



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 Botswana**

This report is submitted on behalf of the Government of Botswana 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	Department of Basic Education, Out of School Education and Training
Submission date	May 2012

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

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

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

Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input 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 type="checkbox"/>
International non-governmental organisations	<input 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.

THIS REPORT COVERS ONLY THE UPDATE BY THE MINISTRY OF EDUCATION AND SKILLS DEVELOPMENT's OuUT OF SCHOOL EDUCATION AND TRAINING SU-SECTOR, ESPECIALLY RELATING TO THE FOLLOWING PROGRAMMES:

- ADULT BASIC EDUCATION
- OUT OF SCHOOL EDUCATION FOR CHILDREN
- SKILLS DEVELOPMENT AND TRAINING

THE PROCESS OF REVIVING THE CONFITEA NATIONAL COMMITTEE IS STILL ON-GOING. THE COMMITTEE SHOULD INCLUDE ALL SECTORS AND A WIDER SPECTRUM OF STAKEHOLDERS IN ADULT LEARNING AND EDUCATION AT ALL LEVELS.

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of adult education? <i>If Yes, please provide it in the space below:</i></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></p> <p>The practice of teaching and educating adults (those whose age, social roles and/or self-perception define them as adult or deem them as mature)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of literacy? <i>If Yes, please provide it in the space below:</i></p> <p>Literacy is a responsive and context specific multi-dimensional lifelong learning process designed to equip beneficiaries with specialised knowledge, skills, attitudes and techniques to independently engage in practices and genres involving listening, speaking, reading, writing, numeracy, technical functioning and critical thinking required in real life. Ref: Botswana National Literacy Survey: 2003.</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></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i></p> <p>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>): Adult literacy tests done during Literacy Surveys</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	
<p>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></p> <p>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>):</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>1.5 Has your country faced challenges in collecting literacy data? <i>If Yes, please describe them briefly in the space below:</i></p> <p>Inadequate national reporting systems (NRS) for data on Non-formal Education, Terrain problems, inefficient systems of monitoring and data collection, administrative problems with decentralised systems,</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

--

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

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

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Revised National Policy on Education	1994
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	same	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	same	

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		Literacy Survey 2003 estimates 323,000 illiterates while primary education shows an 89.7% Net Enrolment Rate for the 6-12 years and 88.4% for the 7-13 year children in 2011. They also show a dropout figure of about 3000 children in the same year.
Adult literacy	out of school children and youth (06-19years) and adults	

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

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

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

	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

The Botswana Language Policy specifies Setswana and English as languages of instruction for all education.

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>Skills development is assessed and accredited by the Botswana Training Authority (BOTA) while non-formal basic education will be assessed and accredited by the Botswana Examinations Council (BEC). The BEC is in the process of developing an appropriate alternative mode of assessment for the Adult Basic Education and the Out of School Education for Children programmes.</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 checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>The Skills Development and Training Programme has been reviewed and diversified in 2011 (see the Programme Framework for Skills Development and Training)</p>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>The Out of School Education for Children Programme is currently being developed with UNICEF support, following the Stakeholders consultation seminar held in March 2011.</p>		

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"/>	2009-2016	NDP 10 National Strategy for Poverty Eradication/Guidelines Ministry of Education and Skills Development Strategic Plan Ministry changed focus and name towards skills development
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		

<i>Other (specify in the space below)</i> <input type="checkbox"/>			
Adult literacy:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>		NDP 10 National Strategy for Poverty Eradication/Guidelines Ministry of Education and Skills Development Strategic Plan The Skills Development and Training Programme reviewed and diversified in line with the Ministry's changed focus
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		
<i>Other (specify in the space below)</i>	<input type="checkbox"/>		

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>	<i>References</i>
Adult education	<input type="checkbox"/>	<input type="checkbox"/>	<p>The following programmes have all been heavily consulted with stakeholders at different levels:</p> <ul style="list-style-type: none"> - Adult Basic Education Programme - Skills Development and Training Programme - Out of School Education for Children 	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<p><i>If Yes, please elaborate how they have been involved.</i></p> <p>Stakeholders were heavily consulted at different levels - (in conferences, seminars, taskgroups, community Kgotla meetings, surveys for learner needs assessment) during the development of the following programmes:</p> <ul style="list-style-type: none"> - Adult Basic Education Programme - Skills Development and Training Programme - Out of School Education for Children <p>The adult population who constitute OSET learners were also heavily involved in the consultations towards formulation in the Revised National Policy on Education</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.

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
Out of School Education and Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MOESD Regional Operations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Rural Development Council	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Women's Affairs Department	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
University of Botswana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BOCODOL	<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"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Governmental:				
<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
Botswana Council of Churches	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Thuto Isago	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indigenous language associations	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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"/>

If Yes, please provide name and contact details:

Rural Extension Coordinating Committee
Rural Development Council
Ministry of Finance and Development Planning
Botswana

Adult literacy



If Yes, please provide name and contact details:

Out of School Education and Training Division
Private Bag 0043
Gaborone
Botswana

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"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>Periodic EFA Reviews Periodic MDGs Reviews Implementation of EFA action plan</p>		
...adult literacy?	<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>Periodic EFA Reviews Periodic MDGs Reviews Annual Literacy Forum International Literacy Day and Learners Week commemorations Specific consultations for specific programme reviews National Development / District Development / Urban Development Planning processes</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
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>- Full time adult educators are trained by the University of Botswana (39 are currently are training for Diploma in Adult Education) - Full time adult educators are trained by the Rural Extension Coordinating Committee's Basic Extension Skills Training course (42 adult educators trained in 2011 and 11 in 2012). - Re-tooling of part time adult educators to cope with the reviewed programmes (338 were trained by February 2012)</p>		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>A total of 338 Part time Adult Educators have been re-tooled for ABEP delivery</p>		

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.
Communities have Village Development Committees, Village Extension Teams and Village Out of School

Education Advisory Committees that that advise and monitor adult education and adult literacy initiatives at grassroot levels.

4. Financing: investment in adult education and adult literacy

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

Please indicate which data are reported:

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

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

Botswana Pula (BwP) THIS IS THE EXPENDITURE FOR OUT OF SCHOOL EDUCATION AND TRAINING ONLY

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 checked="" 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)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	110,627,667	89,944,652	GOVERNMENT
<i>Sub-national governments</i> ⁵			
<i>Total</i>			

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

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	Same	Same	<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>	Same	Same	<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 Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

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

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
<i>If Yes, please provide a brief description:</i> Intensifies partnerships with stakeholders e.g. UNICEF is funding the development of Out of School Education for Children programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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"/>	<p>Women make up 66% in the Adult Basic Education Programme.</p> <p>Learning groups in some districts do access computers provided through partnership with the Botswana Training Authority (the HiWEL project), the Botswana National Library Services (the Sesigo project) and recently the Botswana Telecommunications Authority (computers and sewing machines offered as part of community support to hosting communities during the World Telecommunications and Information Society Day - under the Theme: Women and Girls in ICT.</p>	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	<p>Women make up 80% i Skills Development and Training Programme and Income Generating Projects</p>	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	<p>Content infused into the Adult Basic Education Pogramme, Skills Development and Training Programme and Out of School Education for Children programme</p>	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	<p>All education and training programmes are delivered in official language (English) and local language (Setswana)</p>	<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>

<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Content infused into the Adult Basic Education Programme, Skills Development and Training Programme and Out of School Education for Children programme	<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Content infused into the Adult Basic Education Programme, Skills Development and Training Programme and Out of School Education for Children programme	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input 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"/>

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 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"/>

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>
Setswana	<input checked="" type="checkbox"/>
English	<input checked="" type="checkbox"/>
Some of the indigenous languages e.g. Naro language - has translated ABEP materials	<input checked="" 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).
<ul style="list-style-type: none"> - Although there are many languages, only Setswana and English are used in instruction - Few learning materials in other languages - Few translations done already by other languages - No orthography in most of the local languages - Other languages have no lexicon <p>Ref: A Study of the Third Language Teaching in Botswana (May 2005)</p>

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Yes	No
	<input type="checkbox"/>	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please provide references or attach documents on local community participation:</i>			
<ul style="list-style-type: none"> - Community members were part of the stakeholder participation in the development of ABEP curriculum and learning materials - lead by UIL. - Other languages associations were provided with ABEP materials softcopies to translate when possible. - The Special Education Division of the Ministry of Education and Skills Development was provided with 			

softcopies to tranliste the ABEP materials into Braille for the sight impaired.

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

5.8 Does the government collect information on the following items...?	<i>Mark all that apply</i>
Enrolment in adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input 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 Basic Education learners: 7305 (3160 Females and 1163 Males) as at May 2012	

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				
ABEP Level 1: 5606 Level II: 1292 Level III: 407				

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

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

--

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

--

6. Quality: quality assurance

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

Adult education

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

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"/>	Established in line with Recommendation 2 of the Revised National Policy on Education (1994)	<ul style="list-style-type: none"> - National curriculum quality assurance structures: the Ministry of Education and Skills Development' Inter-Departmental Curriculum Task Force - Ministerial Performance Improvement Committee (MPIC)
Learning materials	<input checked="" type="checkbox"/>		<ul style="list-style-type: none"> - Teaching/learning materials are also put through the Inter-Departmental Curriculum Task Force for quality assurance - For internally developed materials, professional editors and publishers do work with curriculum and material developers for quality purposes.
Facilitators' training	<input checked="" type="checkbox"/>		University of Botswana - Adult Education trains full time facilitators - for preservice and inservice training
Teaching/ learning methods	<input checked="" type="checkbox"/>		University of Botswana - Adult Education trains full time facilitators - preservice and inservice training

			<p>Out of School Education and Training (OSET) trains part time facilitators and mentors them</p> <p>OSET monitors the work of implementers and programme delivery</p>
Assessment of learning outcomes	<input checked="" type="checkbox"/>		<p>- A quality assurance and accreditation tool being developed/instituted by the Botswana Examinations Council for ABEP and OSEC</p> <p>The Skills Development and Training Programme is assessed and accredited by the Botswana Training Authority (BOTA)</p>

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"/>	Depends on the length of the course	<input checked="" type="checkbox"/>	Depends on the length of the course
University	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
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"/>	Depends on qualification (Certificate/ Diploma/ Degree etc)	<input checked="" type="checkbox"/>	Weeks or months
University	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (<i>academic year ending in 2010</i>)		
Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)		
Adult literacy	BwP 7,800/month	The source is GOVERNMENT.

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

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (<i>If yes, mark all that apply</i>)		
	Monitoring	Evaluation
Adult education	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Please provide a brief description and references:</i> OSET has developed and automated monitoring tool which is currently being implemented by the Regions to monitor implementation of ABEP, OSEC and SDT programmes		

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 checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>
<i>If one or more of the boxes is marked, please provide a brief description and references:</i> The 2013 National Literacy Survey has been commissioned and preparations are on-going - jointly by the Ministry of Education and Skills Development and Statistics Botswana Consolidating Full Participation in Education in Botswana: Why Children Do Not Complete School - -and What To Do About It. Consultancy Report by : Redi4Change LLC May 2011	

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

7. CONFINTEA VI follow-up: additional activities

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

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input 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.

NO

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Yes	No
... women and girls?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please provide a brief description and references:</i>		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i>		
Consultations followed by the on-going development of the Out of School Education for Children (OSEC) to cater for the marginalised children.		

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 checked="" type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i>			
The UNLD Plan of Action informed the transformation of Out of School Education and Training			

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>The change is in progress:</p> <ul style="list-style-type: none"> - Accreditation and quality assurance for the programmes are emphasised. - Equivalences are also emphasised to facilitate mobility by learners across programmes 		

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>Figures went down 3,000 learners during the period of programme review, especially for the Adult Basic Education Programme (ABEP) and now the graph is generally rising (currently at 7,305 learners)</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>All the three OSET programmes (Adult Basic Education - ABEP, Out of School Education for Children - OSEC, and Skills Development and Training - SDT programmes) adopt an outcomes-based, competency-based and multigrade approaches. Capacity building is required in the following areas:</p> <ul style="list-style-type: none"> - Outcomes-based education and assessment - Competency-based education and assessment - Multigrade teaching/learning - Instructional design in these approaches - Skills development and competencies for policy development <p>The major obstacles and challenges:</p> <ul style="list-style-type: none"> - Lack of internal capacity - Lack of funding for outsourcing of required skill

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
<ul style="list-style-type: none"> - Appropriate assessment system not yet in place for the ABEP and OSEC - No standards to guide multiple providers - Inefficient data collection from the Regions - No direct policy for adult education and adult literacy

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

- All resources - (money, material and human resources)
- Language barriers
- Mobility of some communities and the need for mobile/responsive literacy and adult education provision is an area requiring research

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

- Government is going through the process National Development Plan 10 Mid-Term review, reviewing the literacy challenges and re-prioritising
- The National Literacy Survey has been commissioned for 2013. It will inform the future of literacy initiatives.
- The planned UNLD Plan of Action review will also inform the future initiatives and priorities for literacy planning, implementation, administration, monitoring and evaluation.
- Otherwise, the promotion of quality assurance (accreditation) in literacy programmes in this country has improved the standard and recognition of literacy products and improved their access to further education and training as well as access to competition in the informal sector markets.