



## 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 the United States of America

This report is submitted on behalf of the Government of **the United States of America** in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)<sup>1</sup> as laid down in the *Belém Framework for Action*<sup>2</sup>, 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<sup>3</sup>, which are meant to provide further clarification.

Institution responsible for submitting this report	U.S. Department of State, Office of UNESCO Affairs
Submission date	14 March 2012

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

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

<sup>3</sup>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 checked="" type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input checked="" type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input checked="" type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>
Civil society organisations	<input checked="" type="checkbox"/>
National non-governmental organisations	<input checked="" type="checkbox"/>
International non-governmental organisations	<input checked="" type="checkbox"/>
Educational or research institutions/Universities	<input checked="" type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input 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.*

This report was produced by the U.S. Department of State and Department of Education. Additional materials were provided by other U.S. federal agencies with a mandate to work on adult education and related fields. The Departments of Agriculture, Education, Labor, and State contributed to the final report.

Additionally, the Department of State and Department of Education worked with civil society, non-governmental organizations, education experts, and academics to gather their views through an online survey and through an open consultation at the U.S. Department of State on February 6, 2012. The results have been integrated into the report below as appropriate.

We have provided hyperlinks to additional information when available. The majority of documents cited are U.S. federal laws, strategic plans, statistical data, or research reports published by the U.S. Government. Others include annual reports and statistical data from civil society organizations.

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of <b>adult education</b>?  <i>If Yes, please provide it in the space below:</i>  The United States does not have an official definition of adult education. However, for the purposes of this survey, the U.S. Department of Education is using the Organisation for Economic Co-operation and Development International Standard Classification of Education (ISCED) Levels 4 and 5B to define adult education. ISCED Level 4 includes education at the postsecondary nontertiary level that is primarily vocational in nature and designed to broaden the knowledge of participants who have already gained an upper secondary qualification, and typically lasts from 6 months to 2 years. ISCED Level 5B includes programs that may be more advanced than those at Level 4 and focus on practical, technical, or occupational skills for direct entry into the labor market, although they may cover some theoretical foundations in the respective programs. They have a minimum duration of 2 years of time enrollment at the tertiary level. In the United States, such programs are often provided at community colleges and lead to an associate's degree.</p> <p>Source: <a href="http://nces.ed.gov/programs/coe/supnotes/2011-n11.asp">http://nces.ed.gov/programs/coe/supnotes/2011-n11.asp</a>.</p> <p><b>For the purposes of this survey, adult education is defined as ISCED levels 4 and 5b.</b></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.1.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i>  Yes. Different stakeholders - colleges, universities, employers, community-based organizations, and professional associations - may use definitions of adult education that are wider in scope, or more narrow. Wider definitions may include continuing education courses offered at universities, as well as advanced, post-baccalaureate study, and on-the-job-training by employers. These definitions may also include a range of educational activities and cultural opportunities beyond high school, traditional college and retirement years. Some programs are rigorously academic, whereas, others are not for credit, without testing or grades. More narrow definitions may focus specifically on the basic skills education of low-skilled adults.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of <b>literacy</b>?  <i>If Yes, please provide it in the space below:</i>  The Workforce Investment Act of 1998, defines literacy as an individual's ability to read, write, and speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.</p> <p>Source: Workforce Investment Act of 1998, Title II - Adult Education and Family Literacy Act (AEFLA).</p> <p><b>For the purposes of this survey, adult literacy will be used to denote instruction below the postsecondary level to include literacy instruction, basic and secondary education, and english language training.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i>  Yes. The definition from the National Assessment of Adult Literacy (NAAL) is also used in publications. The NAAL definition for literacy is: "Using printed and written</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>information to function in society, to achieve one's goals, and to develop one's knowledge and potential." In addition, different stakeholders - colleges, universities, local educational providers, community-based organizations, volunteer literacy organizations, nonprofit organizations, libraries, and employers - may use a variety of definitions for the term adult literacy.</p>	
<p>1.3 How is literacy data obtained in your country?</p> <p style="text-align: center;"><i>Please select the option(s) below</i></p> <p style="text-align: center;">National census</p> <p>School administrative data (years of schooling completed/primary certificate)</p> <p>Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)</p> <p style="text-align: center;">Household surveys</p> <p style="text-align: center;">Other methodology (<i>please describe below</i>):</p> <p style="text-align: center;">American Community Survey.</p>	<p style="text-align: center;"> <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/> </p>
<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p style="text-align: center;"><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p style="text-align: center;">New conceptual definition on literacy in place (for policy)</p> <p style="text-align: center;">New conceptual definition on literacy in place (for data collection only)</p> <p style="text-align: center;">New assessment of youth and/or adults' literacy skills</p> <p style="text-align: center;">Increase in the periodicity without significant conceptual changes</p> <p style="text-align: center;">Other changes (<i>please provide details below</i>):</p> <p>New changes are implemented through the Program for the International Assessment of Adult Competencies (PIAAC). For more information, please see the PIAAC web site: <a href="http://nces.ed.gov/surveys/piaac/">http://nces.ed.gov/surveys/piaac/</a>.</p>	<p style="text-align: center;"> <input checked="" type="checkbox"/>      <input type="checkbox"/> </p> <p style="text-align: center;"> <input type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </p>
<p>1.5 Has your country faced challenges in collecting literacy data?</p> <p style="text-align: center;"><i>If Yes, please describe them briefly in the space below:</i></p> <p>The Program for the International Assessment of Adult Competencies is a household one-on-one assessment. The United States is currently in the data collection process and, similar to other household surveys, response rates are a challenge. During the past four months of the data collection, U.S. survey coordinators have noticed that the non-response rate is more widespread with subgroups residing in areas with a moderate to high percentage of foreign-born individuals. In addition, response rates among Hispanic non-black and black women are significantly higher than men.</p>	<p style="text-align: center;"> <input checked="" type="checkbox"/>      <input type="checkbox"/> </p>
<p>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.</p>	
<p style="height: 50px;"></p>	

## 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>	<i>Year</i>
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1) Smith-Lever Act of 1914, As amended through Public Law 107–293 Nov. 13, 2002 2) Food, Conservation, and Energy Act of 2008	1914, amended 2002 2008
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Adult Education: 1) Carl D. Perkins Career and Technical Education Improvement Act of 2006 2) Workforce Investment Act of 1998, Title I – Workforce Investment Systems for Adults, Dislocated Workers and Youth 3) Workforce Investment Act of 1998, Title II - Adult Education and Family Literacy Act 4) Higher Education Opportunity Act	2006 1998 1998 2008
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Adult Literacy: 1) Workforce Investment Act of 1998, Title II - Adult Education and Family Literacy Act 2) Higher Education Opportunity Act - Migrant Education High School Equivalency Program 3) Elementary and Secondary Education Act - Even Start Family Literacy Program (no longer funded)	1998 2008 1965

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 Education: Adult and Dislocated Workers (18 and older); Students enrolled in postsecondary education and training.  The Carl D. Perkins Career and Technical Education Improvement Act of 2006 provides for universal access to services, but also encourages provision of services to "special populations". Special populations are defined as: "(A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for non-traditional fields;	

Adult literacy	<p>(D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with limited English proficiency."</p> <p>Adult Literacy: Participants must be at least 16 years old and not enrolled or required to be enrolled in secondary school under state law. Target populations include, at a minimum: (A) low-income students; (B) individuals with disabilities; (C) single parents and displaced homemakers; and (D) individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.</p>	<p>Limited English Proficient - 8,079,960 (Census 2000 Special Tabulation Data: <a href="http://www.lep.gov/demog_data.html">http://www.lep.gov/demog_data.html</a>). This figure represents data on "Language spoken at home for the citizen population 18 years and over who speak English less than "very well".)</p> <p>Individuals with disabilities - 47.5 million (<a href="http://www.cdc.gov/Features/dsAdultDisabilityCauses/#note">http://www.cdc.gov/Features/dsAdultDisabilityCauses/#note</a>). This figure represents data collected in June-September 2005 by U.S. Census Bureau using the Survey of Income and Program Participation (SIPP).</p> <p>Low-income individuals - 46.2 million people live in poverty (<a href="http://www.census.gov/hhes/www/poverty/data/ncpovhlth/2010/index.html">http://www.census.gov/hhes/www/poverty/data/ncpovhlth/2010/index.html</a>). This figure represents 2010 data collected by the U.S. Census Bureau on all individuals living in poverty. "Poverty" is defined by the Census Bureau as less than \$22,314 annually for a family of four)</p> <p>National level estimates of the other target populations are not available and/or definitions vary, making it difficult to find accurate data on these special populations.</p>
----------------	---	---

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 checked="" type="checkbox"/> <input type="checkbox"/>	The Obama Administration has set the following goals: (1) that the United States have the highest proportion of college graduates in the world by 2020 - 10 million more graduates from community colleges, four-year colleges and universities; and (2) to create and support opportunities for every American to complete one year or more of higher education or advanced training in his/her lifetime.	2020
Adult literacy	<input checked="" type="checkbox"/> <input type="checkbox"/>	Same as above.	2020

2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
--	-----	----

	<input type="checkbox"/> <span style="margin-left: 150px;"><input checked="" type="checkbox"/></span>
<p><i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i></p> <p><b>Adult Education:</b>  Although the federal government does not have a formal policy on the language of instruction in adult education, individual institutions of higher education and individual states may adopt policies that set standards for English language proficiency for admission into adult education programs.</p> <p><b>Adult Literacy:</b>  The federal government does not have a formal policy in place on the language of instruction for adult literacy. States establish such policies for language of instruction in adult literacy programs. Generally programs that teach English proficiency to immigrants may use some language other than English as an instructional aid, but most states require a level of English proficiency for program completion.</p>	

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>The United States does not have a national policy framework for recognizing, validating and/or accrediting non-formal and informal learning. However, many states and individual institutions have developed policies and procedures to accredit non-formal learning, including apprenticeship certificates, work experience, and non-credit workforce education. Providing stronger linkages between informal learning and credit learning is taking on increasing importance to states and educational providers.</p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>In 2009, the Obama Administration set two goals that pertain to adult education and literacy: (1) that the United States have the highest proportion of college graduates in the world by 2020 - 10 million more graduates from community colleges, four-year colleges and universities; and (2) create and support opportunities for every American to complete one year or more of higher education or advanced training in his/her lifetime.</p> <p>In its "Strategic Plan for Fiscal Years 2011-2014", the U.S. Department of Education's first goal includes improving postsecondary adult education. The Department has set ambitious goals, including increasing the number and rate of 25-34 year-olds who attain an associate's or higher degree, increasing the rate at which students complete a bachelor's degree, and shortening the time it takes for adults to earn degrees. The Department will work to close the opportunity gap by improving the affordability of and access to college and workforce training, especially among adult learners, low-income students, first-in-family college-goers, students with disabilities, English Learners, and other chronically under-represented populations.</p> <p>Source: <a href="http://www2.ed.gov/about/reports/strat/plan2011-14/strategic-plan-summary.pdf">http://www2.ed.gov/about/reports/strat/plan2011-14/strategic-plan-summary.pdf</a></p>		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>Same as above.</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
<b>Adult education:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan		2011-2014	In its "Strategic Plan for Fiscal Years 2011-2014", the U.S. Department of Education has identified improvements in adult education and literacy as a strategic priority. Specifically, Goal 1 of the plan is to improve postsecondary, career-technical, and adult education, and increase college access, quality, and completion by improving higher education and lifelong learning opportunities for youth and adults.
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>		
Education strategy	<input 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"/>		



Other (specify in the space below)	<input checked="" type="checkbox"/>	Ongoing	The U.S. Department of Education continues to work with its federal and state partners to ensure adult education is included in other agencies' plans/strategies.
------------------------------------	-------------------------------------	---------	---

<b>Adult literacy:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan Poverty Reduction Strategy Paper Education strategy	<input type="checkbox"/>	2020	In its "Strategic Plan for Fiscal Years 2011-2014", the U.S. Department of Education has identified improvements in adult education and literacy as a strategic priority. Specifically, Goal 1 of the plan is to improve postsecondary, career-technical, and adult education, and increase college access, quality, and completion by improving higher education and lifelong learning opportunities for youth and adults.
	<input checked="" type="checkbox"/>		The Workforce Investment Act of 1998 (WIA) is also pending reauthorization by the U.S. Congress. A major focus of WIA reauthorization is improving the education and employment outcomes in sector-based strategies for adult learners participating in adult education programs. Additionally, the Elementary and Secondary Education Act is pending reauthorization. The Act aims to raise standards for students by implementing standards that reflect the knowledge and skills needed for success after high school and ensure that all students graduate from high school ready for college and a career.
Skills development (including vocational education and training) strategy	<input 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 checked="" type="checkbox"/>	Ongoing	The U.S. Department of Education continues to work with its federal and state partners to ensure adult education is included in other agencies' plans/strategies
---	-------------------------------------	---------	--

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Ye s	N o	Specify policy/plan (add as many lines as needed)	References
Adult educati on	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<p><i>If Yes, please elaborate how they have been involved.</i></p> <p>Adult Education: The U.S. Department of Education, Office of Vocational and Adult Education, has held a series of listening sessions with a wide variety of adult education stakeholders—including state directors of adult education, community-based organizations, local program directors, instructors, researchers, policymakers, and adult learners—to inform proposed changes to the Carl D. Perkins Career and Technical Education Improvement Act of 2006.</p> <p>Adult Literacy: The U.S. Department of Education, Office of Vocational and Adult Education, has held a series of listening sessions, community conversations, online discussions, and other forms of community engagement with a wide variety of adult education stakeholders - including adult learners -to help inform proposed changes to the Workforce Investment Act of 1998 reauthorization.</p>				

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.	
<p>The U.S. Department of Agriculture's National Institute of Food and Agriculture (NIFA) has supported a wide range of lifelong learning initiatives as part of its Cooperative Extension System (CES) for the last 150 years. The CES is focused on non-formal training for adults and youth in a wide array of topics including agricultural production, environmental management, pest management, nutrition, family finance, disaster response, and others. The CES is located at Land Grant Universities and Colleges in each of the fifty states of the United States, six U.S. territories and several Tribal Reservations. The CES is funded through matching contributions from the federal government, state and local jurisdictions.</p> <p>NIFA also supports a number of formal, in-classroom agricultural higher education and K-12 programs for young people, as well as non-formal programs that reach youth and adult learners through CES in rural, suburban, and urban communities including, but not limited to nutrition education programs for families. Some CES programs in crop, livestock and pest management training are available in Spanish and in visual format for low literacy audiences. Some CES sites also provide English as a Second Language training for immigrant and refugees. NIFA also utilizes innovations in learner-centered technologies such as web-based extension platforms. Archived training webinars and factsheets are available on this system and are accessible globally.</p> <p>For more information on the Cooperative Extension System, visit  <a href="http://www.nifa.usda.gov/qlinks/extension.html">http://www.nifa.usda.gov/qlinks/extension.html</a>  <a href="http://www.extension.org/">http://www.extension.org/</a></p> <p>U.S. Department of Labor's Education and Training Administration (DOL/ETA) works with U.S. Department of Education to offer various Adult Career Pathway opportunities for adult learners. The</p>	

Career Pathways Technical Assistance Initiative, launched in June 2010 was conceived and funded by DOL/ETA, with the goal of increasing individuals' educational and skills attainment and improving their employment outcomes while meeting the needs of local employers and industries. The initiative's primary objectives is 1) increase the capacity of local areas to design and implement career pathway programs for low-skilled adults that integrate basic education and occupational skills training; 2) increase the capacity of local areas to design and implement career pathway programs for adults and dislocated workers that increases attainment of industry-recognized credentials; and 3) enable state and local policy-makers to align administrative policies across various state agencies to support the implementation of comprehensive career pathway models.

USDOL/ETA is promoting the importance of credential attainment with the adoption of a high priority performance goal to increase credential attainment by 10 percent among customers of the public workforce system by June 2012.

One of the major initiatives led by the Department of Labor and Education, *Trade Adjustment Assistance Community College and Career Training Grant Program* (TAACCCT) provides community colleges and other institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less. This is suitable for workers who are unemployed or adults seeking employment in high-wage, high-skill occupations.

For more information on the Career Pathways Technical Assistance Initiative, visit:  
<http://www.doleta.gov/grants/pdf/SGA-DFA-PY-10-03.pdf>

For more information on the Trade Adjustment Assistance Community College and Career Training Grant Program, visit: <http://goo.gl/g0YDL>

### 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>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
U.S. Department of Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Office of Management and Budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
U.S. Department of Labor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
U.S. Department of Health and Human Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
U.S. Department of Justice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
U.S. Department of Energy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
U.S. Department of Transportation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
U.S. Department of Veterans Affairs	<input checked="" 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"/>	<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>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
National Association of State Directors of Career Technical Education Consortium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
American Association of Community Colleges	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Association for Career and Technical Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
American Association of Adult and Continuing Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The Coalition of Lifelong Learning Organizations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ProLiteracy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
National Coalition for Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

American Council on Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
National Adult Education Professional Development Consortium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide name and contact details:</i>  The Office of Management and Budget (OMB) is responsible for overseeing the budget development process of all agencies across the federal government that conduct adult education activities. OMB seeks out efficiencies in program delivery, eliminating unnecessary duplication or ineffective programs.</p> <p>Office of Management and Budget, Education, Income Maintenance and Labor Division, Education Branch, 202-395-5880</p>		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide name and contact details:</i>  Same as above.</p>		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>Although there is no statutory requirement for this role in the Carl D. Perkins Career and Technical Education Act of 2006, the U.S. Department of Education, Office of Vocational and Adult Education, acts as a convener of both governmental and non-governmental entities working in the arena of adult education and literacy. Through its role in budget development and oversight, the Office of Management and Budget identifies and facilitates opportunities for cooperation across federal agencies working on adult education.</p>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>Although there is no statutory requirement for this role in the Workforce Investment Act of 1998, Title II - Adult Education and Family Literacy Act, the U.S. Department of Education, Office of Vocational and Adult Education, acts as a convener of both governmental and non-governmental entities working in the arena of adult education and literacy. Through its role in budget development and oversight, the Office of Management and Budget identifies and facilitates opportunities for cooperation across federal agencies working on adult literacy.</p>		

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
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>The U.S. Department of Education, Office of Vocational and Adult Education, provides a wide range of capacity-building and technical assistance activities designed to ensure the delivery of quality education services and support continuous improvement through effective data collection and evaluation. Section 114 of the Carl D. Perkins Career and Technical Education Act of 2006 specifies that the U.S. Department of Education collect performance information about, and report on, the condition of career and technical education and on the effectiveness of state and local programs, services, and activities carried out under this title in order to provide key stakeholders with information relevant to improvement in the quality and effectiveness of career and technical education. The Department is also authorized to carry out demonstration career and technical education programs to replicate model programs, to disseminate best practices information, and to provide technical assistance upon request of a state, for the purposes of developing, improving, and identifying the most successful methods and techniques for providing career and technical education programs.</p>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>The U.S. Department of Education, Office of Vocational and Adult Education, provides a wide range of capacity-building and technical assistance activities designed to ensure the delivery of quality education services and support continuous improvement through effective data collection and evaluation. In particular, the Workforce Investment Act of 1998, Title II - Adult Education and Family Literacy Act, Section 243 authorizes the Department to establish and carry out a program of national leadership activities to enhance the quality of adult literacy programs nationwide. Section 243(F) of the Act specifies that such activities may include: "supporting efforts aimed at capacity building at the state and local levels, such as technical assistance in program planning, assessment, evaluation, and monitoring of</p>		

activities carried out under this subtitle;" as well as other activities designed to enhance the quality of adult education and literacy activities nationwide.

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

Regarding Question 3.1: The non-governmental sector supporting adult education and literacy at the national and sub-national levels is expansive and the number of organizations is too large to enumerate within this survey. The organizations listed are a sample of some of the organizations active in the planning, evaluation, and implementation of adult education and literacy programs.

Regarding Question 3.1: The list of governmental institutions is not representative of agencies funding adult education and training for military personnel (e.g., U.S. Department of Defense).

Regarding Question 3.5 (adult literacy): The U.S. Department of Education provides funds to states for adult literacy programs and states, in turn, distribute funds to local eligible entities to provide adult literacy services.

Regarding Question 3.5 During our consultations, civil society reported that NGOs/community-based organizations, community colleges, universities, public schools, faith-based organizations, parks and recreation departments, museums, libraries, non-profit and for-profit continuing education organizations build partnership to serve adult learners. Members of these groups lead, teach, facilitate the classes and also plan special events and trips. Local community representatives serve on advisory and governance committees that elect board of directors who discuss and determine organizational policy. Evaluation is typically undertaken through the state office, school district, or college administration, but community-based organizations also evaluate their own adult literacy programs.



#### 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 checked="" type="checkbox"/>
--	---

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

U.S. Dollars

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

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input 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)?<sup>4</sup>

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	<p>\$80.6 billion</p> <p>Budget allocation figures are inclusive of direct federal outlays and grants to states and local governments for elementary, secondary, and vocational education; higher education; training and employment services; veterans education, training, and rehabilitation; and other employment and training.</p>	<p>\$130.9 billion</p> <p>Budget allocation figures are inclusive of direct federal outlays and grants to states and local governments for elementary, secondary, and vocational education; higher education; training and employment services; veterans education, training, and rehabilitation; and other employment and training.</p>	<p>United States Office of Management and Budget, Historical Tables (2012), <a href="http://www.whitehouse.gov/omb/budget/Historicals">http://www.whitehouse.gov/omb/budget/Historicals</a></p>
<i>Sub-national governments</i> <sup>5</sup>			
<i>Total</i>	\$80.6 billion	\$130.9 billion	

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>	\$23.5 billion (2007/2008 academic year)		<input type="checkbox"/>

<sup>4</sup>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.).

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

<i>Sub-national governments<sup>5</sup></i>	\$14.3 billion (2008/2009 academic year appropriation)		<input type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/ international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/ households</i>	\$9.7 billion (2007/2008 academic year)		<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>	\$544.1 million	\$628.2 million	<input type="checkbox"/>
<i>Sub-national governments<sup>5</sup></i>	\$1.573 billion	Not Available. Final financial reports for Program Year 2010 are not due until December 31, 2012, which is when states will report all of their non-federal expenditures.	<input type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/ international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/ households</i>			<input checked="" type="checkbox"/>

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 checked="" 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 expenditure figures provided for adult education are an approximation. A set of reasonable assumptions were used to enable an approximation of the total funding of adult education from across different government agencies and at various levels (national, state, and household). The figures are based on the assumption that adult education students make up 60 percent of all subbaccalaureate enrollments, 33 percent of all undergraduate enrollments, and 25 percent of total postsecondary enrollments.</p> <p>The figure provided for "National government" of \$23.5 billion includes funds provided through federal student aid programs, federal tax expenditures for postsecondary education, veteran's educational benefits and the postsecondary share of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Sources: Internal Revenue Service, Individual Complete Report, Table A.; U.S. Department of Education, National Center for Education Statistics, 2007-008 National Postsecondary Student Aid Study; U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report; U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 2010, table 382.</p> <p>The figure provided for "Sub-national governments" is the total of state and local appropriations for public two-year colleges in 2007-2008 and pro-rated across adult education programs. Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Finance Survey, spring 2010 (reported in "Digest of Education Statistics", 2010, table 362, p.514).</p> <p>The figure provided for "Learners/households" are the student tuition and fees paid in academic year 2007-2008 by adult education students, net any federal financial aid. Source: U.S. Department of Education, National Center for Education Statistics, 2007-2008 National Postsecondary Student Aid Study (special analysis).</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	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Programs are designed for universal access by all segments of the population. However, states and local programs may choose to prioritize specific groups, based on local needs. Under the Workforce Investment Act of 1998, Adult Education and Family Literacy Act, target populations may include, at a minimum: (A) low-income students; (B) individuals with disabilities; (C) single parents and displaced homemakers; and (D) individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Programs are designed for universal access by all segments of the population. However, states and local programs may choose to prioritize specific groups, based on local needs. The Carl D. Perkins Career and Technical Education Improvement Act of 2006 also encourages provision of services to "special populations". "Special populations" are defined as: (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with limited English proficiency."	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Programs are designed for universal access by all segments of the population. However, states and local programs may choose to prioritize specific groups, based on local needs. Under the Workforce Investment Act of 1998, Adult Education and Family Literacy Act, target populations may include, at a minimum: (A) low-income students; (B) individuals with disabilities; (C) single parents and displaced homemakers; and (D) individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency. Additional target populations that may be served by other federal programs include (but are not limited to) foster youth; incarcerated individuals; and individuals with disabilities.	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Low-skilled adults	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Limited English-proficiency populations	<input checked="" type="checkbox"/>

<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Immigrants	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<b>Private companies</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input 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 type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input 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 type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<b>Civil society or non-governmental organisations</b>	<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"/>	Programs are designed for universal access by all segments of the population. However, NGOs may choose to prioritize specific groups, based on local needs. Through various community organizations and institutions, literacy programs are offered for women, low-income students, minorities, rural, urban and underserved populations, homeless, incarcerated or newly released individuals, immigrants, refugees, migrant workers, indigenous peoples, unemployed or underemployed individuals or Spanish-speaking learners. Some literacy programs address more than one area of need such as self-reliance, HIV/AIDS, and domestic violence.	<input checked="" type="checkbox"/>
<i>Vocational (technical,</i>	<input checked="" type="checkbox"/>	Programs are designed for universal access by all	<input checked="" type="checkbox"/>

<i>income-generation-related)</i>		segments of the population. NGOs may choose to target specific groups, including but not limited to low-income, low-skilled adults and veterans based on local needs.	
<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 checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Programs are designed for universal access. NGOs may choose to target specific groups—including but are not limited to mature workers and retired individuals—based on local needs.	<input checked="" 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?		
	Provision	Demand
<b>On adult education</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>On adult literacy</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i></p> <p>Adult Education:  Career/Technical Education Statistics (CTES): The Carl D. Perkins Career and Technical Education Act of 2006 mandates that "as a regular part of its assessments, the National Center for Education Statistics (NCES) shall collect and report information on career and technical education for a nationally representative sample of students." To meet this requirement, NCES uses the CTES system. The CTES system relies on existing and special-purpose NCES surveys to provide data on career/technical education from students, faculty, and schools at the secondary and postsecondary levels, as well as on adults seeking work-related education and training.  For more information, visit the Career/Technical Education Statistics Homepage at: <a href="http://nces.ed.gov/surveys/ctes/">http://nces.ed.gov/surveys/ctes/</a>.</p> <p>Beginning Postsecondary Students (BPS) Longitudinal Study: BPS studies follow students who first begin their postsecondary education. Initially, students in the National Postsecondary Student Aid Study (NPSAS) surveys are identified as being first time beginners of undergraduate studies. These students are asked questions about their experiences during, and transitions through postsecondary education and into the labor force, as well as family formation. Transfers, persisters, stopouts/dropouts, and vocational completers are among those included in the studies. In the first BPS study, about 10,600 students were identified in NPSAS:90 as being first time beginning postsecondary students during the academic year 1989-90. These students were followed in 1992 (BPS:90/92) and in 1994 (BPS:90/94). A second cohort of first time, beginning students were identified in NPSAS:96, with follow-ups performed in 1998 (BPS:96/98) and in 2001 (BPS:96/2001). The third cohort was identified in NPSAS:04, and will be followed in 2006 and 2009. For more information, visit the Beginning Postsecondary Students Longitudinal Study Homepage at: <a href="http://nces.ed.gov/surveys/bps/">http://nces.ed.gov/surveys/bps/</a>.</p> <p>Integrated Postsecondary Education Data System (IPEDS): The IPEDS, established as the core postsecondary education data collection program for the National Center for Education Statistics, is a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS</p>		

is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollments, program completions, faculty, staff, finances, and academic libraries. For more information, visit the Integrated Postsecondary Education Data System Homepage at: <http://nces.ed.gov/ipeds/>.

National Assessment of Career and Technical Education (NACTE): The Carl D. Perkins Career and Technical Education Act of 2006 requires the U.S. Department of Education to conduct an independent national assessment of career and technical education and to appoint an independent advisory panel to advise the department on the assessment. The overall objectives of the assessment are to: 1) Examine the implementation of career and technical education (CTE) across the nation; 2) Assess the impact of changes made under the Carl D. Perkins Career and Technical Education Act of 2006; and 3) Evaluate the outcomes of students who enroll in CTE programs. For more information on the NACTE, please visit the website at: <http://cte.ed.gov/perkinsimplementation/nacte.cfm>.

See also the National Research Center for Career Technical Education for research studies on adult education (<http://www.nrccte.org>).

**Adult Literacy:**

As part of the work of an Interagency Coordinating Group on Adult Literacy, the U.S. Department of Labor, Employment and Training Administration (DOL/ETA), and the U.S. Department of Education, Office of Vocational and Adult Education, initiated the development of four occasional papers based on the secondary analyses of the 2003 National Assessment of Adult Literacy Data. DOL/ETA also initiated the preparation of three additional occasional papers to better understand literacy needs of different population segments served through the public workforce system.

The seven DOL/ETA Occasional Papers on Literacy and Targeted Populations focused on the following topics:

- 1) Overcoming the Language Barrier: The Literacy of Non-Native-English-Speaking Adults
  - 2) Preparing Youth for the Future: The Literacy of America's Young Adults
  - 3) Gaining the Skills for Employment: The Literacy of Female Public Assistance Recipients
  - 4) Preparing for Life Beyond Prison Walls: The Literacy of Incarcerated Adults Near Release
  - 5) Building Career Ladders for the Working Poor Through Literacy Training
  - 6) Workers in Declining Industries: Literacy's Role in Worker Transitions
  - 7) Survival Literacy Training for Non-Native-English-Speaking Workers
- For more information, visit: <http://wdr.doleta.gov/directives/attach/TEN20-10acc.pdf>.

See also the following websites for additional resources on adult literacy:

- 1) National Assessment of Adult Literacy (<http://nces.ed.gov/naal/>)
- 2) National Reporting System ([wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS](http://wdr.doleta.gov/directives/attach/TEN20-10acc.pdf))

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>
English	<input checked="" type="checkbox"/>
	<input 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).

--

Generally, classes designed to teach English to immigrants are multinational with as many as 30 different languages spoken by participants. Instruction is delivered in English. In English literacy classes that have homogeneous populations, such as programs in Mexican border regions, Spanish may be used to assist participants to learn English. English literacy services are provided to immigrants with varying degrees of literacy in their native languages. Where English literacy classes are provided to individuals who are not literate in their native language, both English language and literacy are taught. This requires instructors who are skilled in working with these populations.

Civil society reports that funding for native language teaching is not common in the United States and that finding and training bilingual volunteers presents a challenge. Finding basic-level materials in languages other than English is also seen to be difficult.

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?

	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		<i>Yes</i>	<i>No</i>
<i>National level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Please provide references or attach documents on local community participation:*

States and local programs generally develop literacy learning materials or use materials that are commercially available.



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.

Question 5.1, generally federal funds provide universal access to services. While states and local areas cannot deny services, they can prioritize certain populations depending on educational, demographic and regional needs. The U.S. Government does not actively monitor the educational work of private companies.

Questions 5.3 through 5.6, the federal government does not develop such materials.

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 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>	
Adult Education:	
The Career Technical Education Statistics (CTES) system relies on existing and special-purpose National Center for Education Statistics (NCES) surveys to provide data on career/technical education from students, faculty, and schools at the secondary and postsecondary levels, as well as on adults seeking work-related education and training. For the most recent aggregate data on enrolment and completion, please visit the website at: <a href="http://nces.ed.gov/surveys/ctes/">http://nces.ed.gov/surveys/ctes/</a> .	
The Integrated Postsecondary Education Data System (IPEDS), established as the core postsecondary education data collection program for NCES, is a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrolments, program completions, faculty, staff, finances, and academic libraries. For more information, visit the Integrated Postsecondary Education Data System Homepage at: <a href="http://nces.ed.gov/ipeds/">http://nces.ed.gov/ipeds/</a> .	
Adult Literacy:	
The Department of Education collects data on its adult literacy programs through the National Reporting System (NRS): <a href="http://wdcrobc01p01.ed.gov/CFAPPS/OVAE/NRS/reports/index.cfm">http://wdcrobc01p01.ed.gov/CFAPPS/OVAE/NRS/reports/index.cfm</a> . Data on enrolment, attendance, and completion of literacy programs are noted below:	
Program Year (PY) 2009 Total Enrollment (Adult Literacy Programs): 2,181,268 (See Table 4:	
Educational Gains and Attendance by Educational Functioning Level)	
PY 2009 Total Attendance Hours (Adult Literacy Programs): 258,670,905 (See Table 4)	
PY 2009 Total Completion/Number Completed Level (Adult Literacy Programs): 908,460 (See Table 4)	
PY 2009 Obtained a GED or Secondary School Diploma (Adult Literacy Programs): 163,529 (See Table 5: Core Follow-Up Outcomes Achievement)	

5.9 Does the government measure the learning outcomes of the following programmes...?  
(mark all that apply)

	Only by	Standardised	Standardised	Other
--	---------	--------------	--------------	-------

	teachers/ facilitators	tests for statistical purposes	tests for certification purposes	
<b>Adult education</b> programmes (other than literacy) <b>Adult literacy</b> programmes	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p><i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>            Adult Literacy:            National Reporting System: For data on Program Year 2009, 1) See Table 4: Educational Gains and Attendance by Educational Functioning Level; 2) See Table 5: Core Follow-Up Outcomes Achievement (<a href="http://wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/reports/index.cfm">http://wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/reports/index.cfm</a>)</p>				

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
<b>Adult education</b> <b>Adult literacy</b>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
<i>If yes: Who participates more?</i> Women Men	Adult education	Adult literacy
	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes? <b>Adult education</b> <b>Adult literacy</b>	Yes <input checked="" type="checkbox"/> <input type="checkbox"/>	No <input type="checkbox"/> <input type="checkbox"/>

*If measures have been undertaken please provide a brief description and references:*  
 Within postsecondary adult education, certain programs of study attract significantly more male than female students, and vice versa. For example, in 2007-2008, the percentage of adult education students earning credentials in Health Sciences who were women was 83.8%. By contrast, 85.6% of adult education students in Engineering and Architecture were men. The male-dominated areas of study, on average, have higher wages than the female-dominated areas. When the Carl D. Perkins Career and Technical Education Act was reauthorized in 2006, it identified "individuals preparing for non-traditional fields" as a special population that could be prioritized for services with the goal of recruiting more female adult education students into traditionally male areas of study.

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"/>		State, local and institutional
Learning materials	<input checked="" type="checkbox"/>		State, local and institutional
Facilitators' training	<input checked="" type="checkbox"/>		State, local and institutional
Teaching/ learning methods	<input checked="" type="checkbox"/>		State, local and institutional
Assessment of learning outcomes	<input checked="" type="checkbox"/>		State, local and institutional

### Adult literacy

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"/>		Voluntary state standards to guide curricula and instruction
Learning materials	<input checked="" type="checkbox"/>		State and local
Facilitators' training	<input checked="" type="checkbox"/>		Voluntary federal criteria to guide high quality professional development
Teaching/ learning methods	<input checked="" type="checkbox"/>		State and local levels
Assessment of learning outcomes	<input checked="" type="checkbox"/>	1997	Federal regulations and requirements  Sources: (1) 34 CFR Part 462 - Measuring Educational Gain in the National Reporting System for Adult Education, Final Rule ( <a href="http://www2.ed.gov/legislation/FedRegister/finrule/2008-1/011408a.html">http://www2.ed.gov/legislation/FedRegister/finrule/2008-1/011408a.html</a> ); and (2) Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education, November 2011 ( <a href="http://www.nrsweb.org/docs/ImplementationGuidelines.pdf">http://www.nrsweb.org/docs/ImplementationGuidelines.pdf</a> )

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.

<b>Adult education</b>				
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"/>	vary
University	<input checked="" type="checkbox"/>	vary	<input checked="" type="checkbox"/>	vary
Private company	<input checked="" type="checkbox"/>	vary	<input checked="" type="checkbox"/>	vary
Non-governmental organisation	<input checked="" type="checkbox"/>	vary	<input checked="" type="checkbox"/>	vary
<b>Adult literacy</b>				
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"/>	vary by state
University	<input checked="" type="checkbox"/>	vary	<input checked="" type="checkbox"/>	vary by state
Private company	<input type="checkbox"/>		<input checked="" type="checkbox"/>	vary by state
Non-governmental organisation	<input type="checkbox"/>		<input checked="" type="checkbox"/>	vary by state

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
<b>Adult education</b> (excluding literacy programmes)	Average monthly remuneration for faculty in public two-year colleges during the 2009-2010 academic year was \$5,192.00; for faculty in private two-year colleges, it was \$3,725.00.	U.S. Department of Education, National Center for Education Statistics, Condition of Education, 2011 ( <a href="http://nces.ed.gov/programs/coe/tables/table-fas-1.asp">http://nces.ed.gov/programs/coe/tables/table-fas-1.asp</a> )
<b>Adult literacy</b>	Not available	

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
<b>Adult education</b>	<input type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms?  
(If yes, mark all that apply)

	Monitoring	Evaluation
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Please provide a brief description and references:

**Adult Education:**

The U.S. Department of Education, Office of Vocational and Adult Education, has a team of federal staff that conduct monitoring visits. The visits aim to ensure that states meet the requirements of the law as outlined in the Carl D. Perkins Career and Technical Education Act of 2006; improve the quality of federally-funded activities; provide assistance in identifying and resolving accountability problems; and ensure the accuracy, validity, and reliability of data collection and data reporting as well as policies and procedures for program accountability. Additionally, the Act provides funding for evaluation of career and technical education programs, which are carried out by the National Research Center for Career and Technical Education; and for conducting independent evaluation and assessment of career and technical education programs.

**Adult Literacy:**

The U.S. Department of Education, Office of Vocational and Adult Education, has a team of federal staff that conduct monitoring and evaluation of states for the purpose of monitoring compliance with all federal rules governing adult literacy and determining the effectiveness of such programs at achieving measurable outcomes for program participants. Monitoring and evaluation aim to ensure that states meet the requirements of the law as outlined in the Workforce Investment Act, Title II - Adult Education and Family Literacy Act; improve the quality of federally-funded activities; provide assistance in identifying and resolving accountability problems; and ensure the accuracy, validity, and reliability of data collection and data reporting as well as policies and procedures for program accountability.

States are required to monitor and evaluate sub-recipients (local providers of adult education and literacy services) to ensure compliance with applicable rules and to ensure the programs are achieving measurable outcomes for its participants. The federal government is responsible for ensuring all states fulfil these obligations. States focus program evaluations on quality, outcomes, compliance and innovation. Each program under the Adult Education and Family Literacy Act (AEFLA) is evaluated annually. Areas that are monitored include, but are not limited to, execution of federal guidelines, adherence to state policy, effectiveness in meeting core indicator performance levels, physical environment, staff and student input, and financial and evaluative reports.

Community organizations perform monitoring through various methods such as on-site visits, informal surveys after each course, and written evaluations to monitor trends in funding, participation, service delivery, volunteer engagement, relevance to grant objectives and performance.

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

<b>Lifelong learning</b> <b>Adult education</b> <b>Adult literacy</b>	<i>Mark all that apply</i> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<p><i>If one or more of the boxes is marked, please provide a brief description and references:</i></p> <p><b>Adult Education:</b>  The U.S. Department of Education has commissioned a wide variety of studies on adult education. For the most recent studies, please visit the National Research Center for Career and Technical Education at: <a href="http://www.nrccte.org/">http://www.nrccte.org/</a>. The Department also collects and shares a wide spectrum of data on adult and vocational education through its National Center on Education Statistics (NCES). For more information, please visit: <a href="http://www.nces.ed.gov">http://www.nces.ed.gov</a>.</p> <p><b>Adult Literacy:</b>  The U.S. Department of Education has commissioned a wide variety of studies on adult literacy that support continuous improvement in four broad areas: (1) Instruction and teacher quality; (2) new models of service delivery; (3) accountability; and (4) research. Below are the Department's projects and resources related to these areas:</p> <p><b>Instruction and Teacher Quality</b></p> <ul style="list-style-type: none"> <li>• Math and Numeracy: The Adult Numeracy Instruction Project and resulting report, Foundations for Success: Guidelines for Improving Adult Math Instruction (<a href="http://lincs.ed.gov/publications/pdf/AdultNumeracyReportFinal2011.pdf">http://lincs.ed.gov/publications/pdf/AdultNumeracyReportFinal2011.pdf</a>);</li> <li>• Reading and Writing: Student Achievement in Reading (<a href="http://www.startoolkit.org/">http://www.startoolkit.org/</a>);</li> <li>• Standards-Based Education: Analysis of the Common Core State Standards (<a href="http://www2.ed.gov/rschstat/eval/sectech/factsheet/promoting-college-career.html">http://www2.ed.gov/rschstat/eval/sectech/factsheet/promoting-college-career.html</a>); and</li> <li>• Teacher Effectiveness: Promoting Teacher Effectiveness in Adult Education (<a href="http://www2.ed.gov/rschstat/eval/sectech/factsheet/promoting-teacher-effectiveness.html">http://www2.ed.gov/rschstat/eval/sectech/factsheet/promoting-teacher-effectiveness.html</a>) and the Literacy Information Network and Collection System (LINCS) (<a href="http://lincs.ed.gov/">http://lincs.ed.gov/</a>).</li> </ul> <p><b>New Models of Service Delivery</b></p> <ul style="list-style-type: none"> <li>• Career Pathways/Integrated Education and Training: The Policy to Performance project (<a href="http://www.policy2performance.org/">http://www.policy2performance.org/</a>); the Designing Instruction for Career Pathways project (<a href="http://www2.ed.gov/rschstat/eval/sectech/factsheet/difcp.html">http://www2.ed.gov/rschstat/eval/sectech/factsheet/difcp.html</a>); and the Adult Basic Education Career Connections demonstration project, which produced the report, ABE Career Connections: A Manual for Integrating Adult Basic Education into Career Pathways (available at: <a href="http://www.policy2performance.org/wp-content/uploads/ABE_Career_Connections_Manual.pdf">http://www.policy2performance.org/wp-content/uploads/ABE_Career_Connections_Manual.pdf</a>); and</li> <li>• Interagency Models: Demonstration projects on interagency partnerships between adult education and workforce development partners (final report available at: <a href="http://www.policy2performance.org/shared-goals-common-ground-state-and-local-coordination-and-planning-to-strengthen-adult-basic-education-services-aecap-final-report">http://www.policy2performance.org/shared-goals-common-ground-state-and-local-coordination-and-planning-to-strengthen-adult-basic-education-services-aecap-final-report</a>; guidebook available at: <a href="http://www.policy2performance.org/state-and-local-coordination-and-planning-to-strengthen-adult-basic-education-services-aecap-guide-for-state-leaders">http://www.policy2performance.org/state-and-local-coordination-and-planning-to-strengthen-adult-basic-education-services-aecap-guide-for-state-leaders</a>).</li> </ul> <p><b>Accountability</b></p> <ul style="list-style-type: none"> <li>• Performance-Based Funding (PBF): Case studies of fiscal policies in three states that use performance data to allocate program resources (resulting report, PBF in Adult Education is available at: <a href="http://lincs.ed.gov/publications/pdf/Final_PBF_Project_Report_2010.pdf">http://lincs.ed.gov/publications/pdf/Final_PBF_Project_Report_2010.pdf</a>).</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Reading Instruction: OVAE has collaborated with the National Institute for Child Health and Development (NICHD) to fund research into adult learning. The National Academies of Science released the 2011 report, Improving Adult Literacy Instruction: Options for Practice and Research (available at: <a href="http://www.nap.edu/catalog.php?record_id=13242#description">http://www.nap.edu/catalog.php?record_id=13242#description</a>). This report will be followed by practitioner-friendly products to explore the findings and implications for classroom instruction.</li> <li>• An Evaluation of Explicit Literacy Instruction for English Language Learners: OVAE collaborated with the Institute for Education Sciences (IES) to investigate the impact of explicit literacy instruction on the</li> </ul>	

achievement of low-literate adult English language learners (ELLs). For more information, see: [http://ies.ed.gov/ncee/projects/evaluation/literacy\\_adultesl.asp](http://ies.ed.gov/ncee/projects/evaluation/literacy_adultesl.asp).

- National Assessment of Adult Literacy (NAAL) Study: The 2003 NAAL data (<http://nces.ed.gov/naal/>) continues to be a comprehensive and seminal source of information on the state of adult literacy in the United States. Publications and resources based upon secondary analysis of the NAAL data, such as state and county synthetic estimates, literacy profiles of incarcerated adults, and the English literacy levels of America's foreign-born adults, can help states to understand and address particular regional adult literacy needs; and

- Transitioning English Language Learners: This descriptive study explored instructional strategies and program supports that facilitate advanced English language learners' successful transition to adult basic and adult secondary education. For more information, see:

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/factsh/fs-tell-080812.pdf>.

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.

The U.S. Department of Education provides funds to states for adult literacy programs and states, in turn, distribute funds to local eligible entities to provide adult literacy services. While programs are required to show measurable gains in the literacy skills of their participants, the federal government does not develop national standards or quality criteria in the areas of curriculum, learning materials, facilitators training, teaching/learning methodology or assessment of learning outcomes. These are developed on the state and local level. Each state must establish statewide assessment policies that identify the assessments to be used in that state. The federal government reviews and publishes a list of standardized assessments that states may use in establishing their assessment policies. Programs also report on the success of participants in achieving other goals, such as earning a high school diploma or its equivalent, entering postsecondary education or training, and obtaining or retaining employment. The Department agrees on annual performance targets for these indicators with states.

Regarding Question 6.1: Civil society reports that community organizations offer publications, consulting, training, seminars, and software on the business aspects of running an adult education program such as marketing, program development, finance, pricing, and needs assessment. The process of developing adult literacy learning materials may include internal and external content experts, reviewers, pilot testers from community-based literacy programs, internal or contract editorial, graphic design staff and external printers.

Regarding Question 6.2: Private companies and NGOs equip adult education and literacy providers with various forms of pre-service and in-service training. Courses are widely available and available through both certification programs and skill-building courses. Certification programs reported by civil society organizations include Certified Program Planner (CPP)—the leading certification in continuing education and lifelong learning—Certified eMarketing Professional (CeP), Certified Contract Trainer (CCT), Certified Online Instructor (COI), Certified Virtual Meeting Planner (CVP), and Certified Faculty Developer (CFD). A 2-year administrator professional development program called Leadership Excellence Academies is also available.

Skills-oriented training courses are offered by a variety of providers and include short (8-15 hour) online in-service training on various topics—including numeracy, student persistence, teaching in multi-level classrooms, and integrating technology into ESL teaching and learning— as well as free, self-paced courses.

## 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 type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input checked="" type="checkbox"/>
Adult Learners Week/Learning festivals	<input type="checkbox"/>
Creation of learners' networks and/or fora	<input checked="" type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input 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 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.

1) Career Pathway and GED fast track/bridge programs have shown good results in the United States. The purpose of Career Pathway programs is to provide a framework for assessing the types of education that is necessary in order to attain employment. Bridge programs enroll learners who are unprepared for the rigor of postsecondary education and have a specific occupational or academic focus. It includes, but is not limited to, contextualized instruction that integrates basic skills education with occupational skills or academic content, seamless articulation to the next higher level of education, career navigation, academic assistance, student support services, workplace readiness, and curriculum aligned with industry needs. It accelerates undereducated, under-prepared adults to attain a job. More details and examples are available at:

<http://www.naepdc.org/State%20Alignment%20Initiatives%20-%20FINAL%202.10.pdf>

<http://www.clasp.org/admin/site/publications/files/Farther-Faster.pdf>

<http://www.clasp.org/admin/site/publications/files/Beyond-Basic-Skills-March-2011.pdf>

<http://www.ed.gov/about/offices/list/ovae/pi/cclo/brief-1-bridge-programs.pdf>

<http://www.ed.gov/about/offices/list/ovae/pi/cclo/brief-4-employer-engagement.pdf>

2) The "Plus 50 Workforce Center" community college program, sponsored by the American Association of Community Colleges, is another promising practice. This was established to promote mentoring, volunteering, ageless learning, and re-careering programs for individuals over the age of 50. Programs and services are geared specifically to the adult learner facing the opportunities and challenges of leaving their current job and choosing a retirement job or second career. Programs and workshops, as well as access to a comprehensive resource area, newsletter, and training courses are customized to meet the needs of the mature adult learners. The program is currently scaling to the national level.

3) Civil society organizations present a range of awards that recognize outstanding and innovative research and literature in the field. These awards assist in highlighting and disseminating other effective practices. Examples of these awards include Outstanding Research in Adult Education, Outstanding Literature in Adult Education, and Outstanding Adult Education Program of the Year awarded by The American Association of Adult and Continuing Education. More information is available at:

<http://www.aaace.org/aaace-awards>



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.

During our consultations, civil society reported that there is an increase in demand and provision of adult learning, education and literacy in the United States despite the decline in funding. The proportion of students seeking services toward taking the GED test has risen over the last year. Adult learners between ages of 24 to 59 continue to be the largest demographic seeking skills, and unemployment among this population has dropped to 37 percent from 40 percent since 2010.

Reference: [http://www.proliteracy.org/downloads/PL\\_info\\_statrept\\_0212\\_FINAL\\_REV04.pdf](http://www.proliteracy.org/downloads/PL_info_statrept_0212_FINAL_REV04.pdf)

**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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer-reviewed Journals:	<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"/>

8.2 Have there been specific initiatives/ activities in support of...?	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and references:</i>		
<p>Through Title I, Part A of the Elementary and Secondary Education Act, the U.S. Department of Education provides funds to states to distribute financial assistance to school districts for services that improve the teaching and learning of children at risk of not meeting challenging academic standards in reading/language arts and mathematics, especially those children who reside in areas with high concentrations of children from low-income families. Instructional activities to boost the performance of students in reading/language arts are the most common Title I, Part A instructional activities. The Department's technical assistance efforts include a particular emphasis on the use of Title I, Part A funds to support high-quality literacy instruction.</p> <p>During our consultations, NGOs reported that some community organizations support gender equality, and provide services and learning for women and men alike, whereas, other organizations have specific programs geared toward educating women. For example, some organizations offer scholarships to disadvantaged single mothers or to women with low literacy or English language skills. There is also a Women in Literacy Program that works across a number of programmatic areas such as self-reliance, HIV/AIDS, and domestic violence.</p> <p>Reference: <a href="http://www.proliteracy.org/page.aspx?pid=359">http://www.proliteracy.org/page.aspx?pid=359</a></p>		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i>		
<p>Through Title I, Part A of the Elementary and Secondary Education Act, the U.S. Department of Education provides funds to states to distribute financial assistance to school districts for services that improve the teaching and learning of children at risk of not meeting challenging academic standards in reading/language arts and mathematics, especially those children who reside in areas with high concentrations of children from low-income families. Instructional activities to boost the performance of students in reading/language arts are the most common Title I, Part A instructional activities. The Department's technical assistance efforts include a particular emphasis on the use of Title I, Part A funds to support high-quality literacy instruction.</p>		

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 type="checkbox"/>	It has helped a lot <input type="checkbox"/>	It has helped a little <input checked="" 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>			
<p>Consultations reflect that civil society's perception is that UNLD has had minimal impact on advocacy efforts for literacy by civil society organizations on the local level in the United States.</p>			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please specify how they have changed below and provide evidence.</i></p> <p>Literacy policies have changed slightly over the last five years, from an emphasis on scientifically-based reading research to more of an emphasis on evidence-based, innovative practices. However, the fundamentals of the U.S. Department of Education's literacy policy have remained the same.</p> <p>The Department is committed to improving literacy through its proposal to reauthorize the Elementary and Secondary Education Act (ESEA). Family engagement, a focus on diverse learners, flexibility and accountability, and high-quality teaching and learning are all hallmarks of this plan. The proposal includes a program on the effective teaching and learning of literacy, which will provide competitive grants to state education agencies to support comprehensive state and local efforts aimed at improving literacy instruction from pre-kindergarten to grade 12.</p> <p>Our literacy policies emphasize technical assistance and state and local capacity-building. The Department aims to support teachers and school leaders, so that they are provided with the necessary training and professional development they need to be most effective in the classroom. The Department seeks to ensure that students who are underserved and at risk are given access to effective teachers.</p> <p>In 2011, the U.S. Departments of Education and Health and Human Services provided \$500 million to nine states in support of bold and comprehensive state plans for raising the quality of early learning programs. This competition called for states to take a comprehensive approach to developing integrated, high-quality early learning systems, which in turn will help ensure that more children, especially high-need children, enter school ready and able to succeed.</p>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide below a brief explanation:</i></p> <p>Literacy targets are negotiated annually with states, by program. Targets for literacy programs may include student gains on reading assessments, earning a high school diploma or its equivalent, entering postsecondary education or training, and obtaining or retaining employment.</p>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
<p>The ability to read is a gateway to academic achievement, to success in college and careers, and to the full benefits of citizenship and economic competitiveness in 21st Century America. Literacy is fundamental to achieving the President's education goal: by 2020, America will retake its lead as the world's most competitive workforce, with the world's highest rate of college completion. It is a key component in our vision of a world-class, cradle-to-career education system.</p> <p>Unfortunately, many of our students are not leaving high school with the reading skills they need to succeed in college and in careers. The most recent data on the reading skills of adolescents come from the 2009 Grade 12 National Assessment of Educational Progress (NAEP). The NAEP reading framework is designed to measure the extent to which students have the reading skills they will need to succeed in postsecondary education and adult life. According to this data, one-quarter of our high school seniors are still reading below NAEP's "basic" level.</p> <p>A significant challenge is the achievement gap by race: at grade 12: 43% of black students and 39% of Hispanic students are below basic level, in comparison to 19% of white students. The NAEP data for our fourth and eighth grade students are not much better. In 4th grade, 52% of blacks and 51% of Hispanics are below basic level, compared to 22% of whites. In, 8th grade, 43% of blacks and 39% of Hispanics are below basic level compared to 16% of whites.</p>

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
<p>Limited funding and programs only allow the federal literacy programs to serve a small segment of the population that is most in need of those services. The limited reach of these federal programs, combined with state and local variation in curriculum and assessment, raises significant challenges in the evaluation of the impacts of literacy programs on student learning.</p> <p>During our consultations, NGOs reported that on the local level, a lack of resources is a challenge, including funding, programmatic and evaluation expertise, successful program models, volunteers, and public awareness campaigns by high profile individuals. There is an increased need to integrate technology into instruction in order to accelerate learning. Additionally, adult basic literacy programs are not as well prepared as K-12 to support digital literacy.</p>

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

One area of considerable need is early learning. Research tells us that investing in high-quality early learning is one of the best decisions we can make. Ensuring excellence in children's first years – in the quality of their experiences at home and at school – helps them develop socially and academically, and keeps them on track to graduate high school and college. However, states are extremely limited in their capacity to serve our youngest children; local early care systems are not coordinated and lack resources. Children must meet essential physical, developmental and cognitive milestones, beginning at birth, in order to learn to read, and third grade reading proficiency is a key milestone on the path to success in school and life.

In 2011, the Departments of Education and Health and Human Services provided \$500 million to nine states in support of bold and comprehensive state plans for raising the quality of early learning programs. This competition called for states to take a comprehensive approach to developing integrated, high-quality early learning systems, which in turn will help ensure that more children, especially high-need children, enter school ready and able to succeed.

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?

The literacy implementation plan included as an addendum to this report was prepared by the U.S. Department of Education for submission to the U.S. Congress and describes current governmental investments in research, professional development, capacity-building, technical assistance, and direct grants to support the improvement of literacy among children, adolescents, and adults.

During our consultations, civil society reported that NGOs and continuing education organizations intend to strengthen their publicity, outreach, and advocacy through social media such as Facebook and Twitter. For adequate funding, NGOs will continue to work with Congress to maintain federal funding as well as provide technical assistance to states to secure funding from state legislatures. Organizations will continue to pursue diversified funding strategies that include publishing materials, securing corporate and federal grants, and building a strong donor base for a better design, implementation, and evaluation of adult education and literacy programs.