



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 Ghana**

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

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

Institution responsible for submitting this report	Ghana National Commission for UNESCO
Submission date	29th February, 2012

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

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

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

Report elaboration process

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

1. Contributing Public Authorities:

Non-Formal Education Division (NFED), Council for Technical and Vocational Education and Training (COTVET) both with the Ministry of Education.

The Ministry of Food and Agriculture- Division of Agricultural Extension Services

The Ministry of Youth and Sports- National Youth Employment Programme

The Ministry of Health- Health Promotion Unit.

The Ministry of Education

2A. Stakeholder Consultation

- Round table discussion
- Correspondence and collation of inputs

2B

- Open Discussion
- Responses obtained through consensus
- Sub-committee collation of responses
- General Stakeholder validation and approval of responses

3. References

- Ghana CONFINTEA VI Country Report (Ministry of Education, 2008)
- Ghana Demographic Health Survey (Ghana Statistical Service, 2008)
- Education Sector Performance Reports (Ministry of Education, 2008-2011)
- Education Strategic Plan 2010-2020 (Ministry of Education, 2010)
- Mass Literacy and Social Change Programme (MASSLIP) NFED, 1998
- National TVET Qualification Framework (Draft COTVET Committee Report, 2012)
- COTVET Act 718 (2006)
- Education Act 778 (2008)
- The Constitution of the Republic of Ghana (1992)

1. Definitions and data collection on adult learning and education		
	Yes	No
1.1 Does your country have an official definition of adult education ? <i>If Yes, please provide it in the space below:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> "Adult Education and learning covers provision of functional literacy for those who have missed formal education or to those who have dropped out of the formal school and education and training (employable skills) to all adults aimed at solving household and or work related problems". (GDHS 2008) "All activities meant to bring improvement in the lives of the individual and the communities in which they live. It embraces leisure occupation, social roles as well as peripheral activities." (Ghana CONFINTEA Report, 2008; p29)	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Has your country adopted or developed an official definition of literacy ? <i>If Yes, please provide it in the space below:</i> 'Reading writing and numeracy skills' (UNESCO's definition)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (<i>please describe below</i>):		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006? <i>If Yes, please select the option(s) below that best describe the change(s)</i> New conceptual definition on literacy in place (for policy) New conceptual definition on literacy in place (for data collection only) New assessment of youth and/or adults' literacy skills Increase in the periodicity without significant conceptual changes Other changes (<i>please provide details below</i>):	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.5 Has your country faced challenges in collecting literacy data? <i>If Yes, please describe them briefly in the space below:</i> - Available data from the National Census does not indicate the real literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>

competence of the respondents.

- No instrument to measure the real learning outcomes for participants.

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

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

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

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Education Act 778	2008
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	COTVET Act 718	2006
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Constitution of the Republic of Ghana (Article 38); Education Strategic Plan 2010-2020	1992 2009

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	women, youth, PWDs, rural residents (15 - 45+)	
Adult literacy	women, youth, rural poor, prisoners, PWDs (15-45+)	

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"/>	Provide opportunities for those outside the formal education system to have free access to meaningful high-quality user-friendly education and training, whether through inclusive or complementary provision, approved or informal apprenticeship, distance education or technical and vocational skills development initiatives.	2010 - 2020
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Same as above	2010 - 2020

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

Yes No

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

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<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 National TVET Qualification Framework (in draft, will be finalised and operationalized by September 2012).</p>		

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

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

Education For All Fast Track Initiative (EFA FTI) Education Sector Plan <input type="checkbox"/> Sustainable development strategy <input type="checkbox"/> Other (specify in the space below) <input checked="" type="checkbox"/>	National Youth Policy
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2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No	Specify policy/plan (add as many lines as needed)	References
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	National TVET Qualification Framework	COTVET Consultation Reports
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
<i>If Yes, please elaborate how they have been involved.</i> - In the development of policies and programmes -				

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.
Decentralized Policy-Making Framework (Ghana Institute of Linguistics, Literacy and Bible Translation, GILLBT)

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

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

Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
NFED	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MOFA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
COTVET	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Health Promotion Department, Ghana Health Service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Municipal, Metropolitan and District Assemblies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ministries, Departments and Agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Regional Coordinating Councils	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
National Commission for Civic Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Universities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Department of Community Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Media	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Non-Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
PAMOJA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GILLBT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Faith-based Organizations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Trade Union Congress	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Actionaid Ghana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CAMFED	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hunger Project	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GNECC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

OIC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ICCES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRATIS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> Director, NFED, Ministry of Education, P. O. Box M45, Accra Ghana Literacy House, 2nd Independence Close, Independence Avenue.		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> Same as above		

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

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i> MOFA, Agric Extension Officers training; COTVET - training of master craft persons		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i> Training of Trainers, Facilitator Training, Stakeholders' Meeting		

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

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<ul style="list-style-type: none"> - Inadequate capacity-building for state actors. - Civil Society players do not have access to state capacity-building. - Funding has also been a challenge for both state and non-state actors.

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 type="checkbox"/>	<i>Budget allocation</i> <input checked="" type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

GHS

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

<i>Units</i> <input type="checkbox"/>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input checked="" type="checkbox"/>	<i>Millions</i> <input type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	1,949,768	2,564,363	2011 Education Sector Performance Report
<i>Sub-national governments</i> ⁵			
<i>Total</i>	1,949,768 *	2,564,363 *	

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>	35.5	80.5	<input type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

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

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	3,715	13,357	<input type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input type="checkbox"/>
<i>Civil society organisations</i>	51.2	40.8	<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>

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

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

<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input 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
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief description:</i> The Skills Development Fund (SDF) is a challenge fund that provides funding for innovative training in both the formal and informal sectors. A funding window is dedicated solely for training and entrepreneurship development and support to the informal sector (COTVET).</p>		

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.
<ul style="list-style-type: none"> - Inadequate funding - Public expenditure on education and training covers only Ministry of Education's allocation. Difficulties in accessing information from other Ministries providing adult education and training. - CSOs allocation covers only the provision from the Action Aid Ghana.

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

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

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

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Youth and adult	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	women, youth, rural poor, prisoners, PWDs	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	workers, corporate social responsibility	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	women, youth, rural poor, prisoners, PWDs	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	general	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	women, youth, rural poor, prisoners, PWDs	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	women, youth, rural poor, prisoners, PWDs	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i> Sponsorship of programmes on media and workplace health education	<input checked="" type="checkbox"/>	women, youth, rural poor, prisoners, PWDs; workers	<input checked="" type="checkbox"/>

Civil society or non-governmental organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	women, youth, rural poor, prisoners, PWDs	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	women, youth, rural poor, prisoners, PWDs	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	women, youth, rural poor, prisoners, PWDs	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	women, youth, rural poor, prisoners, PWDs, community radio network coverage areas, communication centres	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	women, youth, rural poor, prisoners, PWDs	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	women, youth, rural poor, prisoners, PWDs	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	women, youth, rural poor, prisoners, PWDs	<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
On adult education	<input type="checkbox"/>	<input type="checkbox"/>
On adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i>		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Sisaali, Paasaal, Kusaal, Kasem, Frafra, Buli	<input checked="" type="checkbox"/>
Konkomba, Hanga, Safaliba, Birifor, Tampulma, Valga	<input checked="" type="checkbox"/>
Bimoba, Chumburung, Mampruli, Basaari, Anufo	<input checked="" type="checkbox"/>
Dagbani, Gonja, Deg, Nawuri, Koma, Nafaanra, Kaakyi	<input checked="" type="checkbox"/>
Gikyode, Adele, Lelemi, Ntrubo, Nkonya, Selee, Ewe, Akuapem Twi, Asante Twi, Nzema, Dagaare, Gurune	<input checked="" type="checkbox"/>
Tuwuli, Siwu, Sekpele, Avatime, Ahanta, Fante, Ga, Dangme	<input checked="" 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).
<ul style="list-style-type: none"> - Lack of national language policy. - There are several undeveloped Ghanaian languages owing to lack of resources.

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

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

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.

- Promote the development of a local language policy
- Promote the involvement of private sector and
- Increased use of ICT

5.8 Does the government collect information on the following items...?	Mark all that apply
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input checked="" type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	
<ul style="list-style-type: none"> - COTVET reports - Non- Formal Education reports - GILLBT reports 	

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

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

<p><i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</p> <p>Adult education Adult literacy</p>	<p>Yes</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>No</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
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If measures have been undertaken please provide a brief description and references:

- General education to change perception
- Focused targetting.

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.

- Pockets of imbalances - most facilitators are male in literacy programmes.
- Standardized tools for measurement and quality assurance are needed.
- For Adult Education, we have male-dominated trade areas being participated in and facilitated by males and vice versa.

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"/>	2010	Introduction of Quality Assurance Mechanism
Learning materials	<input checked="" type="checkbox"/>	2010	Introduction of Quality Assurance Mechanism
Facilitators' training	<input checked="" type="checkbox"/>	2010	Introduction of Quality Assurance Mechanism
Teaching/ learning methods	<input checked="" type="checkbox"/>	2010	Introduction of Quality Assurance Mechanism
Assessment of learning outcomes	<input checked="" type="checkbox"/>	2010	Introduction of Quality Assurance Mechanism

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"/>		Not Standardised
Learning materials	<input checked="" type="checkbox"/>		Not Standardised
Facilitators' training	<input checked="" type="checkbox"/>		Not Standardised
Teaching/ learning methods	<input checked="" type="checkbox"/>		Not Standardised
Assessment of learning outcomes	<input checked="" type="checkbox"/>		Not Standardised

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

Adult education				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	3-4 years	<input checked="" type="checkbox"/>	2-4 weeks
University	<input checked="" type="checkbox"/>	4 years	<input checked="" type="checkbox"/>	
Private company	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	1 week
Non-governmental organisation	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Adult literacy				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	2 weeks	<input checked="" type="checkbox"/>	1 week
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>	2 weeks	<input checked="" type="checkbox"/>	1-2 weeks

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)		
Adult literacy		Volunteer Facilitators (incentives, eg. bicycles, sewing machines, radio sets, etc)

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
Adult education	<input checked="" type="checkbox"/>
Adult literacy	<input type="checkbox"/>

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

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

Please provide a brief description and references:

- Field visits, submission of reports by field officers at the District and Regional levels
- Reports from some NGOs eg. Hunger Project, GILLBT.

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

	<i>Mark all that apply</i>
Lifelong learning	<input type="checkbox"/>
Adult education	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>

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

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

- Intent and practice are not fully connected.
- Fundamental lack of infrastructure, funding and monitoring and evaluation.
- Fundamental challenge of remunerating facilitators of literacy and adult education programmes.

7. CONFINTEA VI follow-up: additional activities

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

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input type="checkbox"/>
Adult Learners Week/Learning festivals	<input checked="" type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input 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 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.

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

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

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

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

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

	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and references:</i></p> <ul style="list-style-type: none"> - Action Aid Ghana in collaboration with the Girls' Education Unit of the Ghana Education Service undertake annual girls' education camps. - GNECC also undertakes advocacy on women and girls' education. - CAMFED undertakes financial literacy and enterpreneural training for girls and young women in the Northern Regions of Ghana. 		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and reference:</i></p> <ul style="list-style-type: none"> - Prison Literacy Project being run by the Ghana Prisons' Service in collaboration with the NFED. - NFED activities cater for People With Disabilities. 		

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"/>
<p><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> <ul style="list-style-type: none"> - Brought some awareness about the need to highlight the issues in the UNLD, However, there is not much commitment from the Development Partners and government for adult education and literacy. - Need for a coordinated National Framework for non-formal education backed by policy. - Need to promote Private-Public Partnership in the delivery of adult literacy and education. 			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If yes, please specify how they have changed below and provide evidence.</i></p>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please provide below a brief explanation:

- The enrolment targets for government implemented literacy programme has reduced by 50% since 2006 due to inadequate funding.
- NGO provision has also equally reduced, eg. GILLBT's target reduced from 21 to 8 sponsored language literacy projects
- Adult illiteracy rate is still high at 49%. (GLSS, 2008)

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

Challenges

- No dedicated training college for the training of adult educators
- Reduction in the number of days of facilitator training (state and non-state actors)
- Absence of non-formal education courses on the programmes of existing teacher and other training institutions.
- Lack of a national policy framework and legislative instrument on non-formal education
- Only one percent of the education budget is allocated for government-funded programme(only for adult literacy)
- Unavailability of information on all players in the field of adult education.
- Weak coordination point makes it difficult to really estimate the investments made into adult education and literacy in the country
- About 49% of Ghanaian adults are not literate in English or a local language (GLSS 2008).

Capacity Needs

- Development of a national policy framework backed by legislation on non-formal education
- Effective preparation, upgrading and deployment of non-formal education trainers and implementers.
- An institution dedicated to the training of adult educators

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

- Non- existence of a coherent national vision for literacy
- Inadequate national coordination infrastructure, well resourced and empowered to coordinate non-formal education.
- Irregular platform for stakeholders' consultation.
- inadequate capacity building for adult education trainers
- Lack of evidence-based research for promoting non-formal education.

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

- Lack of nationally accepted definition for adult literacy and education
- Quality assurance mechanism in the field of adult literacy and education
- Tracer studies to monitor the sustenance of literacy skills by participants
- Lack of literate environment especially in rural areas and in the mother tongue

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?

- Development of a national policy on adult education and literacy.
- Regular and sustained Stakeholder consultations.
- Funded evidence-based research on adult literacy and education.