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 of the State of Eritrea

This report is submitted on behalf of the Government of the state of Eritrea 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	Department of Adult Education and media (DAEM) Ministry of Education
Submission date	31-05-2012

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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.

Brief note on how the information in this report was collected and produced:

The following activities has been carried out in the past ten years at national and regional(zoba levels) in the country concerning adult and non-formal education in general and adult literacy in particular-

- Evaluation meeting at national, zoba and subzoba/village levels with all partners

- Survey studies conducted by the Ministry of education with assistance of local and international consultants

- Regular reports produced by the six administrative regions in the country(via Education Branch which includes adult education unit)

- Statistics produced by the national statistics office(such as Demographic Health Survey – DHS 2010)

- Regular meetings conducted of advocacy and information communication of all partners through out the country on the occasion of International Literacy Day which has been annually celebrated since 2002

-	Reports that has been produced to UNESCO in relation to CONFINTEA and LIFE etc.

-	10 year (2000-2010) literacy impact assessment as part of the EFA end decade assessment.

In addition adult literacy programme has been provided in a co-ordinated manner since 1999/2000 in strong collaboration with local partners such as National Union of Eritrean Women, National Union of Youth and Students, National Confederation of Eritrean Workers etc as the general source of writing this report

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:* Definition of Adult and Non-Formal Education "The entire range of organized learning or educational activities outside the structure of the formal education system that are undertaken by adults and out-of-school youth, in order to enhance their quality of life, and thus enable them to contribute to ongoing national development programme". National Adult Education Policy(reviewed in 2011)	☒	☐
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:* "A literate person - is one who can read, write with understanding in any local language and or in English language simple statements pertaining to everyday life, and compute out simple calculations in the four operations (addition, subtraction, multiplication and division)". National Adult Education Policy(reviewed in 2011)	☒	☐
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:*	☐	☐

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*):	☒
Data collected every year from adult and out of school learning centers	

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*): There was no major change introduced but the data collecting format has been reviewed and updated to fit the effort being made by the Ministry of Education for a comprehensive and inclusive EMIS for Ministry of Education (to include all types of education - formal and non-formal)	☐ ☐ ☐ ☐ ☐	
1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:* The main challenges faced in collecting literacy data include: lack of competent data collectors (especially facilitators recruited from the community), location of many literacy learning centers in remote villages with no transportation access. As the result to obtain comprehensive data in time has been one of the critical challenge. There is a plan to solve this by recruiting literacy centers co-ordinators not only for data collecting but also for promoting learning achievement by closely following and supporting facilitators in their work.	☒	☐

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.
Adult Literacy data obtained from the literacy centers in some with help of school directors and in some by the facilitators them selves. This is because some literacy centers are located in school premises where the concerned directors are also responsible to produce reports of those adult literacy centers within their mandate. Most of the literacy learning centers are however in remote villages where the literacy facilitators are responsible. Adult literacy impact assessment (conduct 2011 learning needs assessment in 2009. National Literacya nd continuing survey on educaton survey. Demographic Health Survey (2010)

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
			Macro Policy(1994), Concept paper on education transformation(2002) National Education policy(2010 reviewed) National Adult Education Policy(2011 reviewed) National Curriculum Framework (2008/09)	
Lifelong learning	☒	☐	Curriculum Framework on Literacy and Continuing Education.	1994 -2010 2005 -2011
Adult education	☒	☐	Policy on adult education capacity building (2010)	2009-2011
Adult literacy	☒	☐		

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
	Post literacy graduates(neo-literates); Middle school leavers; and All other members of the community who qualify disadvantaged groups such as women and people residing in the remote areas of the country; people in prison;out-of-school children and youth.	6.284 enrolled in evening program (2010) (40% women)
Adult education Adult literacy	15 years and above (with emphasis in 15-45 years) for adult literacy learners and 9-14 for out of school children)	46,125 (enrolled in adult literacy centers - in 2010)(88% women)

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	☒	☐	Create access of continuing education in rural and urban areas(currently very	Until and beyond 2015

			much limited to urban areas) Reduce adult literacy rate to about 15-10% by 2015 Narrow the existing gender literacy gap (to less than 10% currently about 17%) Promote self-learning as part of life long learning through reading etc. Contribute the creationof literate environment	
Adult literacy	☒	☐		Until 2015

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:

a) Local languages are used as the medium of instruction at the basic and post literacy levels and preparation is made English language to be taught as a second language(it has been given in 8 out of nine in the past 10 years and preparation is being made to give in all 9 local language from 2013);

b) English language is the medium of instruction beyond post literacy(continuing education)

This language policy has been practiced during the armed struggle for independence and enhanced since 1991(after independence)
The focus this time is on literacy and continuing education within the broad domain of Adult and non-formal sub-sector more importantly understand literacy and continuing education as a continum (as a process)

The challenge at hand is to develop curriculum for continuing education linked to that of literacy and post literacy to encourag post literacy graduates pursue their learning currently continuing education curriculum as it is. At this time situation analysis is made and general guideline prepared to prepare/adopt curiculum for this level in harmoney to the curriculum of literacy and post literacy putting the issue of equivalency into consideration.

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:

Non-formal and informal learning are provided in the country in a wide coverage, but it is not possible to say they are clearly recognized in terms of the level of competencies and especially that of informal means. In the non-formal sub-sector there is a department within the Ministry of education entrusted to facilitate and co-ordinate adult and non-formal education and training outside the formal system. However, it is still at its early stage. Literacy and post literacy for adults 15 years and above, complementary elementary education for out of school children (9-14 years) and evening programmes (junior and secondary education) are recognized and are practiced accordingly. National qualification and accreditation framework is being developed and issue of equivalencies in the area of non-formal education and informal education are addressed but still much work is needed. There is a concept for CEE drafted in 2008.

There are records of performances and competences of workers by different ministries and organizations in the country but are not harmonized and there is no uniform and centralized recording and evaluating form. Much work is being done but it is still fragmented and lacks consistency through out the country. The national qualification framework that is being developed is expected to assist in creating a system to validate and recognize education and training provided by different governmental and private sectors as well as informal learning. Hence the answer for question 2.5 is parcially yes for the following reasons.
1. Development of Natonal Adult and non-formal education
2. Preparationof a concept of opportunities of training and education for youth and adults. These documents include the concept of prior learning and how it should be handled (recognized and validated) of course all these draft documents need further expertise imput to make them comprehensive and user friendly.

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:
In the year 2005 – 2009 a 5 year Education sector Development plan(ESDP) had been in place that include all sub-sectors of the Ministry of Education. This was developed and funded jointly by The Government of the State of Eritrea in collaboration with Developmental partners. This was reviewed in 2011 and another 5 year plan(2012-2016) has been developed and forwarded for approval. The adult and non-formal sub-sector has benefited a lot from the previous plan and much effort is being made to benefit as well in the next 5 year Education Sector Plan which is part of the National Development Plan.Concerning the emphasis in adult and non-formal education in the coming 2-3 years will remain on literacy and post literacy for adults and out of school youth and children followed or enhanced by continuing education activities. Detailed activities with budget estimation for literacy and continuing education has been indicated in the education plan for the coming 5 years.

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	☒		Macro Policy 1994,
Poverty Reduction Strategy Paper	☒		National Education Policy(2010 reviewed, National Curriculum Framework(2009), National Qualification framework (2010)
Education strategy	☒		
Skills development (including vocational education and training) strategy	☒		National Policy on Adult Education (2011)
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒		Curriculum Framework for literacy and continuing Education(2011 reviewed) Policy on Capacity Development for Adult
Sustainable development strategy	☐		Education(draft 2010)

	Mark all that apply	Timeframe	References
Other (specify in the space below) Human capacity Developemnt plan (continuous professional development plan)	☒		2005 – 2009 ESDP 2012 – 2016 National Development Plan etc.

Adult literacy:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☒	2012- 2016 2000-2015	Macro Policy 1994,
Poverty Reduction Strategy Paper	☒		National Education Policy(2010 reviewed, National Curriculum Framework(2009), National Qualification framework (2010)
Education strategy	☒		National Policy on Adult Education (2011
Skills development (including vocational education and training) strategy	☒		Curriculum Framework for literacy and continuing Education(2011 reviewed)
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒		Policy on Capacity Development for Adult Education(draft 2010)
Sustainable development strategy	☒		2005 – 2009 ESDP
Other (specify in the space below) Human capacity Developemnt plan (continuous professional development plan)	☐		EFA National Frame work of Action etc.

	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?				
Adult education	☒	☐		
Adult literacy	☒	☐		

If Yes, please elaborate how they have been involved.

During the survey on learning needs assessment on literacy conducted in 2009(used in updating adult education policy reviewed in 2011), during evaluation meetings of adult education programs, consultation workshop in policy formulating etc were some of the mechanisms followed to ensure participation of concerned learners, communities and potential learners in the policy and strategy documents developed so far.

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.

The Ministry of Education in collaboration with partners has developed the following documents:

a)   Education System: National education policy(reviewed in 2010), National qualification and accreditation framework, National curriculum framework, Education Sector Development Plan, Policy on inclusive education, Continuous Professional Development strategy, Master Plan on Teacher Development, Gender mainstreaming strategy etc. In all these policy and strategies documents, efforts has been made that adult and non-formal learning sub-sector is well reflected and addressed. This is an encouraging development, however, it requires continuous follow up-to improve and up-date it based on research and needs

b)   Adult and non-formal learning: National adult education policy, Education and training opportunities for youth and adults in Eritrea(concept paper), Policy on Capacity building for adult education, Curriculum framework for literacy and continuing education, Concept paper on the implementation of complementary elementary education for out of school children etc. Most of these documents are recently developed and are only partially implemented. Much work is therefore required to use them as guide in implementing formal and informal learning. As part of the work that can be recommended here include: to check how the above mentioned documents are comprehensive and related, which part should be given priority, how the actors should work collaboratively to implement them, what lessons can Eritrea learn from its own past and other countries etc. The Department of Adult Education and Media (Ministry of Education) expects the role of the Expertise and experience of UIL to assist the effort of Eritrea in establishing a recognizing validating mechanism for non-formal and informal means in the country. Capacity building of the staff of adult education in this area is also a priory that support can be expected from UNESCO-UIL.

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*
Ministry of Education	☒	☒	☒	☒
Ministry of Health	☒	☒	☒	☒
Ministry of Agriculture	☒	☒	☒	☒
Ministry of Information	☒	☒	☒	☒
Ministry of Defence	☒	☐	☒	☒
Ministry of Labor and Human welfare	☒	☒	☒	☒
Ministry of Tourism	☒	☒	☒	☒
Ministry of National Development	☒	☐	☒	☒
Ministry of Finance	☒	☐	☒	☒
Ministry of Local Government	☒	☒	☒	☒
Ministry of Finance	☒	☐	☒	☒

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*
National Union of Eritrean Women	☒	☒	☒	☒
National Confederation of Eritrean Workers	☒	☒	☒	☒
National Union of Eritrean Youth & students	☒	☒	☒	☒
National Union Eritrean War Disabled Veterans	☒	☐	☒	☒
Eritrean Peoples Democratic Party	☒	☒	☒	☒
National Eritrean Teachers Association	☒	☒	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐

	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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: The Department of Adult Education and Media(Ministry of Education) is responsible for co-ordinating and facilitating adult and non-formal education activities in the country. Currently the emphasis is on literacy and continuing education		
Adult literacy	☒	☐
If Yes, please provide name and contact details: The Department of Adult Education and Media(Ministry of Education)		

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:

At the national level Technical committees are formed that comprise all stakeholders and co-ordinate activities.

At the zobalevel(District) The Governors of each Administrative zoba/district is responsible in mobilizing and co-co-ordinating all developmental activities in an autonomous way(in a decentralized manner).

...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:
Role of the National Government in providing capacity- building include

- Creating structure and staff(at national, sub-national and district levels) to run literacy and continuing education activities throughout the country

- Development of inclusive policy statements as indicated earlier (include the sub-sector in all relevant policy and strategy document)

- Find ways adult education staff learn from other countries experience(attend short and medium course trainings abroad) and also attend conferences and workshops

- Hire local and international consultants to assist the DAEM(MOE) in developin policy, curriculum for adultsetc

- Organizing awareness raising and consultation meeting, conferences and workshops for concerned partners(funding) on Adult and non-formal education

- Allowing all national medias to sensitize and communicate information in different local languages to reach all etc

...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.

School age children who are out of school for various reasons are given learning opportunities as part of the adult literacy and post literacy program with a bridging program to continue in the formal schooling.

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:
The Eritrean Currency Is Nakfa (EN)

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	13,335,756.62 +	13,892,211.02	☐
Sub-national governments[5]			☐
Civil society organisations			☐
Donors/international aid (not loans)	5,000,000	6,000,000	☐
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.

From its inception at independence to the year 2002, literacy education run by the MOE was jointly funded by the state and its many partners. Since 2002, however, literacy has been solely funded by the state of Eritrea. Financial support by different partner has been very limited. It is difficult to quantify annual expenditure on adult literacy. As indicated in the reports from the zobas more than 100 million Nakfa has been spent as operative cost for the implementation of adult literacy from 2000 up-to 2010. Most of this money has been spent on teachers' salaries, stationery, materials production, orientation training, and awareness raising seminars and workshops. Some financial support was also received until 2011 from partners such as UNICEF, UNDP, UNESCO and in the implementation of literacy for adults and out of school children.

Hence the source of the actual budget indicated above is the report from the respective administrative zobas and Ministry of Education

It is quite obvious to imagine that substantial financial resources will be needed to expand access and ensure quality provision of education to adults in countries such as Eritrea where educational provision is far behind compared to the potential learning demands, especially for citizens outside the formal system. The development of ESDP in 2005 was one of the important efforts made by the Government of the state of Eritrea, to seek developmental partners and diversify the source of fund of education including adult learning programmes in the country to meet vast demand. Adult literacy programmes and the means of delivery are collective responsibility of all agencies, organizations and governmental bodies.

Developing strategic plan and allotting adequate fund that gives due consideration to all educational provision be it formal and non formal is therefore essential to address the current and future demands in the country which is under way as a 5 year National Developmental Plan (2012-2016)

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)	☒	Women out of school children, youth	☐
Vocational (technical, income-generation-related)	☒	Youth and Adult	☐
Life skills and/or health issues	☒	Youth and Adult	☐
Use of information and communication technologies	☒	Youth and Adult	☐
Official/local languages	☒	Youth and Adult	☐
Foreign languages	☐		☐
Human rights/civic education	☒	Youth and Adult	☐
Liberal education/personal growth (i.e. artistic, cultural)	☐		☐
Other (please provide a brief description below:) Social Studies	☒	Women youth, adults and out of school children	☐

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

Human rights/civic education	☒	Women youth and adult	☐
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). There is high demand for academic vocational skills but the provision (supply) is still very limited.		

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*
Tigrigna	☒
Tigre	☒
Bilen	☒
Saho	☒
Afar	☒
Kunama Nara Arabic & Bdawyet	☒

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
- functionality that is linkage of literacy skills to daily life and functions - lack of skilled manpower in producing varied reading materials in local languages - Not properly understanding the importance and advantage of using local language at the initial level of literacy training(by some people) Literacy and post literacy for adults and out of school children as well as elementary school in the formal system medium of instruction is mother tongue. Materials are prepared in all local languages for adult literacy and post literacy as indicated in the above table. Except in one local language Bdawyet materials are published and distributed to the learning centers. Texts for Bdawyet are in printing and will be used in the coming year. Texts in English language is being print as a second language (for adult literacy and out of school children)

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:
Preparation of literacy and post literacy materials for adults and out of school children are done at the national level by inviting writers from respective zobas (who work with the Ministry of Education as supervisors, directors and teachers) by creating forum where the different ethnic groups share experience and assist each other.

A forum is also created for the native speakers (residing in villages and some working in different, government and non-Government) to give their comments in a meeting/workshop. In some cases it is also pre-tested by inviting learners and members of the communities to give their individual comments. Based on the comments forwarded or collected the the writers improve the materials before printing.

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.

Generally Eritrea is in a better position in handling adult and non-formal education and especially in the following areas:

- The skill developed and experience gamed in preparing materials in local languages(curriculum development).

- There is no local language remaining behind in preparing materials for adult literacy nd post literacy

- collaborative work with different partners.

The major adult literacy(basic education) providers currently in the country are:

- Ministry of Education for the public(majority of which women

- Ministry of Defence for Soldiers(majority of which men)

- In Prison and Rehabilitation centers.

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:
- Annual report of each administrative zoba
- Adult literacy impact assessment report by the six zobas(2011)
- Essential Education Indicators- annual abstratc report by the Ministry of Education

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**	☒ ☒	☐

	Adult education	Adult literacy
If yes: Who participates more? Women Men	 ☐ ☒	 ☒ ☐
If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes? **Adult education** **Adult literacy**	Yes ☐ ☒	No ☐ ☐

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

- Basic education including literacy in the Ministry of Defence for soldiers (majority of which are men - more than 90%)

- And also complementary elementary education is provided for out of school children(about 50% girls)

- Awareness and sensitization conducted to reactivate continuing education through out the country.

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.

Adult education programs here referes to continuing education(evening classess) for junior and secondary education which is currently limited in cities and towns. Literact program on the other hand is provison of literacy and post literacy activities for adults(15 years plaus) and out of school children 9-14 years old.

Certificate of participation in each of the levels of literacy and post literacy and certificate of completion for evening program learners are also given indicating their learning achivements.

It is also worth mentioning that as the result of much work done in the past, many post literacy graduates are demanding for further education and traing, a major challeng the Ministry of Education is facing.Hence effort is being made on how to create bridge or connection between literacy and continuing education activities(be it academic or vocatinal/life skills) so as to assist those interested met their needs.

Currently Adult and non-formal education by the Ministry of Education is given under the following major programs:
   - Literacy and post literacy for adults
   - Complementary Elementary Education for out of school children
    - Contining education beyond post literacy and

- Community reading rooms(libraries) to enhance literacy skills acuired in learning centers and to cultivate habit of reading among the population especially residing in remote areas(currently there are about 90 in the country more than 30 opened since 2009)

The priority of the Department of Adult Education and Mideia(MOE) in the coming years will therefor be to enhance and expand the above listed programs to ensure access and quality servies for citicens outside the formal system.

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	☒	sinc 1992	
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	☒	2009	
Learning materials	☒	2006-2011	Core content: reading, writing, speaking, computing(expected learning outcomes set for each subject and level)
Facilitators' training	☒	1998 -2011	Competence on teaching adults(knowledge of andragogy),preparation and use of lesson plan, preparation of teaching aids, ability to motivate adults learn/participate etc
Teaching/ learning methods	☒	1998 -2011	How to promote learning based on the available materials and given environments
Assessment of learning outcomes	☒	1998 -2011	Learning achievements, lessons learned, challenges encountered etc

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	☒	1-2 weeks	☒	
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	☒	1-2 weeks	☒	
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)	it depends upon the number of learners	tuition fee(by the learners)
Adult literacy	750 EN(50USD)	Government

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.

Adult education which refers here to continuing education/evening classess is implemented using the formal resources(curriculum, premises, administration and teaching staff). Different surveys done sofar indicate many challenges are facing this program such as relevance of the curriculum, teaching method, supportive sytems etc for which the DAEM is working with concerned partners to address it in the coming years.

Generlly as the result of different learning needs surveys conducted since 1998 the following measures have been taken:

- Adult literacy implemented jointly as national program since 2000(from small projects before)
- New curriculum Frame work developed for literacy and continuing education
- National Policy on Adult Education drafted in 2005 and reviewed in 2011
- Renumeration for adult literacy facilitators increased from about 100 Birr (Ethiopian currency) in 1995 to about 750 Nakfa 2011
- introduction of an alternative program for out of school children since 2007 and enahncing it then after
- number of community reading rooms increased from about 30 in 2002 to more than 90 in 2010
- important issues related to adult and non-formal education included in all educational policy and strategy papers developed/reviewed since 2002 etc

7. CONFINTEA VI follow-up: additional activities

<table>
<tr><td colspan="2">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.</td></tr>
<tr><td></td><td>Mark if taken place</td></tr>
<tr><td align="right">Advocacy events (conference, forum, etc.)</td><td>☒</td></tr>
<tr><td align="right">Media campaigns</td><td>☒</td></tr>
<tr><td align="right">Publications (booklets, leaflets, posters, etc.)</td><td>☐</td></tr>
<tr><td align="right">Creation of committees to streamline adult education and adult literacy</td><td>☒</td></tr>
<tr><td align="right">Adult Learners Week/Learning festivals</td><td>☐</td></tr>
<tr><td align="right">Creation of learners' networks and/or fora</td><td>☐</td></tr>
<tr><td align="right">Translation of the Belém Framework for Action into the national language</td><td>☒</td></tr>
<tr><td align="right">Presenting the Belém Framework for Action to parliament</td><td>☒</td></tr>
<tr><td align="right">Elaboration of a funding plan</td><td>☒</td></tr>
<tr><td align="right">Development of a national roadmap for the implementation of the Belém Framework for Action</td><td>☒</td></tr>
<tr><td align="right">Other (please specify below)</td><td>☒</td></tr>
<tr><td align="center">Translation of the Handbook for literacy and Non-Formal Education Facilitators in Africa, published in 2006 by UNESCO is translated/adapted to 8 local langauges</td><td></td></tr>
</table>

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) Banners, exhibitins , T-shirts(motivational materials)	☐	☒	☐	☐	☐	☐	☒	☐

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:
in collaboration with UNICEF for instance give cash to girls enrolled in the commplementary elementary education.

	Yes	*No*
... other excluded/ under-represented/underprivileged groups?	☒	☐

If yes, please provide a brief description and reference:
out of school boys and girls

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?
The current capacity building needs is very critical. The plan at hand is to enhance the implementation of literacy and continuing education through out the country. It is targeted to reduce illiteracy rate to at least 15% until 2015 (currently about 35%) and also expand continuing education beyond post literacy in rural and urban areas etc. To do all these successfully a well oriented and equipped personnel is required. The process has already started, but close support of partners(local and abroad) is highly needed.

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
Human capacity and especially at lower levels to implement literacy and continuing education programs in line to the national strategic plan and expected out-comes. There the challenge to act by harmonicing the operational plans in line with the strategic planning at the higher level.

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

some of the major challenges are: capacity to tarce and certify learning, achievements, impact/benefit of literacy in daily life of the beneficieries and communities, impact of incentives provided(example cash for girls), how to create bridge between literacy and continuing educatio/ lifelong learning(that is sutaining literacy achievements), creating literate environment etc which needs continuous training and professional support.

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?

It is first to enhance and expand the existing adult education programs run by the Ministry of Education through comprehnsive planning in a complementary way.