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 Georgia

This report is submitted on behalf of the Government of 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 notes[3], which are meant to provide further clarification.

Institution responsible for submitting this report	Ministry of Education and Science of Georgia
Submission date	May 1, 2012

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[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	☐
Defence	☐
Education	☒
Foreign Affairs	☐
Health	☐
Interior/Home affairs	☐
Labour	☐
Others *(please mark and specify below)*	☐
Civil society organisations	☒
National non-governmental organisations	☐
International non-governmental organisations	☐
Educational or research institutions/Universities	☐
Private sector companies	☐
United Nations agencies	☐
Non-UN bilateral or multilateral organisations	☐
Others *(please mark and specify below)*	☐

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.

This report has been produced by Adult Education Association of Georgia (AEAG).

1. Definitions and data collection on adult learning and education		
	Yes	*No*
1.1 Does your country have an official definition of **adult education**? *If Yes, please provide it in the space below:* Adult Education in Georgia is not officially defined and regulated on the legislative level. But recent years has shown some progress in formation of the adult education policy and its elements. Strategy for the Development of Vocational Education should be noted in this regards. The Strategy stipulates that it takes into consideration the principles of the EU Memorandum "Lifelong Learning", promotes the development of non-formal and informal education along with the formal education, and creates recognition mechanisms for adults. The result of ongoing reforms in the educational field is that the vocational education is already open for adults in our country.	☐	☒
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:*	☐	☒
1.2 Has your country adopted or developed an official definition of **literacy**? *If Yes, please provide it in the space below:*	☐	☒
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* No respective researches have been conducted in Georgia during the Soviet period and after the independence of Georgia as well, through which the level of the literacy of the population would be evaluated. The past and current estimations use the notion "level of education", that is determined by the correlation of the population of different levels of education. Specifically, this rate determines the number of individuals having primary, basic, secondary general, professional, unaccomplished higher and higher education within the population (per 1000 people) of the age of 6 and more.	☒	☐
1.3 How is literacy data obtained in your country? *Please select the option(s) below* 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 (*please describe below*):	☐ ☒ ☐ ☒ ☐	

1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?	☐	☒
If Yes, please select the option(s) below that best describe the change(s) 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 (*please provide details below*):	☐ ☐ ☐ ☐ ☐	
1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:* According to the International Reading Literacy Development Study/Research in 2006 (PIRLS), the results of the pupils of Georgian schools were lower than the average rate/showing. In parallel to the ongoing education reform, it is required to conduct appropriate research that will evaluate the real level of literacy of adult population in the country. The results of such type of researches will help in revealing the existing problems and in making the reformation tasks more precise.	☒	☐

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.
The fact that the adult education in Georgia is not officially defined and regulated on the legislative level, on the one hand, entails that no policy is yet elaborated in this field on the central level, and on the other hand, neither local self-government bodies deem the adult education as their objective. Therefore, subsidizing the adult education on the public level is not enough. Except for vocational retraining of unemployed, there are several target initiatives. It is vital to give the representatives of various risk groups (IDPs, national minorities, persons with special needs, etc.) better opportunity to receive adult education and provide for better access to the target programs and funding.

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*	*If Yes: name of legal/policy instrument and references (add as many lines as needed)*	*Year*
Lifelong learning	☒	☐	- European Neighborhood Policy – Action Plan (EU-Georgia)	2006-2010
Adult education	☒	☐	- Basic Data and Directions (BDD) of 2010-2013	2010-2013
			- State Strategy for Regional Development of Georgia	2010
			- Adult Education Strategy in the Context of Lifelong	2009
Adult literacy	☒	☐	Learning	

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?

	Specific target groups, including age range (add as many lines as needed)	*Total number of individuals in the group*
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*	*Specify goal*	*Specify timeframe*
Adult education	☐	☒		
Adult literacy	☐	☒		

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*
	☐	☒

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

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	*Yes*	*No*
Adult education	☐	☒

If Yes, please provide a brief explanation and references:

	Adult literacy	☐	☒

If Yes, please provide a brief explanation and references:

2.7 Have adult education and adult literacy been included in other national plans/strategies?

Adult education:	Mark all that apply	Timeframe	References
National Development Plan	☐		
Poverty Reduction Strategy Paper	☐		
Education strategy	☐		
Skills development (including vocational education and training) strategy	☐		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒		
Sustainable development strategy	☐		
Other (specify in the space below)	☐		

Adult literacy:	Mark all that apply	Timeframe	References
National Development Plan	☐		
Poverty Reduction Strategy Paper	☐		
Education strategy	☐		
Skills development (including vocational education and training) strategy	☐		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☐		

Sustainable development strategy ☐
Other (specify in the space below) ☐

	Yes	No	*Specify policy/plan (add as many lines as needed)*	*References*

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	☐	☒		
Adult literacy	☐	☒		

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.

Adult Education in Georgia is not officially defined and regulated on the legislative level.

In accordance with Article 35 of the Constitution of Georgia, everyone shall have the right to receive education and the right to free choice of a form of education. Citizens shall have the right to receive state funded vocational education in accordance with the procedure established by law.

Law of Georgia on Vocational Education is the only legislative act in the legislation of Georgia, which puts adult education issues within a legal framework to a certain degree. Pursuant to Article 5 of this Law, one of the aims of the vocational education is to create a professional-educational space, considering the person's lifelong learning opportunities, educational levels and diversity.

Chapter II of the Law defines the forms of vocational education: formal and non-formal. Formal education may be received at the vocational educational institution. It covers theoretical studies, educational and/or entrepreneurial practice. The process is accomplished by issuance of a professional diploma certifying relevant qualification.

Non-formal education, the same as a vocational education (except for higher professional education), which may be obtained from a professional educational institution independently (e.g.: through other physical and legal persons), or as a result of implementation of non-accredited educational programmes. The purpose of a non-formal education may be: obtaining a profession, vocational training or raising qualification. State recognizes the qualification obtained by means of non-formal education as a result of certification, meaning that the state recognizes a non-formal education on the vocational education level.

According to Article 35 of the same Law, state agencies, relevant authorities and local self-government bodies of Autonomous Republics of Abkhazia and Adjara finance vocational education (both formal and non-formal vocational education) in accordance with the legislation of Georgia.

Organic Law of Georgia on Local Self-Government

Following the local self-government elections in 2010, in accordance with the amendments to the Organic Law on Local Self-Government, approval of municipal programs for the promotion of employment and investments in the self-governing unit, fell within the authority of a self-government unit.

Adult education issues may be considered as a constituent component of an employment municipal program (compulsory almost in every case). This is absolutely logical, since one of the determining factors for the promotion of employment, as demonstrated by the practice of the world's successful countries, is the provision of adequate knowledge and skills to the capable population. As a conclusion,

for the promotion of local population employment, municipal employment programmes elaborated and endorsed by the self-governing units and the projects adequately integrated within these programs are under the authority of a self-governing unit and their funding, implementation, monitoring and evaluation by the self-governing unit is absolutely legitimate. Nevertheless, this does not mean that the source of funding of these programs is only a local budget. Financial support may also flow from the state, business, international or local non-governmental organizations.

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:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Non-Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
Adult Education Association of Georgia (AEAG)	☒	☐	☒	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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	☐	☒
If Yes, please provide name and contact details:		
Adult literacy	☐	☒

If Yes, please provide name and contact details:

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
In 2009 "The Adult Education Strategy in the Context of Lifelong Learning" has been elaborated by the Adult Education Association of Georgia, on the basis of the Memorandum of Cooperation signed with the Ministry of Education and Science of Georgia. The strategy focuses on the adult non-formal education.

...adult literacy?	☐	☒

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:

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?	☐	☐

If Yes, please indicate what activities are undertaken and provide references:

...adult literacy?	☐	☐

If Yes, please indicate what activities are undertaken and provide references:

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	*Yes*	*No*
...adult education?	☐	☐
...adult literacy?	☐	☐

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.
Although currently the state is unable to fund a non-formal education, recently developed in the educational market, stimulation of this field was triggered by the fact that there are no strict rules, regulations, which would limit the activities of such educational service providers. The situation has improved in terms that the preconditions have been created to locally facilitate offering of a non-formal adult education by self-governments; for instance, employment-oriented English and Computer Courses organized and financed by Tbilisi City Hall. National Qualifications Framework, approved in December 2010, is also worth noting. The document unifies all existing qualifications in Georgia, reflects the results of different study levels of general, vocational and higher education. National Qualifications Framework is based on the Lifelong Learning System provided by the European Qualifications Framework for Lifelong Learning.

Priorities of the Adult Education in Georgia

1.   Adult Education with compensational function for better adaptation with the new environmental conditions and enhancement of competition in the labour market (computer courses, entrepreneurial and small business courses, national language courses for ethnic minorities, etc.).
2.   Civic education of adults for the so-called sustainable development, civil peace and integration, conflict prevention and its peaceful resolution, for the encouragement of active citizenship with such topics as: democracy, tolerance, interethnic relations, active citizenship, gender, environmental protection, healthy life, etc.
3.   Furthermore, structural changes boosted an increased demand on the short programs of the adult vocational training in national economy. On the one hand, private educational providers, and on the other hand, public providers of vocational education, mainly the ministries of education and economy, are trying to meet such requirements.
4.   Finally, it is to be noted that in formation of demands for the adult education, employees play a significant role. They are interested in raising qualification of their employers and are engaged in their continuing education.

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:

Actual expenditure	*Budget allocation*
☐	☐

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

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

Units	*Hundreds*	*Thousands*	*Millions*
	☐	☐	☐

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]

	Amount (2009)	*Amount (2010)*	*Source*
National government			
Sub-national governments[5]			
Total			

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

	Amount (2009)	*Amount (2010)*	*Not available*
National government			☐
Sub-national governments[5]			☐
Civil society organisations			☐
Donors/international aid (not loans)			☐
Private companies			☐
Learners/households			☐

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

	Amount (2009)	*Amount (2010)*	*Not available*
National government			☐
Sub-national governments[5]			☐
Civil society organisations			☐
Donors/international aid (not loans)			☐
Private companies			☐
Learners/households			☐

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[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*
	☐	☒

If Yes, please provide a brief description:

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.

Although currently the state is unable to fund a non-formal education, recently developed in the educational market, stimulation of this field was triggered by the fact that there are no strict rules, regulations, which would limit the activities of such educational service providers.

The situation has improved in terms that the preconditions have been created to locally facilitate offering of a non-formal adult education by self-governments; for instance, employment-oriented English and Computer Courses organized and financed by Tbilisi City Hall.

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

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

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☐		☐
Vocational (technical, income-generation-related)	☒	personnel	☐
Life skills and/or health issues	☒	personnel	☐
Use of information and communication technologies	☒	personnel	☐
Official/local languages	☒	personnel	☐
Foreign languages	☒	personnel	☐
Human rights/civic education	☒	personnel	☐

Liberal education/personal growth (i.e. artistic, cultural)	☐			☐
Other (please provide a brief description below:)	☐			☐

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	☐	☐
On adult literacy	☐	☐
Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
(add as many lines as needed)	*Mark if language of learning materials*
	☐
	☐
	☐
	☐
	☐
	☐

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*	*No*
	☐	☐
If Yes, please provide a brief description and references:		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?			
	Mark all that apply	*Are local communities involved?*	
		Yes	*No*
National level	☒	☐	☐
Sub-national level	☐	☐	☐
Please provide references or attach documents on local community participation:			

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...?	*Mark all that apply*
Enrolment in adult education programmes (other than literacy programmes)	☐
Attendance in adult education programmes (other than literacy programmes)	☐
Completion of adult education programmes (other than literacy programmes)	☐
Enrolment in literacy programmes	☐
Attendance in literacy programmes	☐
Completion of literacy programmes	☐
If this information is available please attach the corresponding figures and documentation, or provide the references:	

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)	☒	☐	☐	☐
Adult literacy programmes	☐	☐	☐	☐
If this information is available please attach the corresponding figures and documentation, or provide the references:				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	*Mark all that apply*	
	Yes	*No*
Adult education	☐	☒
Adult literacy	☐	☐
If yes: Who participates more?	Adult education	Adult literacy
Women	☐	☐
Men	☐	☐
If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?	*Yes*	*No*
Adult education	☐	☐
Adult literacy	☐	☐
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.

Practical Examples

Despite the fact that the adult non-formal education is basically conducted by non-governmental organizations that are the main suppliers in the adult education market – recent years illustrated some developments. These developments will be overviewed in this Chapter.

Tbilisi Experience
3.1. Program – "Start Business with the support of Tbilisi City Hall"

Tbilisi city Hall launched this program in 2006, in collaboration with the "Open Society - Georgia" Foundation, USAID Small Enterprise Support Project, "Millennium Challenge Georgia" and the Investment Agency of Georgia. The initiative provided for the training to obtain required skills for enterprise, support for launching business and acquiring necessary funding for the development of existing business, as well as business consultations. The program covered 3 phases. During the first phase, the applications have been submitted and training participants selected. In the second phase trainings were conducted, entrepreneurs were provided with consultations, projects were elaborated and selected. Registration, funding and additional consultations of entrepreneurs took place in the course of the final, third phase.

This program is being currently implemented by Tbilisi City Hall, however excluding a training component. Tbilisi City Hall allocated 500,000 GEL for the project; conditions for participation in the project, funding criteria, and the procedures for receiving loan, etc. are already defined. For instance, an applicant willing to receive the loan shall be a resident or a businessman registered in Tbilisi, who is able to provide the credit guarantee issued by him/herself or a third person.

An application of an interested person shall be received and considered by Tbilisi City Hall or a Partner Bank, which shall submit the selected projects to Tbilisi City Hall for final decision. Preferential loan is granted by the bank.

Submitted business project shall be commercially beneficial. Moreover, it shall facilitate the development of territories joining Tbilisi and Old Tbilisi; creation of job places; introduction of technological innovations; tourism development; enterprise development; supply of ecologically fresh product originated in various regions of Georgia to the customers in Tbilisi. There are no maximum and minimum limits for the loan. Interest rate for the preferential loan amounts to 10%, and the interest rate for issuing the loan – 0%. Credit time-line is 60 months. Preferential period for payment of the loan shall be determined through case-by-case basis, considering the specificities of concrete projects.

3.2. English Language and Computer Courses

Starting from 2010, Tbilisi City Hall offers free English Language and Computer Courses for gaining necessary skills for employment. Under the above initiative, 37 training centres are planned to be opened throughout Tbilisi, where until the end of 2010, 10 000 Tbilisians will have an opportunity to gain necessary skills for the employment. The program provides for setting up a database for graduates. Moreover, Tbilisi City Hall will assist successful students in employment within state structures and private sector.

3.3. Universities - Space for Lifelong Learning
There is a common trend that short courses for raising qualification and retraining are also offered by the higher educational institutions. They appear to have more preferential conditions, since these institutions already hold technical and pedagogical basis for successful implementation of these courses.

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	☐		
Learning materials	☐		
Facilitators' training	☐		
Teaching/ learning methods	☐		
Assessment of learning outcomes	☐		

Adult literacy

Area	*Mark when quality criteria are in place*	*Indicate year when quality criteria were introduced*	*Specify quality criteria in place*
Curricula	☐		
Learning materials	☐		
Facilitators' training	☐		
Teaching/ learning methods	☐		
Assessment of learning outcomes	☐		

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	☒		☐	
University	☒		☐	
Private company	☒		☐	
Non-governmental organisation	☒		☐	

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☐		☐	
University	☐		☐	
Private company	☐		☐	
Non-governmental organisation	☐		☐	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/ facilitator in the following programmes? *(academic year ending in 2010)*		
Programme	Monthly average remuneration if available	*Remarks/source*
Adult education (excluding literacy programmes)		
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	☐
Adult literacy	☐

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? *(If yes, mark all that apply)*		
	Monitoring	Evaluation
Adult education	☐	☐
Adult literacy	☐	☐
Please provide a brief description and references:		

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	☐
Adult education	☐
Adult literacy	☐
If one or more of the boxes is marked, please provide a brief description and references:	

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.
No profound changes have been made yet for the quality assurance of adult education, though there are some activities in progress.

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

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.)	☐	☐	☐	☐	☐	☐	☐	☐
Media campaigns	☐	☐	☐	☐	☐	☐	☐	☐
Publications (booklets, leaflets, posters, etc.)	☐	☐	☐	☐	☐	☐	☐	☐
Other (please specify below)	☐	☐	☐	☐	☐	☐	☐	☐

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

	Yes	*No*
... women and girls?	☐	☐

If yes, please provide a brief description and references:

... other excluded/ under-represented/underprivileged groups?	☐	☐

If yes, please provide a brief description and reference:

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	It has helped a lot	It has helped a little	It has not helped
☐	☐	☒	☐

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:

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

	Yes	*No*
	☐	☒

If yes, please specify how they have changed below and provide evidence.

8.5 Have your literacy targets changed over the last five years?	*Yes*	*No*
	☐	☒

If yes, please provide below a brief explanation:

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?