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 Malawi

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

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes[3], which are meant to provide further clarification.

Institution responsible for submitting this report	Ministry of Education, Science and Technology
Submission date	28th February 2012

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

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

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

Report elaboration process

Which institutions and stakeholders provided input to this report?	*Mark all that apply*
Government Ministries	

Government Ministries

Agriculture	☐
Defence	☐
Education	☒
Foreign Affairs	☐
Health	☐
Interior/Home affairs	☐
Labour	☐
Others *(please mark and specify below)*	☒

Youth and Sports Development;Gender Children and Community Development

Civil society organisations	☒
National non-governmental organisations	☒
International non-governmental organisations	☒
Educational or research institutions/Universities	☒
Private sector companies	☒
United Nations agencies	☒
Non-UN bilateral or multilateral organisations	☐
Others *(please mark and specify below)*	☐

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

Public aouthorities involved in the process were:

- Ministry of Educaction, Science and Technology
- Minstry of Youth and Sports Development
- Ministry of Gender, Children and Comunity Development
- Stakeholders were consultated through a four day consultatinve workshop
- The types of references used for reporting were National Government Documents e.g. National Education Sector Plan, Draft National Adult Literacy Policy, Malawi Growth and Development Strategy, ---
- Mass Literacy Policy Document and Civil Society Documents. e.g. Mass Adult Literacy Project Monitoring and Budget Tracking Report April 2011.

1. Definitions and data collection on adult learning and education

	Yes	No
1.1 Does your country have an official definition of **adult education**? *If Yes, please provide it in the space below:*	☐	☒
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:*	☐	☒
1.2 Has your country adopted or developed an official definition of **literacy**? *If Yes, please provide it in the space below:* Ability to Read , Write and do simple Arithmetic	☒	☐
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* Literacy implies Knowledge, Skills, Attitudes and Techniques acquired by individuals to engage in listening, speaking, reading, writing, numerac, technical and critical thinking intended to promote the development of active citizenship	☒	☐

1.3 How is literacy data obtained in your country?

Please select the option(s) below

National census	☒
School administrative data (years of schooling completed/primary certificate)	☐
Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)	☒
Household surveys	☒
Other methodology (*please describe below*):	☐

	Yes	No
1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?	☐	☒

If Yes, please select the option(s) below that best describe the change(s)

New conceptual definition on literacy in place (for policy)	☐
New conceptual definition on literacy in place (for data collection only)	☐
New assessment of youth and/or adults' literacy skills	☐
Increase in the periodicity without significant conceptual changes	☐
Other changes (*please provide details below*):	☐

	Yes	No
1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:* 1. Inadequate resources 2. Data collected is not credible because of the method used by National Statistics Office (individuals are just asked questions about their literacy status and not tested) 3. Access to get information from some stakeholders is difficult because they are reluctant to release data	☒	☐

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.

Refer to 1.5When people are asked whether they are literate , they just say yes to avoid shame. They need to be tested.

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

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

	Yes	No	If Yes: name of legal/policy instrument and references (add as many lines as needed)	Year
Lifelong learning	☒	☐	National Educatiion Sector Plan	2008
Adult education	☒	☐	Draft National Education Literacy Policy (page 8)	1986
Adult literacy	☒	☐	Draft National Education Literacy Policy	1986

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	Specific target groups, including age range (add as many lines as needed)	Total number of individuals in the group
Adult education		
Adult literacy	Men, Women, Youth of 15 years and above	4.6 million

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

	Yes	No	Specify goal	Specify timeframe
Adult education	☒	☐	To provide quality and relevant education to the malawi nation	2008 - 2017
Adult literacy	☒	☐	To provide quality and relevant education to the malawi nation	2008 -2017

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

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

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:
The Technical, Enterpreneurial and Vocational Education and Training Authority (TEVETA) was created in 1999 through an Act of Parliament with a specific mandate to facilitate the provision of technical, entrepreneurial and vocational edcuaction and training in Malawi. Its focus is on formal, informal and non formal learning

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

If Yes, please provide a brief explanation and references:
- Upgrading of Teachers at Domasi College

	Yes	*No*
Adult literacy	☐	☒

If Yes, please provide a brief explanation and references:

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

Adult education:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☒	2006-2011	Malawi Growth & Development Strategy
Poverty Reduction Strategy Paper	☐		
Education strategy	☒	2008 - 2017 2008 - 2013	National Education Sector Plan Education Sector Implementation Plan
Skills development (including vocational education and training) strategy	☒	1999	Technical Enterprenuerial Vocational Education and Training Authority
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒	2008 - 2017	National Education Sector Plan
Sustainable development strategy	☐		

Other (specify in the space below)	☐		

Adult literacy:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☒	2006 - 2011	Malawi growth Development Strategy
Poverty Reduction Strategy Paper	☐		
Education strategy	☒	2008 - 2017 2008 - 2013	National Education Sector plan Education Sector IMplementation Plan
Skills development (including vocational education and training) strategy	☒	2008 - 2017	National Education sector Plan National Education Sector Plan
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒	2008 - 2017	
Sustainable development strategy	☐		
Other (specify in the space below)	☐		

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	☒	☐		Draft Literacy Policy
Adult literacy	☒	☐		Draft Literacy Policy

If Yes, please elaborate how they have been involved.

- Literacy learners were consulted during policy formulation
- Communities are responsible for identifying instructor, learning shelter, and learning days.

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:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
Ministry of Education, Science and Technology	☒	☒	☒	☒
Ministry of Youth and Sports Development	☒	☒	☒	☐
Ministry of Agriculture	☒	☒	☒	☐
Ministry of Health	☒	☒	☒	☐
Minstry of Gender, Children and Community Development	☒	☒	☒	☐
Ministry of Energy and Environmental Affairs	☒	☒	☒	☐
National Library Service	☒	☒	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Non-Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
Action Aid	☒	☒	☒	☒
National Small Holder Farmers Association of Malawi	☒	☒	☒	☒
World Vision	☒	☒	☒	☒
Malawi Reflect Forum	☒	☐	☒	☒
Civil Society Education Coalliton	☒	☐	☒	☒
Teachers Union Of Malawi	☒	☐	☒	☒
Concern Universal	☒	☒	☒	☒
OXFAM	☒	☒	☐	☒
Adventist Development and Relief Aid	☒	☒	☒	☒
Faith Based	☒	☒	☐	☒

Organisation				
Farmers Union	☒	☐	☐	☒

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	*Yes*	*No*
Adult education	☐	☒
If Yes, please provide name and contact details:		
Adult literacy	☒	☐
If Yes, please provide name and contact details: National Centre For Literacy and Adult Education, P.O. Box 30786, Lilongwe 3, Malawi Email: nationalcentre.literacy@ymail.com		

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

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

	Yes	*No*
...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
- Biannual Stakeholder meetings
- National Adult Literacy Symposium
- Development of operational guidelines
- Technical Working Group meetings

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in…	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
Joint sector review meetings

	Yes	*No*
...adult literacy?	☒	☐

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

- Conducting stakeholder meetings
- Joint sector review meetings

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

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
Ref 3.2 : The National Centre for Literacy and Adult Education should not just focus on literacy component but also adult education as per 1962, Education Act as ammended in 1986. Although adult education is taking place in Malawi there is no entity to coordinate it and that is why it is missing as a department in the University of Malawi and as a directorate in the Ministry of Education, Science and Technology. However, for Adult Literacy the coordinating body is the National Centre for Literacy and Adult Education (NCLAE)

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.
Please indicate which data are reported:

Actual expenditure	Budget allocation
☒	☒

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

Malawi Kwacha (MK)

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

Units	Hundreds	Thousands	Millions
	☐	☐	☒

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?[4]

	Amount (2009)	Amount (2010)	Source
National government	26,200	33,800	Education Management Information Systems
Sub-national governments[5]	800	1,000	Education Management Information Systems
Total	27,000	34,800	Education Management Information Systems

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

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

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

	Amount (2009)	Amount (2010)	Not available

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

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

National government	84	70	☐
Sub-national governments[5]	14	0	☐
Civil society organisations			☐
Donors/international aid (not loans)	50	50	☐
Private companies			☐
Learners/households	10	15	☒

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief description:
-Adult Education and Adult literacy Programs are now benefiting from Sector Wide Approach funding and pooled funding. Education for All (EFA), Fast Track Initiative (EFA)

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.
Refer 4.6 Under learners/households: Actual figures are not available but an estimate is what has been provided because learners contribute to adult literacy program through provision of learning shelter and buying of their own learning materials which are notebooks, pens and pencils. Development partners like Icelandic International Development Agency (ICEIDA) contributed MK 84 million in 2009 and MK 90 million in 2010. United Nations Development Program (UNDP) program supported Funtional Literacy for Intergrated Rural Development (FLIRD) program with MK 140 million in 2009 and 2010. National Small Holder Association of Malawi (NASFAM) which runs adult literacy classes to its illiterate farmers had a budget of MK 2.5 million in 2009 and 2010.

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

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

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

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

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

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

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	☐	☐
On adult literacy	☒	☒

Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).
Malawi REFLECT Forum (MAREFO) conducted two studies, one in 2010 titled Adult Literacy Budget Tracking and another in 2011 titled Monitoring the Impact of Mass Adult Literacy Project (MALP). In 2010 the study was conducted in ten districts out of 28 districts and in 2011 the study was done in twelve districts. The key indicators in both studies reflected that the community is very interested in literacy program and need many classes than what the government is providing (8,000). the government is providing less due to inadequate resorces but the drive is there through the launching of Mass Adult Literacy Project.

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

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
- no materials translated into the dominant (local) languages - the existence of many local languages

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	*Yes*	*No*
	☐	☒
If Yes, please provide a brief description and references:		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?			
	Mark all that apply	*Are local communities involved?*	
		Yes	*No*
National level	☒	☒	☐
Sub-national level	☒	☒	☐

Please provide references or attach documents on local community participation:
Questionaire on needs assessment for development of english primers and review of old primer which informed the content of the curriculum

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.
Refer 5.2 - There are proposals to conduct surveys on actual literacy levels instead of relying on national census data   Refer 5.4 - Language challenges apply to classes using the conversional approach. Those using REFLECT approach have materials developed   in their own language

5.8 Does the government collect information on the following items...?	*Mark all that apply*
Enrolment in adult education programmes (other than literacy programmes)	☐
Attendance in adult education programmes (other than literacy programmes)	☐
Completion of adult education programmes (other than literacy programmes)	☐
Enrolment in literacy programmes	☒
Attendance in literacy programmes	☒
Completion of literacy programmes	☒

If this information is available please attach the corresponding figures and documentation, or provide the references:
Enrollement : 356,500 learners enrolled in literacy classes in 2010
Attendance: On   average 130,500 learners were attending classes in 2010
Completion: Over 90,000 learners competed the learning cycle in 2010

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	☐	☒	☒	☐
Adult literacy programmes	☐	☒	☒	☐

If this information is available please attach the corresponding figures and documentation, or provide the references:
 In 2010, 226,385 learners were registered out of which 140, 385 were assessed and 104,101 were declared literate (74%). This is for adult literacy. For adult education, lack of a coordinating unit makes it difficult to have actual figures.

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	*Mark all that apply*	
	Yes	*No*
Adult education	☒	☐
Adult literacy	☒	☐

	Adult education	Adult literacy
If yes: Who participates more? Women	☐	☒
Men	☒	☐

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

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

1. Opening of classess based on sex to improve male participation
2. Linking graduates to Income Generating Activites increased patronage
3. Introduction of English lessons will attract men
4. Intergrating literacy and development through REFLECT approach increased paticipation in the program

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

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☒	1986	placement of curriculum officer
Learning materials	☒	1986	development of teaching and learning materials and review of the content in 1998
Facilitators' training	☒	1986	conducting two week course
Teaching/ learning methods	☒	1986	7 teaching steps put in place
Assessment of learning outcomes	☒	1986	conducting assessement after 10 months

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

Adult education

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

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	☒	two weeks	☒	5 days
University	☐		☐	
Private company	☐		☐	
Non-governmental organisation	☒	two weeks	☒	5 days

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	MK 500 (US$2)	Goverment

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

	Mark all that apply
Adult education	☐
Adult literacy	☒

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? *(If yes, mark all that apply)*		
	Monitoring	Evaluation
Adult education	☐	☐
Adult literacy	☒	☒

Please provide a brief description and references:
Monitoring and evaluation is done through;
- Progress monthly reports
- Field visits to classes
- Quarterly review meetings
- Instructors monthly recurrent meetings

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	Mark all that apply
Lifelong learning	☐
Adult education	☐
Adult literacy	☐

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

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
Refer to 6.4.   Plans to provide bicycles (about 800) to cluster supervisors to ease their mobility are underway. One Cluster Supervisor looks after nine adult literacy instructors/classes. Negotiations are also in progress to raise the honoraria paid to adult literacy educators/facilitators/volunteers.

7. CONFINTEA VI follow-up: additional activities

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

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.
1. The government has developed an English Curriculum 2. Lauch of Mass Literacy Project, 2009 - 2014

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.
Refer to 7.2 Mass Literacy Project: - Enabled government to make a deliberate effort to provide adequate funding to the literacy program . The program was being underfunded for quite a long time.   This has raised the profile of the program.   Development of English curriculm - For a long time adult learners have been requesting for English lessons. This is a response to that request. It is also anticipated that this will increase male attendance in adult literacy classes.

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

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

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	☐	☒	☐	☐	☐	☒	☐	☐
Media campaigns	☐	☒	☐	☐	☐	☒	☐	☐
Publications (booklets, leaflets, posters, etc.)	☐	☐	☒	☐	☐	☐	☒	☐
Other (please specify below)	☐	☐	☐	☐	☐	☐	☐	☐

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

	Yes	No
... women and girls?	☒	☐

If yes, please provide a brief description and references:
 - Adolescent Girls Literacy (AGLIT) project
 - Only girls clubs

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

If yes, please provide a brief description and reference:
- Ensuring participation of girls with disabilites
- Training of disabled girls in various skills and Income Generating Activities

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful	It has helped a lot	It has helped a little	It has not helped
☐	☒	☐	☐

If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:

It has helped to attract more funds and raising the profile of Adult Literacy Program through Mass Adult Literacy project. Commemoration of International Literacy Day have also raised the profile of literacy.

8.4 Have literacy policies changed in your country in the last five years?	*Yes*	*No*
	☒	☐

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

1986 Policy has been revised and allows REFLECT approach to be adopted on top of the conventional approach

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

If yes, please provide below a brief explanation:

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

- Lack of Trained personnel in adult literacy profession both at National and Sub- national levels
- Inadequate funding for the training of program implementors (Primary Education Advisors, Instructors/Facilitators, committees
_ Lack of Management Information System indicators and personnel

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

- High facilitator turnover due to low honoraria
- Inadequate funding for literacy program
- Low literacy levels leading to low quality facilitators
- Lack of trained personnel in Adult Literacy (centre and districts)
- Inadequate funding for training of implementors (Primary Education Advisors, Instructors, committees).
- Lack of Management Information System indicators and personnel

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

- Low male participation
- Failure of Primary School system to retain pupils to literacy level
- Lack up-to-date on literacy
- Need to conduct a research to up date literacy data.

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?

- Reviewing the Adult Literacy Policy
- Government developed National Education Sector Plan (2008-2017) which will guide literacy programs