes by type of centre, duration and sex

Type of centre	Participants in adult literacy programmes with duration							
	Less than 6 months		6 months and more		Not specified		TOTAL	
	Both sexes	Female	Both sexes	Female	Both sexes	Female	Both sexes	Female
Public								
Private								
Not specified								
TOTAL								
of which: Bilingual programmes								

Table 3.2 Participants who have completed adult literacy programmes by type of centre, duration and sex

Type of centre	Participants who have completed adult literacy programmes							
	Less than 6 months		6 months and more		Not specified		TOTAL	
	Both sexes	Female	Both sexes	Female	Both sexes	Female	Both sexes	Female
Public								
Private								
Not specified								
TOTAL								
of which: Bilingual programmes								



Please provide any explanations or clarifications which will help with the interpretation of data requested in any part of this questionnaire.

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To submit data directly to the UIS, please click on the [Submit] button below. An email will be sent to you to confirm receipt. If you do not receive this confirmation, please verify the email address provided in the respondent information section and try again.

**Submit**

## APPENDIX

Please refer to the online [UIS Glossary](#) and to the [ISCED 1997 manual](#) for detailed definitions of the data collected in this questionnaire. Additional relevant concepts for Section 3 "Adult Literacy Programmes" of this questionnaire are presented below.

### **Type of centre (public or private)**

Literacy programmes can take place within or outside educational institutions; they can be managed directly by the government or a heterogeneous group of organizations (i.e. civil society, church, trade union or business enterprise) whose main purpose may not be educational. Therefore, the concept of educational institution might not be suitable and is replaced by the broader term "centre" as the provider of this kind of programme in Tables 3.1 and 3.2 of this questionnaire.

Centres are classified as either public or private according to whether a public agency or private entity has the ultimate power to make decisions concerning the centre's affairs. Private centres can be partially or totally financed by the government.

### **Bilingual literacy programmes**

Bilingual literacy programmes are designed for participants whose mother tongue is not the dominant or official language of a country. Since this population has different educational needs, bilingual literacy programmes tend to differ from general literacy programmes in terms of duration, educational resources or even their whole organization.

### **Participants in adult literacy programmes**

Participants in adult literacy programmes include individuals who are enrolled in literacy programmes through various modes of participation, i.e. traditional classes, distance education or any hybrid scheme.

### **Participants who have completed literacy programmes**

The concept of "graduate" is not necessarily applicable for literacy programmes. For the purpose of this questionnaire, completion is defined as the number of participants that have successfully completed a given literacy programme during the period of reference, whether they obtained a certificate or not. Successful completion implies the fulfilment of pre-set requirements of the programme. These requirements can be defined in terms of attendance, demonstration that the participant has acquired the expected skills, and/or an examination process.