



Follow-up of CONFINTEA VI:

**Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
 and the end of the
 United Nations Literacy Decade (UNLD)**

**National progress report submitted by
 the Government of Syria**

This report is submitted on behalf of the Government of Syria in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

| | |
|--|---------------------|
| Institution responsible for submitting this report | Ministry of Culture |
| Submission date | 13 February 2012 |

¹ For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

² Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

³ The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

| Which institutions and stakeholders provided input to this report? | Mark all that apply |
|--|-------------------------------------|
| Government Ministries | |
| Agriculture | <input type="checkbox"/> |
| Defence | <input checked="" type="checkbox"/> |
| Education | <input checked="" type="checkbox"/> |
| Foreign Affairs | <input type="checkbox"/> |
| Health | <input type="checkbox"/> |
| Interior/Home affairs | <input checked="" type="checkbox"/> |
| Labour | <input type="checkbox"/> |
| Others (please mark and specify below) | <input checked="" type="checkbox"/> |
| Civil society organisations | <input type="checkbox"/> |
| National non-governmental organisations | <input checked="" type="checkbox"/> |
| International non-governmental organisations | <input type="checkbox"/> |
| Educational or research institutions/Universities | <input type="checkbox"/> |
| Private sector companies | <input checked="" type="checkbox"/> |
| United Nations agencies | <input type="checkbox"/> |
| Non-UN bilateral or multilateral organisations | <input checked="" type="checkbox"/> |
| Others (please mark and specify below) | <input type="checkbox"/> |

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

The report has been prepared with the aid of the Ministry of Culture and the Ministry of Education. The data were taken from some of the popular institutions.

| 1. Definitions and data collection on adult learning and education | | |
|--|--------------------------|--------------------------|
| | Yes | No |
| 1.1 Does your country have an official definition of adult education ? <i>If Yes, please provide it in the space below:</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 Has your country adopted or developed an official definition of literacy ? <i>If Yes, please provide it in the space below:</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (<i>please describe below</i>): | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006? <i>If Yes, please select the option(s) below that best describe the change(s)</i> New conceptual definition on literacy in place (for policy) New conceptual definition on literacy in place (for data collection only) New assessment of youth and/or adults' literacy skills Increase in the periodicity without significant conceptual changes Other changes (<i>please provide details below</i>): | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5 Has your country faced challenges in collecting literacy data? <i>If Yes, please describe them briefly in the space below:</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. | | |
| | | |

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

| | Yes | No | <i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i> | Year |
|-------------------|-------------------------------------|--------------------------|---|------|
| Lifelong learning | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Adult literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

| | <i>Specific target groups, including age range (add as many lines as needed)</i> | <i>Total number of individuals in the group</i> |
|-----------------|--|---|
| Adult education | | |
| Adult literacy | | |

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

| | Yes | No | <i>Specify goal</i> | <i>Specify timeframe</i> |
|-----------------|--------------------------|--------------------------|---------------------|--------------------------|
| Adult education | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Adult literacy | <input type="checkbox"/> | <input type="checkbox"/> | | |

2.4 Does your country have a policy on the language of instruction in adult education?

Yes No

If Yes, please provide a brief explanation and references in the space below including when it was put in place:

| | | |
|---|-------------------------------------|--------------------------|
| 2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning? | Yes | No |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i> | | |

| | | |
|--|-------------------------------------|--------------------------|
| 2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level? | Yes | No |
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If Yes, please provide a brief explanation and references:</i> | | |
| Adult literacy | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>If Yes, please provide a brief explanation and references:</i> | | |

| | | | |
|---|-------------------------------------|------------------|-------------------|
| 2.7 Have adult education and adult literacy been included in other national plans/strategies? | | | |
| Adult education: | <i>Mark all that apply</i> | <i>Timeframe</i> | <i>References</i> |
| National Development Plan | <input checked="" type="checkbox"/> | | |
| Poverty Reduction Strategy Paper | <input checked="" type="checkbox"/> | | |
| Education strategy | <input checked="" type="checkbox"/> | | |
| Skills development (including vocational education and training) strategy | <input checked="" type="checkbox"/> | | |
| Education For All Fast Track Initiative (EFA FTI) Education Sector Plan | <input type="checkbox"/> | | |
| Sustainable development strategy | <input type="checkbox"/> | | |
| <i>Other (specify in the space below)</i> | <input type="checkbox"/> | | |
| Adult literacy: | <i>Mark all that apply</i> | <i>Timeframe</i> | <i>References</i> |
| National Development Plan | <input checked="" type="checkbox"/> | | |
| Poverty Reduction Strategy Paper | <input checked="" type="checkbox"/> | | |
| Education strategy | <input checked="" type="checkbox"/> | | |
| Skills development (including vocational education and training) strategy | <input checked="" type="checkbox"/> | | |
| Education For All Fast Track Initiative (EFA FTI) Education Sector Plan | <input checked="" type="checkbox"/> | | |

| | |
|--|--|
| Sustainable development strategy <input checked="" type="checkbox"/> | |
| Other (specify in the space below) <input type="checkbox"/> | |

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?

| | Yes | No | Specify policy/plan (add as many lines as needed) | References |
|-----------------|-------------------------------------|--------------------------|--|------------|
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Adult literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |

If Yes, please elaborate how they have been involved.

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

Obligatory learning: Syria has the law of obligatory learning which obliges all children to learn and go to schools from the age of six and many procedures are taken against those children who don't start learning at this age or against their parents such as paying fines or sending to prison.

The target area: The adult learning directorate in Syria used the plan of dividing the big cities into areas and choose a targeted area to illiterate it completely. This plan makes the learning process easier and helps in computing the literate people and identify their places.

Linking between formal and non formal learning: The certificates that are given to the illiterate people help them to come back to formal learning especially those people who are above 10 years old. Those people can have the certificate of each stage exceeding the needed period which was defined by the Ministry Education between them. This exception aims to bring the dropped out students to formal learning and shorten the learning time.

The Goals:
The main goal is to reduce the illiteracy percentatge to be __%. At the end of ___ as mentioned in Dakar goals. The Syrian government had exceeded this percentage since different areas had illiterated completely and we have now __ cities out of __ which are completely illiterated.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

| Governmental: | | | | |
|--|---|--------------------------|--|-------------------------------------|
| <i>Institution (add as many lines as needed)</i> | <i>Geographical scope (mark all that apply)</i> | | <i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i> | |
| | National | Sub-national | On adult education | On adult literacy |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Non-Governmental: | | | | |
| <i>Institution (add as many lines as needed)</i> | <i>Geographical scope (mark all that apply)</i> | | <i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i> | |
| | National | Sub-national | On adult education | On adult literacy |
| | | | | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|-------------------------------------|--------------------------|
| 3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities? | Yes | No |
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If Yes, please provide name and contact details:</i> | | |
| Adult literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If Yes, please provide name and contact details:</i> | | |



| | | |
|---|-------------------------------------|--------------------------|
| 3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in... | Yes | No |
| ...adult education? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i> | | |
| ...adult literacy? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i> | | |

| | | |
|---|-------------------------------------|--------------------------|
| 3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in... | Yes | No |
| ...adult education? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If Yes, please indicate what activities are undertaken and provide references:</i> | | |
| ...adult literacy? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If Yes, please indicate what activities are undertaken and provide references:</i> | | |

| | | |
|--|-------------------------------------|--------------------------|
| 3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ... | Yes | No |
| ...adult education? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ...adult literacy? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| |
|--|
| 3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
| <p>Illiteracy works and adults learning plan is an important part and within the plan of the government which lasted for five years.</p> <p>With an agreement between the Ministry of Education and the Ministry of Culture (Directorate of Adults Learning), the last one has the responsibility of teaching, making exams and issuing the certificates of primary learning for those people who were dropped out of formal learning to help them come back. There is a law that defines the work of the tow ministries.</p> <p>National expeditions: Syria had many national expeditions in the field of illiteracy in the past where all parts of the government like trade unions, civil society and ministries work together in the targeted area to illuminate its literacy completely.</p> |



4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

| | |
|--|--|
| <i>Actual expenditure</i> <input checked="" type="checkbox"/> | <i>Budget allocation</i> <input type="checkbox"/> |
|--|--|

4.2 Please indicate the name of the currency used for reporting:

105 S.P

4.3 Please indicate the monetary unit used in the following tables:

| | | | |
|--|---|--|--|
| <i>Units</i> <input type="checkbox"/> | <i>Hundreds</i> <input type="checkbox"/> | <i>Thousands</i> <input type="checkbox"/> | <i>Millions</i> <input checked="" type="checkbox"/> |
|--|---|--|--|

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

| | <i>Amount (2009)</i> | <i>Amount (2010)</i> | <i>Source</i> |
|--|----------------------|----------------------|---------------|
| <i>National government</i> | 105 | 105 | |
| <i>Sub-national governments</i> ⁵ | | | |
| <i>Total</i> | | | |

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

| | <i>Amount (2009)</i> | <i>Amount (2010)</i> | <i>Not available</i> |
|--|----------------------|----------------------|--------------------------|
| <i>National government</i> | | | <input type="checkbox"/> |
| <i>Sub-national governments</i> ⁵ | | | <input type="checkbox"/> |
| <i>Civil society organisations</i> | | | <input type="checkbox"/> |
| <i>Donors/international aid (not loans)</i> | | Non | <input type="checkbox"/> |
| <i>Private companies</i> | | | <input type="checkbox"/> |
| <i>Learners/households</i> | | | <input type="checkbox"/> |

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

| | <i>Amount (2009)</i> | <i>Amount (2010)</i> | <i>Not available</i> |
|--|----------------------|----------------------|--------------------------|
| <i>National government</i> | | | <input type="checkbox"/> |
| <i>Sub-national governments</i> ⁵ | | | <input type="checkbox"/> |
| <i>Civil society organisations</i> | | Non | <input type="checkbox"/> |
| <i>Donors/international aid (not loans)</i> | | | <input type="checkbox"/> |
| <i>Private companies</i> | | | <input type="checkbox"/> |
| <i>Learners/households</i> | | | <input type="checkbox"/> |

⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵ Control for the potential double-counting effect of transfers across different government levels.

| | | |
|--|--------------------------|--------------------------|
| 4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)? | Yes | No |
| <i>If Yes, please provide a brief description:</i> | <input type="checkbox"/> | <input type="checkbox"/> |

| |
|--|
| 4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
| <p>The fudging and supporting resources: The Syrian government is main funding resource of the learning process in addition to the support and assistant of other charity and international organization.</p> |

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

| Public sector organisations | <i>Mark all that apply</i> | <i>Target group(s)</i> | <i>Use of ICT</i> |
|--|-------------------------------------|------------------------|-------------------------------------|
| <i>Literacy (reading, writing, numeracy)</i> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| <i>Vocational (technical, income-generation-related)</i> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| <i>Life skills and/or health issues</i> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| <i>Use of information and communication technologies</i> | <input type="checkbox"/> | | <input type="checkbox"/> |
| <i>Official/local languages</i> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| <i>Foreign languages</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| <i>Human rights/civic education</i> | <input type="checkbox"/> | | <input type="checkbox"/> |
| <i>Liberal education/personal growth (i.e. artistic, cultural)</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| <i>Other (please provide a brief description below:)</i> | <input type="checkbox"/> | | <input type="checkbox"/> |

| Private companies | <i>Mark all that apply</i> | <i>Target group(s)</i> | <i>Use of ICT</i> |
|--|-------------------------------------|------------------------|-------------------------------------|
| <i>Literacy (reading, writing, numeracy)</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| <i>Vocational (technical, income-generation-related)</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| <i>Life skills and/or health issues</i> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| <i>Use of information and communication technologies</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| <i>Official/local languages</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| <i>Foreign languages</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| <i>Human rights/civic education</i> | <input type="checkbox"/> | | <input type="checkbox"/> |
| <i>Liberal education/personal growth (i.e. artistic, cultural)</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| <i>Other (please provide a brief description below:)</i> | <input type="checkbox"/> | | <input type="checkbox"/> |

| Civil society or non-governmental organisations | <i>Mark all that apply</i> | <i>Target group(s)</i> | <i>Use of ICT</i> |
|--|-------------------------------------|------------------------|--------------------------|
| <i>Literacy (reading, writing, numeracy)</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| <i>Vocational (technical, income-generation-related)</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| <i>Life skills and/or health issues</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| <i>Use of information and communication technologies</i> | <input type="checkbox"/> | | <input type="checkbox"/> |
| <i>Official/local languages</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| <i>Foreign languages</i> | <input type="checkbox"/> | | <input type="checkbox"/> |
| <i>Human rights/civic education</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |

| | | | |
|--|-------------------------------------|--|--------------------------|
| <i>Liberal education/personal growth (i.e. artistic, cultural)</i> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| <i>Other (please provide a brief description below:)</i> | <input type="checkbox"/> | | <input type="checkbox"/> |

| | | |
|--|--|--|
| 5.2 Are there surveys on provision and demand? | | |
| On adult education On adult literacy | Provision | Demand |
| | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| <i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i> | | |

| | |
|---|---|
| 5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language. | |
| <i>(add as many lines as needed)</i> | <i>Mark if language of learning materials</i> |
| | <input checked="" type="checkbox"/> |
| | <input checked="" type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |

| |
|--|
| 5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s). |
| |

| | | |
|---|---------------------------------|---|
| 5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| <i>If Yes, please provide a brief description and references:</i> | | |
| | | |

| | | | |
|---|-------------------------------------|--|--------------------------|
| 5.6 At what administrative levels are literacy learning materials developed and who is involved in the process? | | | |
| | <i>Mark all that apply</i> | <i>Are local communities involved?</i> | |
| | | Yes | No |
| <i>National level</i> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>Sub-national level</i> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>Please provide references or attach documents on local community participation:</i> | | | |
| | | | |

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

| | |
|---|-------------------------------------|
| 5.8 Does the government collect information on the following items...? | <i>Mark all that apply</i> |
| Enrolment in adult education programmes (other than literacy programmes) | <input checked="" type="checkbox"/> |
| Attendance in adult education programmes (other than literacy programmes) | <input checked="" type="checkbox"/> |
| Completion of adult education programmes (other than literacy programmes) | <input checked="" type="checkbox"/> |
| Enrolment in literacy programmes | <input checked="" type="checkbox"/> |
| Attendance in literacy programmes | <input checked="" type="checkbox"/> |
| Completion of literacy programmes | <input checked="" type="checkbox"/> |
| <i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i> | |

| | | | | |
|---|-------------------------------|---|---|--------------------------|
| 5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply) | | | | |
| | Only by teachers/facilitators | Standardised tests for statistical purposes | Standardised tests for certification purposes | Other |
| Adult education programmes (other than literacy) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adult literacy programmes | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i> | | | | |

| | | |
|--|-------------------------------------|-------------------------------------|
| 5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes? | <i>Mark all that apply</i> | |
| | Yes | No |
| Adult education | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Adult literacy | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>If yes: Who participates more?</i> | Adult education | Adult literacy |
| Women | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Men | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i> | Yes | No |
| Adult education | <input type="checkbox"/> | <input type="checkbox"/> |
| Adult literacy | <input type="checkbox"/> | <input type="checkbox"/> |

If measures have been undertaken please provide a brief description and references:

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

| |
|--|
| |
|--|

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

| Area | Mark when quality criteria are in place | Indicate year when quality criteria were introduced | Specify quality criteria in place |
|---------------------------------|---|---|-----------------------------------|
| Curricula | <input checked="" type="checkbox"/> | | |
| Learning materials | <input checked="" type="checkbox"/> | | |
| Facilitators' training | <input checked="" type="checkbox"/> | | |
| Teaching/ learning methods | <input checked="" type="checkbox"/> | | |
| Assessment of learning outcomes | <input type="checkbox"/> | | |

Adult literacy

| Area | Mark when quality criteria are in place | Indicate year when quality criteria were introduced | Specify quality criteria in place |
|---------------------------------|---|---|-----------------------------------|
| Curricula | <input type="checkbox"/> | | |
| Learning materials | <input type="checkbox"/> | | |
| Facilitators' training | <input type="checkbox"/> | | |
| Teaching/ learning methods | <input type="checkbox"/> | | |
| Assessment of learning outcomes | <input type="checkbox"/> | | |

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education

| Provider | Pre-service | | In-service | |
|-------------------------------|-------------------------------------|---------------------------|-------------------------------------|---------------------------|
| | Mark if yes | Typical duration (months) | Mark if yes | Typical duration (months) |
| Governmental institution | <input type="checkbox"/> | | <input checked="" type="checkbox"/> | |
| University | <input type="checkbox"/> | | <input checked="" type="checkbox"/> | |
| Private company | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | |
| Non-governmental organisation | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | |

Adult literacy

| Provider | Pre-service | | In-service | |
|-------------------------------|-------------------------------------|---------------------------|--------------------------|---------------------------|
| | Mark if yes | Typical duration (months) | Mark if yes | Typical duration (months) |
| Governmental institution | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | |
| University | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Private company | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | |
| Non-governmental organisation | <input type="checkbox"/> | | <input type="checkbox"/> | |

| 6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (<i>academic year ending in 2010</i>) | | |
|--|---|----------------|
| Programme | Monthly average remuneration if available | Remarks/source |
| Adult education (excluding literacy programmes) | | 5000 S.P |
| Adult literacy | | |

| 6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes. | |
|--|-------------------------------------|
| | Mark all that apply |
| Adult education | <input checked="" type="checkbox"/> |
| Adult literacy | <input checked="" type="checkbox"/> |

| 6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (<i>If yes, mark all that apply</i>) | | |
|--|-------------------------------------|-------------------------------------|
| | Monitoring | Evaluation |
| Adult education | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Adult literacy | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>Please provide a brief description and references:</i> | | |

| 6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009? | |
|--|--------------------------|
| | Mark all that apply |
| Lifelong learning | <input type="checkbox"/> |
| Adult education | <input type="checkbox"/> |
| Adult literacy | <input type="checkbox"/> |
| <i>If one or more of the boxes is marked, please provide a brief description and references:</i> | |

| 6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
|--|
| |

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

| | <i>Mark if taken place</i> |
|---|-------------------------------------|
| Advocacy events (conference, forum, etc.) | <input checked="" type="checkbox"/> |
| Media campaigns | <input checked="" type="checkbox"/> |
| Publications (booklets, leaflets, posters, etc.) | <input checked="" type="checkbox"/> |
| Creation of committees to streamline adult education and adult literacy | <input type="checkbox"/> |
| Adult Learners Week/Learning festivals | <input type="checkbox"/> |
| Creation of learners' networks and/or fora | <input type="checkbox"/> |
| Translation of the <i>Belém Framework for Action</i> into the national language | <input checked="" type="checkbox"/> |
| Presenting the <i>Belém Framework for Action</i> to parliament | <input checked="" type="checkbox"/> |
| Elaboration of a funding plan | <input checked="" type="checkbox"/> |
| Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i> | <input checked="" type="checkbox"/> |
| Other (<i>please specify below</i>) | <input checked="" type="checkbox"/> |

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

| | Frequency | | | | Results | | | |
|--|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| | very frequent | often | hardly | never | excellent | good | modest | no results |
| Advocacy events (conference, forum, etc.) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Media campaigns | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Publications (booklets, leaflets, posters, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (please specify below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8.2 Have there been specific initiatives/ activities in support of...?

| | Yes | No |
|---|--------------------------|-------------------------------------|
| ... women and girls? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>If yes, please provide a brief description and references:</i> | | |
| ... other excluded/ under-represented/underprivileged groups? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>If yes, please provide a brief description and reference:</i> | | |

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

| | | | |
|--|---|--|---|
| It has been extremely helpful <input checked="" type="checkbox"/> | It has helped a lot <input type="checkbox"/> | It has helped a little <input type="checkbox"/> | It has not helped <input type="checkbox"/> |
| <i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i> | | | |

8.4 Have literacy policies changed in your country in the last five years?

| | Yes | No |
|---|-------------------------------------|--------------------------|
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If yes, please specify how they have changed below and provide evidence.</i> | | |

| | | |
|--|-------------------------------------|--------------------------|
| 8.5 Have your literacy targets changed over the last five years? | Yes | No |
| <i>If yes, please provide below a brief explanation:</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| |
|---|
| 8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them? |
| |

| |
|---|
| 8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation? |
| |

| |
|--|
| 8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research? |
| |

| |
|--|
| 8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard? |
| Non |