**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** Sierra Leone

This report is submitted on behalf of the Government of Sierra Leone 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 – Non Formal Education Directorate |
| Submission date | 22 June 2012 |

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

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

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

## Report elaboration process

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

| | |
|---|---|
| Agriculture | ☒ |
| Defence | ☒ |
| Education | ☒ |
| Foreign Affairs | ☐ |
| Health | ☒ |
| Interior/Home affairs | ☐ |
| Labour | ☐ |
| Others *(please mark and specify below)* | ☐ |
| | |
| Civil society organisations | ☒ |
| National non-governmental organisations | ☒ |
| International non-governmental organisations | ☒ |
| Educational or research institutions/Universities | ☒ |
| Private sector companies | ☐ |
| United Nations agencies | ☒ |
| Non-UN bilateral or multilateral organisations | ☐ |
| Others *(please mark and specify below)* | ☒ |
| Print and Electronic media, Bible Society | |

*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.*

The implementation strategy outline involves four stages

1.      Information sourcing

•       The Director of Non formal education of the ministry of education Science and Technology meet with stakeholders of the non - formal sector in Sierra Leone for planning the way forward

•       The National Secretary General UNESCO Commission Sierra Leone shared the reporting framework and explanatory notes with stakeholders and agree on the time for information sourcing

•       Basic data collection in line with the report format started within a defined time frame

•       Email sharing on work progress between parties was done

2.      Draft reporting

•       Team members (Director ,Non Formal Education  (NFED ),2 NFE Council representatives, 3 Pamoja representatives) met to prepare draft report using data collected for two days

3.	Validation session (one day)

•	The Non Formal Education Director extended invitation to 30  Key stakeholders in Non-  Formal Education, Civil society, Division of Extra-Mural Studies  (University of Sierra Leone )National and nternational NGOs to validate report from the perspective of their knowledge on the situation on which the report is prepared

4.	Final report preparation

•	Finalizing report incorporating comments from the stakeholders

•	Ministry of Education Science and Technology to share report with UNESCO, Education Stakeholders ,Pamoja West Africa

•	Use final report for advocacy work and to source fund

| **1. Definitions and data collection on adult learning and education** | | |
|---|---|---|
| | *Yes* | *No* |
| 1.1 Does your country have an official definition of **adult education**?<br>    *If Yes, please provide it in the space below:* | ☐ | ☒ |
| 1.1.1 Are other definitions used in practice?<br>*If Yes, please provide them in the space below:*<br>1."Education delivered to adults using methodology that considers and put into practice the philosophies and strategies of treatment that befits adults as the learners and as well as partners in the delivery processes and execution of responsibilities: Partners in Adult Education Coordinating Office "(PADECO 2005)<br><br>2. "All organised educational and training activities and processes outside the formal school system that are designed to meet the learning needs of out - of - school youths and adults – skills training and apprenticeship for youths, community education and adult literacy" (New education Policy 2010 Draft)<br><br>3. " Adult education is the entire body of on-going learning processes, formal or otherwise, whereby people regarded as adults by the society to which the belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of society" – UNESCO Hamburg 1997. | ☒ | ☐ |
| 1.2 Has your country adopted or developed an official definition of **literacy**?<br>    *If Yes, please provide it in the space below:* | ☐ | ☒ |
| 1.2.1 Are other definitions used in practice?<br>*If Yes, please provide them in the space below:* | ☐ | ☐ |
| 1.3  How is literacy data obtained in your country?<br><br>*Please select the option(s) below*<br>National census<br>School administrative data (years of schooling completed/primary certificate)<br>Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)<br>Household surveys<br>Other methodology (*please describe below*):<br>Demographic and Health Survey, Sierra Leone Human Development Report | ☒<br>☒<br>☒<br>☒<br>☒ | |

| | | |
|---|---|---|
| 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)*<br>New conceptual definition on literacy in place (for policy)<br>New conceptual definition on literacy in place (for data collection only)<br>New assessment of youth and/or adults' literacy skills<br>Increase in the periodicity without significant conceptual changes<br>Other changes (*please provide details below*): | ☐<br>☐<br>☐<br>☐<br>☐ | |
| 1.5 Has your country faced challenges in collecting literacy data?<br><br>*If Yes, please describe them briefly in the space below:*<br>1. Coordination of Literacy data collection remains a challenge as majority of the different Literacy service providers undertake data collection without reference to Statistics Sierra Leone – the national body responsible for data collection on social services delivery.<br><br>2. Data collected by various bodies is not submitted to the relevant authorities<br><br>3. Lack of Political Will to finance collection of Literacy data<br><br>4. Lack of technical knowledge on data collection by Literacy Providers<br><br>5. No comprehensive national Literacy survey | ☒ | ☐ |

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.

Different service providers have come up with working Literacy definitions which are used to serve their purposes. Similarly some organizations work on literacy go beyond and incorporates Adult Education

Additionally, the recently concluded NFE situation Analysis report recommends three definitions including:

1. Reading and writing ability which demonstrate complete understanding of the functional application of words, symbols and numerals in any language used by community of people

2. Literacy is the ability to read, write and calculate with complete understanding and accuracy in a language that allows one to independently access information and share learning that is related to one's everyday life and the life of the wider community of which one is an integral part

3. Literacy is acquisition of basic reading, writing and numeracy skills enabling the recognition of names, numbers, signs and symbols in English and any language preferred by the learner. The purpose is to serve as soft skills for the promotion of economic, social and political capabilities of children, youths and adults

## 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 | ☐ | ☒ | Constitution of Sierra Leone | 1991 |
|  |  |  | New education Policy | 1995 |
|  |  |  | Education ACT , | 2004 |
|  |  |  | New draft education Policy -2010 | 2010 |
|  |  |  | National Youth Policy, | 2003 |
|  |  |  | Child Right Act( | 2007 |
|  |  |  | Decentralization Act, | 2004 |
|  |  |  | Local Government Act | 2004 |
|  |  |  | Education sector plan- | 2007-2015 |
|  |  |  | PRSP II – Agenda for Change | 2007 |
| Adult education | ☒ | ☐ | Vision 2025 | 2007-2012 |
| Adult literacy | ☐ | ☒ |  |  |

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

|  | Specific target groups, including age range (add as many lines as needed) | Total number of individuals in the group |
|---|---|---|
| Adult education | Out of school children (6-14 years),youths (15-35 years), adults (35 and above years) with preference to women & girls, Persons with different abilities (PWDS) | N/A |
| Adult literacy | Out of school youths (15 – 24 years), adults, women and girls, Persons with different abilities (PWDS) | N/A |

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 more and improved literacy and skills training in TVET institutions below polytechnics with the aim of bringing about an improvement in the quality of life and the achievement of sustainable development | |
| Adult literacy | ☐ | ☐ | | |

| 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:*
National Languages shall be taught throughout the school system, teacher colleges and universities. For adult and non-formal education, the choice of language shall depend on the interest and needs of the learner.(B5.5.1 -1995 New education policy)

| 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:*

| 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:* | | |
| **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 | ☒ | 2007-2012 | PRSP 11 Agenda for change |
| Poverty Reduction Strategy Paper | ☒ | 2007-2015 | S/L Education Sector Plan |
| Education strategy | ☐ | | |
| Skills development (including vocational education and training) strategy | ☒ | | TVET Policy |
| Education For All Fast Track Initiative (EFA FTI) Education Sector Plan | ☒ | 2007-2015 | |
| Sustainable development strategy | ☐ | | |
| *Other (specify in the space below)* | ☐ | | |
| **Adult literacy:** | *Mark all that apply* | *Timeframe* | *References* |
| National Development Plan | ☐ | | |
| Poverty Reduction Strategy Paper | ☒ | 2007-2012 | PRSP 1 & 11 |
| Education strategy | ☐ | | |
| Skills development (including vocational education and training) strategy | ☒ | | TVET |
| Education For All Fast Track Initiative (EFA FTI) Education Sector Plan | ☒ | 2007 -2015 | |
| Sustainable development strategy | ☐ | | |
| *Other (specify in the space below)* | ☐ | | |

| | Yes | No | Specify policy/plan (add as many lines as needed) | References |
|---|---|---|---|---|

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?

| | *Yes* | *No* | *Specify policy/plan (add as many lines as needed)* | *References* |
|---|---|---|---|---|
| Adult education | ☐ | ☒ | | |
| Adult literacy | ☐ | ☒ | | |

*If Yes, please elaborate how they have been involved.*

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.

EFAFTI is now known in Sierra Leone as "Global Partnership in education"

## 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 | ☒ | ☐ | ☒ | ☒ |
| Universities | ☒ | ☐ | ☒ | ☒ |
| MOFED | ☒ | ☒ | ☒ | ☒ |
| MOHealth | ☒ | ☒ | ☒ | ☒ |
| MSWGCA | ☒ | ☒ | ☒ | ☒ |
| Min. of Local Govt | ☒ | ☒ | ☒ | ☐ |
| MAFFS | ☒ | ☒ | ☒ | ☒ |
| MOYES | ☒ | ☒ | ☒ | ☒ |
| PADECO | ☒ | ☒ | ☒ | ☒ |
| Min. of Labour and Social Security | ☒ | ☐ | ☒ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |

**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** |
| PADECO | ☒ | ☐ | ☒ | ☒ |
| SLADEA | ☒ | ☐ | ☒ | ☒ |
| PEA | ☐ | ☒ | ☒ | ☒ |
| GIZ | ☐ | ☒ | ☒ | ☒ |
| Plan SL | ☐ | ☒ | ☒ | ☐ |
| ActionAid | ☐ | ☒ | ☒ | ☒ |
| Finnish Refugee Council | ☐ | ☒ | ☒ | ☒ |
| Pamoja SL | ☐ | ☒ | ☐ | ☒ |
| Community Action for Rural Development | ☐ | ☒ | ☒ | ☒ |
| Community Empowerment and Development Agency | ☐ | ☒ | ☒ | ☒ |
| Association of Community Development Initiatives | ☐ | ☐ | ☒ | ☒ |

| | | | | |
|---|---|---|---|---|
| | | | | |

| 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:*<br>Chairman<br><br>Non Formal Education Council. C/O Ministry of Education Science and Technology, New England Ville – Freetown, Sierra Leone | | | |
| **Adult literacy** | | ☒ | ☐ |
| *If Yes, please provide name and contact details:*<br>Non –Formal Education Council. C/O Ministry of education Science and Technology, New England Ville – Freetown, Sierra Leone | | | |

| 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:*

Activities of Non-Formal Education Council – advisory supervisory and regulatory functions. Establish standards for adult education and literacy assessment. Provide guidelines for the development of adult education programmes and curricula. Commission surveys to determine illiteracy rates

| | *Yes* | *No* |
|---|---|---|
| **...adult literacy?** | ☒ | ☐ |

*If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:*

1) World Literacy Day Celebrations

2) Policy Analysis on Literacy

3) Launching of LIFE

4) Validation on Situation Analysis

| 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:*
Training of Community Education Teachers on Vocational Literacy and Numeracy Skills

Training of middle and top level adult education personnel at university level (Cert, Diploma,B. Ed and M. ED in Adult education and community development)

| | *Yes* | *No* |
|---|---|---|
| **...adult literacy?** | ☒ | ☐ |

*If Yes, please indicate what activities are undertaken and provide references:*
1) Training of Literacy or Community Facilitators at Community Level

2) Providing opportunities for Literacy teachers through distance learning

3) Certificate and Diploma in Adult education, literacy and community development at the university Level

| 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. |
|---|
|  |

## 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:

Sierra Leone Currency (Leone)

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 | 67,656.7 | 65,227.0 | Budget Bureau MOFED |
| Sub-national governments[5] | | | |
| Total | | | |

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

| | Amount (2009) | Amount (2010) | Not available |
|---|---|---|---|
| National government | 361.2 | 435.1 | ☐ |
| Sub-national governments[5] | | | ☒ |
| Civil society organisations | | | ☒ |
| Donors/international aid (not loans) | | 71 | ☐ |
| Private companies | | | ☒ |
| Learners/households | | | ☒ |

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

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

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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.

| | | | |
|---|---|---|---|
| *Learners/households* | | | ☐ |

| 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:*<br>Project proposals to donorsfor additional support to strengthen existing programmes | | |

| 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. |
|---|
| NFE budget indicated above include subventions and grants to registered adult education partners and community based organizations. The budget provided is for both adult education and adult literacy |

## 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)* | ☒ | Adults, youths | ☐ |
| *Vocational (technical, income-generation-related)* | ☒ | Adults/women & PWD's | ☐ |
| *Life skills and/or health issues* | ☒ | Out of school adolescents youth & adult | ☒ |
| *Use of information and communication technologies* | ☒ | Youths  women, adults, PWD's | ☒ |
| *Official/local languages* | ☒ | | ☐ |
| *Foreign languages* | ☐ | | ☐ |
| *Human rights/civic education* | ☒ | Youths, women, men adults PWD's | ☐ |
| *Liberal education/personal growth (i.e. artistic, cultural)* | ☒ | Youths, women, men adults PWD's | ☐ |
| *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* | ☒ | Local security agencies | ☐ |
| *Use of information and communication technologies* | ☒ | Staff | ☒ |
| *Official/local languages* | ☒ | Staff | ☒ |
| *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)* | ☒ | Youth, men,women,Rural residents,PWD | ☒ |
| *Vocational (technical, income-generation-related)* | ☒ | Youth, men, women, Rural residents, PWD | ☒ |
| *Life skills and/or health issues* | ☒ | Youth, men, women, | ☐ |

| | | | |
|---|---|---|---|
| | | PWD's | |
| *Use of information and communication technologies* | ☒ | Staff, youths | ☒ |
| *Official/local languages* | ☒ | Staff | ☐ |
| *Foreign languages* | ☐ | | ☐ |
| *Human rights/civic education* | ☒ | Youths,adults | ☒ |
| *Liberal education/personal growth (i.e. artistic, cultural)* | ☒ | Youths, Rural Residents | ☐ |
| *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).* Concluded report on situation analysis of literacy and NFE in Sierra Leone.-December 2011 | | |

| 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* |
| English | ☒ |
| Krio | ☒ |
| Limba | ☒ |
| Mende | ☒ |
| Temne | ☒ |
| Kuranko | ☒ |

| 5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s). |
|---|
| Limited functionality of the local languages outside the community |
| Expensive cost of production of teaching learning materials |
| Cost of Training of facilitators |
| Remuneration for facilitators |

| 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:* Learning materials in local languages in krio and kissi developed & intensified after 2006 | | |

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:*
At both national and sub-national level, community facilitator's and learners are involved in Learner Generated Material (LGM) development & in the pre-testing of other developed learner materials.

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.

• Literacy integration into Sexual Reproductive Health and Life Skills Education

• Use of REFLECT methods  through Circles

• Use of Learner Generated Materials

• Integration of literacy into micro-finance

| 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:*

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

| | Only by teachers/ facilitators | Standardised tests for statistical purposes | Standardised tests for certification purposes | Other |
|---|:---:|:---:|:---:|:---:|
| **Adult education** programmes (other than literacy) | ☒ | ☒ | ☒ | ☒ |
| **Adult literacy** programmes | ☒ | ☐ | ☐ | ☐ |

*If this information is available please attach the corresponding figures and documentation, or provide the references:*

| 5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes? | *Mark all that apply* | |
|---|:---:|:---:|
| | *Yes* | *No* |
| **Adult education** | ☒ | ☐ |
| **Adult literacy** | ☒ | ☐ |
| | Adult education | Adult literacy |
| *If yes:* Who participates more? Women | ☒ | ☒ |
| Men | ☐ | ☐ |

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

*If measures have been undertaken please provide a brief description and references:*
Sensitization drives and inclusion of revolving loans to attract men to participate.

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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 | ☒ | | Harmonized |
| 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 | ☒ | | Harmonized |
| Learning materials | ☒ | | |
| Facilitators' training | ☒ | | |
| Teaching/ learning methods | ☒ | | |
| Assessment of learning outcomes | ☒ | | |

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 | ☒ | 9 Months | ☒ | 1 Month |
| University | ☒ | 36 Months | ☒ | 1 Month |
| Private company | ☐ | | ☐ | |
| Non-governmental organisation | ☒ | 10 days | ☒ | 5 days |

**Adult literacy**

| Provider | Pre-service | | In-service | |
|---|---|---|---|---|
| | Mark if yes | Typical duration (months) | Mark if yes | Typical duration (months) |
| Governmental institution | ☒ | 9 Months | ☒ | 1 Month |
| University | ☒ | 36 Months | ☒ | 1 Month |
| Private company | ☐ | | ☐ | |
| Non-governmental organisation | ☒ | 10 days | ☒ | 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) | Le 681,127/00 | Salary scale MEST |
| **Adult literacy** | Le 50,000 and le 150,000 | MEST and NGOs |

| 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:* Evaluation of Project on the strengthening of community education teachers supported by UNESCO (2010) | | |

| 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:* Situation Analysis of Literacy and NFE in Sierra Leone.  plans to Launch Report  during ILD Celebration s in September 2012 | |

| 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. |
|---|
| REFLECT Evaluation of partner Projects supported by Finnish Refugee Council. www.pamoja-west-africa.org/eng/npsl |

## 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.

- Modules on Literacy and Numeracy for Traditional birth attendants  (UNFPA S/L)

- Best practices documentation by different organisations

- LGM Materials on IGA, Community Studies etc.) by NGOs Action aid Finnish Refugee Council

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

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

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

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

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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:*
Introduction of grants to all female learners in adult literacy community learning and literacy centres circles

Empowerment of traditional birth attendants through literacy and numeracy as a pilot in three districts.

| | | |
|---|---|---|
| ... other excluded/ under-represented/underprivileged groups? | ☐ | ☐ |

*If yes, please provide a brief description and reference:*
Provision of revolving loans to illiterate young people enrolled in Community Learning Centres and Adult Literacy Classes

---

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:*

- With UNLD and Literacy in Sierra Leone , heightened awareness in terms of Literacy programmes.

- More Literacy programmes leading to expansion and increase in enrollment of learners in communities

- An increase in service providers for different groups.

| 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.*

It has grown from policy statements in education document and pronouncements to a section in the new draft education policy of 2010

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

*If yes, please provide below a brief explanation:*

literacy targets now include out –of –school children ,adolescents, youths, Traditional Birth Attendants , farmers,petty traders ,drivers  etc

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

- Low programme organization, management and implementation skills among service providers.

- Low ICT Skills to deliver literacy

- Low capacity in NFE Policy formulation

- In adequate qualified and Professional staff

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

- Lack of coordination among adult literacy  and adult education providers

- Inadequate funding

- Inadequate monitoring and evaluation skills,lack of logistics

- Lack of policy in adult education/ 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? |
|---|
| LOW COLLABORATION AMONG AGENCIES,CSO's  AND SERVICE PROVIDERS |

| 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 will continue to provide subventions for CBO activities in literacy, particularly for those with viable literacy programmes. |