



## Follow-up of CONFINTEA VI:

### Reporting template for National progress reports in preparation of the *Global Report on Adult Learning and Education (GRALE)* and the end of the United Nations Literacy Decade (UNLD)

#### National progress report submitted by the Government of The Gambia

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

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

Institution responsible for submitting this report	Adult and Non-Formal Education Unit, Basic and Secondary Education Directorate
Submission date	28 February 2012

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

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

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

## Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input checked="" type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input type="checkbox"/>
Others (please mark and specify below)	<input checked="" type="checkbox"/>
Gambia Bureau of Statistics (GBoS)	
NGO Affairs Agency	
Ministry of Finance and Economic Affairs	
National Training Authority (NTA)	
Civil society organisations	<input checked="" type="checkbox"/>
National non-governmental organisations	<input checked="" type="checkbox"/>
International non-governmental organisations	<input type="checkbox"/>
Educational or research institutions/Universities	<input checked="" type="checkbox"/>
Private sector companies	<input checked="" type="checkbox"/>
United Nations agencies	<input checked="" 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 has been developed by an adhoc committee comprising the staff of public institutions/authorities marked above. Whilst some of these institutions were actually visited, information on the others was obtained from national documents such as:

- The National Budget Estimate 2011
- The Gambia Education Country Status Report 2011
- The Education Policy 2004 - 2015
- The operational Policy on Non-Formal Education, 2010 - 2015
- The Programme for Accelerated Growth and Employment (PAGE)
- The National Report on the Development of the State of Art of ALE, 2008
- The Education Volume, National Population Census 2003
- The Multiple Indicator Cluster Survey (MICS), 2005/6

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of <b>adult education</b>?  <i>If Yes, please provide it in the space below:</i>  "Adult Education: Functional numeracy and literacy programme or continuing education for adult learners."   Source: Education Policy for The Gambia, 2004 - 2015, page 7</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 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>1.2 Has your country adopted or developed an official definition of <b>literacy</b>?  <i>If Yes, please provide it in the space below:</i>  "Ability to read and write in any language"   Source: The Gambia Education Policy 2004 - 2015, page 7  (www.edugambia.gm)</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>  Literacy: Is the ability of a person to read, write and do simple calculations functionally in any language using standardized scripts.   Source: Policy on Non-Formal Education (NFE), The Gambia, 2010 - 2015. page 8</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.3 How is literacy data obtained in your country?   <i>Please select the option(s) below</i>  National census  School administrative data (years of schooling completed/primary certificate)  Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)  Household surveys  Other methodology (<i>please describe below</i>):  Routine monitoring exercise by Adult &amp; Non-Formal Education Unit</p>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" 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>  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"/>
<p>1.5 Has your country faced challenges in collecting literacy data?   <i>If Yes, please describe them briefly in the space below:</i>  The challenges include:  - Inconsistency of data in the various household surveys</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- Inadequate finance and human resource

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.

Definitions from the Policy on NFE put under 1.1.1 and 1.2.1 of this template are elicidations of the Gambia Education Policy definitions. Though the main focus of the policy is the formal sector, a large proportion of the youth and adult population remain outside this range. The provision of NFE is one response to this situation focusing on literacy which helps to create new attitudes and forms of behaviour in support of economic and social development

Information on Literacy and Adult Education rates is contained in the national census report (education volume). The census report is for sale at the following address: Gambia Bureau of Statistics (GBoS), Kanifing Industrial layout, P.O. Box 3504, Serekunda, The Gambia (gbos@qanet.gm) while the MICS III (Multiple Indicator Survey report) is accessible at [www.childinfo.org](http://www.childinfo.org).

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

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

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	<i>Year</i>
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	National Policy on NFE The Education Policy	2010 - 15 2004 - 15
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	National Policy on NFE The Education Policy	2010 - 15 2004 - 15
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	National Policy on NFE The Education Policy	2010 - 15 2004 - 15

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

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	Women and youth, Individuals with disabilities (aged 15+)	NA
Adult literacy	Women and out of school youths, Children in Difficult circumstances (aged 15+)	50% of the adult illiterate pop.

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 type="checkbox"/>	NA	NA
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reduce illiteracy by 50%	2004 - 2015

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:*

The language of instruction for Adult education in the formal system is English but in Adult Literacy, learning of skills in reading, writing and skills training is done in the local languages (Mandinka, Wolof, Pulaar, Jola and Sarahule).

Education Policy 2004 - 2015, Pages 17 & 22 (www.edugambia.gm)

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>Adult and Non-Formal education Unit is collaboration with the national Training Authority to include NFE in the Gambia skills Qualification Framework (GSQF)</p> <p>The Gambia Policy on NFE, refers:</p> <p>"Innovation in the provision of literacy will include advocacy for recognition of NFE competencies by the labour market, which will be reinforced through the institutionalization of the use of a common assessment tool. A standard national certificate (SNC) for levels 1, 2 &amp; 3 will be designed for offer by all providers in collaboration with NTA within the furrow of the Gambia National Skills Qualification Framework (GSQF)."</p> <p>The Gambia Policy on NFE, Section 6.7 Recognition, Validation and Certification</p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
<b>Adult education</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>NA</p>		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>- A National Policy on NFE (2010 - 2015) was developed in 2010 to unpack the Education Policy (2004 - 2015) pronouncements.</p> <p>- M &amp; E framework for NFE was developed in 2010 to guide the design, implementation and coordination of an efficient M&amp;E system that will provide the necessary information for the management of ANFE programme in The Gambia meeting the information needs of the various stakeholders.</p> <p>MoBSE, (2010). The Policy on NFE, 2010 - 2015, Banjul: ANFEU  MoBSE, (2010). The M &amp; E framework, Banjul: ANFEU</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
<b>Adult education:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2012 - 2015	Program for Accelerated Growth and Employment (PAGE)
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2007 - 2011	The Gambia PRSP II (3.2 Education) page 94
Education strategy	<input checked="" type="checkbox"/>	2006 - 2015	Education Sector Strategic Plan

<p>Skills development (including vocational education and training) strategy</p> <p>Education For All Fast Track Initiative (EFA FTI) Education Sector Plan</p> <p>Sustainable development strategy</p> <p><i>Other (specify in the space below)</i></p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>2006+</p> <p>2006 - 2015</p>	<p>Gambia Skills Qualification Framework (GSQF) Policy Document, 2006</p> <p>Education Sector Strategic Plan</p>
<p><b>Adult literacy:</b></p> <p>National Development Plan</p> <p>Poverty Reduction Strategy Paper</p> <p>Education strategy</p> <p>Skills development (including vocational education and training) strategy</p> <p>Education For All Fast Track Initiative (EFA FTI) Education Sector Plan</p> <p>Sustainable development strategy</p> <p><i>Other (specify in the space below)</i></p>	<p><i>Mark all that apply</i></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><i>Timeframe</i></p> <p>2012 - 2015</p> <p>2007 - 2011</p> <p>2006 - 2015</p> <p>2006</p>	<p><i>References</i></p> <p>Program for Accelerated Growth and Employment (PAGE)</p> <p>The Gambia PRSP II (3.2 Education) page 94</p> <p>Education Sector Strategic Plan</p> <p>Gambia Skills Qualification Framework (GSQF) Policy Document, 2006</p>

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 checked="" type="checkbox"/>	<input type="checkbox"/>	Education Policy 2004 - 2015	The Reports on the Regional Consultative Meetings, Region 1 – 6 & national conference for the validation of the policy
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Policy on NFE 2010 - 2015	The Reports on the Regional Consultative Meetings, Region 1 – 6 & national conference on adult & non-formal education
<p><i>If Yes, please elaborate how they have been involved.</i></p> <p>For adult education , the Policy (2004 - 2015) was developed through Regional consultative meetings and a national conference for the validation of the policy in collaboration with all stakeholders.</p> <p>For adult literacy, Regional consultative meetings were organised by the National Technical Committee on Adult &amp; Non-Formal Education (ANFE) under the auspices of the Ministry of Basic &amp; Secondary Education in all the seven administrative Regions of the Gambia. The idea was to ensure the participation of all stakeholders in the generation of information which was validated in a national conference on ANFE which led to the development of a National Policy on NFE..</p>				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>2.2 A target of 50% of the illiterate population refers to the age cohort 15+ as per the 2003 population census report, Education Volume. No studies have been conducted to provide information on the total number in the groups.</p> <p>2.5 Strategies for recognising, validating and accrediting NFE include the following:  - Advocacy for the awarding of certificates at the completion of each level of the NFE programme  - Setting standards for the transition of eligible NFE graduates of school-going-age to the formal education system  - Advocacy for the development of a Policy framework</p> <p>Source: Policy on Non-Formal Education (NFE), The Gambia, 2010 - 2015.</p> <p>2.7 The Gambia Skills Qualification Framework Policy has no timeframe indicated on it.</p> <p>2.8 Participants on the above mentioned Regional Consultative meetings included representatives of literacy participants, NGOs, CSOs and Community and religious leaders.</p>



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

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

#### Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
Ministry of Basic & Secondary Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Department of Community Development Management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Development Institute	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gambia Technical Training Institute	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
University of the Gambia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gambia College	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rural Development Institute	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
President National Award Scheme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community Health Nursing (CHN) School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State Enrolled Nursing (SEN) School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gambia Hotel School (GHS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Non-Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
Action Aid The Gambia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Association of Farmers, Educators and Tra (AFET)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Agency for Village Support (AVISU)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Agency for Development of Women and Children (ADWAC)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SOS RMATC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Foundation for Research on Women's Health, Productivity and Environment (BAFROW)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gambia Islamic Union	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TOSTAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Young Women's Catholic Association (YWCA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Young Men's Catholic Association (YMCA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Munat Zamat Aldawa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> Ministry of Higher Education, Research, Science & Technology (MoHERST)		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> Ministry of Basic & Secondary Education (MoBSE)		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <ul style="list-style-type: none"> <li>- Collaboration between MoBSE and General Secretariat for Islamic Arabic Education (AMAANA)</li> <li>- The MoBSE National bimonthly coordinating Committee meeting (CCM)</li> <li>- Participatory Education Sector Strategy Planning</li> <li>- Participatory development of the Country Status Report</li> <li>- Participatory Education Policy review</li> <li>- Education forum/" Bantaba" through electronic media (Radio &amp; TV)</li> <li>- National Conference on Education</li> <li>- Development of the Gambia Skills Qualification Framework (GSQF)</li> <li>- Creation of a MoBSE website</li> </ul> <p>Ref: <a href="http://www.edugambia.gm">www.edugambia.gm</a></p>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <ul style="list-style-type: none"> <li>- Contracting of providers through Public Private-sector Partnersip Approach</li> <li>- Conducting capacity building for providers</li> <li>- Conducting quarterly review meetings with providers</li> <li>- Establishment of a National Technical Committee on NFE</li> <li>- Participatory Development of the national M &amp; E framework</li> <li>- Availability of an operational Policy on NFE 2010 - 2015</li> <li>- Regional consultative meetings with stakeholders</li> <li>- National conference on NFE</li> <li>- Availability of Gambia Skills Qualification Framework (GSQF)</li> </ul> <p>Ref: <a href="http://www.edugambia.gm">www.edugambia.gm</a></p>		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>Training on Educational Mangement and Administration          Technical and Vocational Education and Training (TVET)          Professional trainings of operators</p> <p>Ref: <a href="http://www.unigambia.gm">www.unigambia.gm</a></p>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>Training on M &amp; E</p>		

Training of literacy providers on administration and financial management procedures

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.

In The Gambia, Governance in Adult Education and Adult Literacy has to do with coordination of service delivery according to the policy frameworks and falls within the purview of the appropriate government Ministry responsible for coordination. Through the coordinantion process, cooperation with stakeholders is facilitated through the creation of School Management Committees (SMCs), Parent Teacher Associations (PTAs), Boards of Governors (BOG), University Governing Council (UGC), Centre Management Committees (CMCs), Multi-sectoral Working Groups, Regional Technical Advisory Committee (RTAC).

#### 4. Financing: investment in adult education and adult literacy

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

Please indicate which data are reported:

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

Gambian Dalasi (GMD)

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

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

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	171,384	207,687	Budget estimate
<i>Sub-national governments</i> <sup>5</sup>	900	900	Budget estimate
<i>Total</i>	172,284	208,587	

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>	171,384	207,687	<input type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>	900	900	<input type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>	79,928	104,851	<input type="checkbox"/>
<i>Private companies</i>	0	10,556	<input type="checkbox"/>
<i>Learners/households</i>	729,000	729,000	<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>			<input checked="" type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>	2,990	665	<input type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

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

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

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
<i>If Yes, please provide a brief description:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>Investment in adult education and adult literacy is not limited to budget estimate only. However, up to the deadline for the submission of this report, the committee could not access information from the various providers (particularly CSO) for the collective figure but will do so as soon as the information is available.</p> <p>The information is based on the Government national budget estimate. For the Donor/international aid we were able to get information only from Ministry of Basic and Secondary Education and Ministry of Health projects.</p> <p>Details of Government spending is outlined in the Excel document attachment:  GAMBIA_Follow up of CONFINTEA VI Questionnaire (FINANCING)</p>

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

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

Public sector organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	women, youth, men, rural residents, individuals, and differently-abled people	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Youth, women, girls and differently-abled people	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Youth, women, girls and differently-abled people	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Youth, women, girls and differently-abled people	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	women, out of school youth, men, non nationals and differently-abled people	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	non nationals, men and women in urban centres and differently-abled people	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Women, youth, men, non nationals and differently-abled people	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	women, men, youth and differently-abled people	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Non-lettered staff	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Women & Youth	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Women & youth	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Women, youth, men, non nationals and differently-abled people	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Women, youth, men, non nationals and differently-abled people	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	men, women, non nationals & youth	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Women, youth, men, non nationals and differently-abled people	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Youth	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<b>Civil society or non-governmental organisations</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	women, youths, men, rural residents, individuals	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	youths, women rural people	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	youth, women and girls	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Youth	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Women, men and youth	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	women, men and youth	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Women, youth, men, non nationals and differently-abled people	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	men, women and youth	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
<b>On adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>On adult literacy</b>	<input checked="" 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>		
The Baseline Study on NFE, June 2009		

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>
Mandinka	<input checked="" type="checkbox"/>
Wollof	<input checked="" type="checkbox"/>
Pulaar	<input checked="" type="checkbox"/>
Saranhulle	<input checked="" type="checkbox"/>
Jola	<input checked="" type="checkbox"/>
English and Arabic	<input checked="" type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
<p>The key challenges are:</p> <ul style="list-style-type: none"> <li>- Inadequate human, material, financial resources and space</li> <li>-Funding - donor dependent</li> <li>- Making literacy provision relevant to the lives of individuals</li> <li>- Low participation of men in the literacy programmes</li> <li>- Competency in writing of the local languages according to the standardised orthography</li> <li>- Recognition &amp; values</li> <li>- Continuity and sustainability</li> </ul>



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

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

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.

The Adult and Non-Formal Education unit is in charge of coordinating activities relating to adult literacy programmes. The unit works with the relevant service providers in the development of these materials and documents

A number of service providers are engaged in adult education and literacy. These include:  
- NGOs, CBOs, CSOs and private companies.

These providers have programmes with different focus such as:

- Religious education
- Life and livelihood skills
- Work based literacy
- Civic education

Most service providers are either local or International NGOs which operate more in the Rural areas, while private service providers commonly operate in urban areas and are few in number. Public service provision is linked to schools and other government institutions .

Adult & Non-Formal Education Unit, which is under the Ministry of Basic and Secondary Education, is in partnership with a number of NGOs and works with them very closely in a Public Private-sector Partnership Approach

5.8 Does the government collect information on the following items...?	Mark all that apply
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input checked="" type="checkbox"/>
Completion of literacy programmes	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	
The following information was received from MoHERST. MoHERST is still very young and the launching of the website is still in progress.	

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
<b>Adult education</b> programmes (other than literacy)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b> programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				
For adult literacy, learning outcomes are measured by the providers through continuous assessment of				

learners performances. However this is not in the Education Management Information System (EMIS) of the MoBSE.

For Adult education, visit MoBSE ([www.edugambia.gm](http://www.edugambia.gm)) and the [www.unigambia.gm](http://www.unigambia.gm)

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

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

Measures to address the differences have been put in place. These includes:

- Scholarship scheme for girls
- Training programme for women and girls in male dominated skill areas supported by Social Development Fund and implemented by the Gambia Technical Training Institute ( GTTI)
- Presidents' Empowerment for Girls Education Programme (PEGEP)

Ref: [www.edugambia.gm](http://www.edugambia.gm)

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.

In adult literacy , most participants are women, girls and out-of-school youth. This scenario is associated with cultural values and traditional norms inherent in Gambian society.

## 6. Quality: quality assurance

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

### Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	2004 - 2015	Education Policy, page 35
Learning materials	<input checked="" type="checkbox"/>	2004 - 2015	Education Policy, page 36
Facilitators' training	<input checked="" type="checkbox"/>	2004 - 2015	Education Policy, page 37
Teaching/ learning methods	<input checked="" type="checkbox"/>	2004 - 2015	Education Policy, page 35
Assessment of learning outcomes	<input checked="" type="checkbox"/>	2004 - 2015	Education Policy, page 36

### 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"/>	2010	National Policy on Non-Formal Education (2010 - 2015), page 16
Learning materials	<input checked="" type="checkbox"/>	2010	National Policy on Non-Formal Education (2010 - 2015), page 16
Facilitators' training	<input checked="" type="checkbox"/>	2010	National Policy on Non-Formal Education (2010 - 2015), page 17
Teaching/ learning methods	<input checked="" type="checkbox"/>	On-going	Primer based & REFLECT
Assessment of learning outcomes	<input checked="" type="checkbox"/>	2010	National Policy on Non-Formal Education (2010 - 2015), page 17

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

<b>Adult education</b>				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	6 - 36	<input checked="" type="checkbox"/>	6 - 36
University	<input checked="" type="checkbox"/>	36 - 48	<input checked="" type="checkbox"/>	36 - 48
Private company	<input checked="" type="checkbox"/>	3 - 9	<input checked="" type="checkbox"/>	3 - 9
Non-governmental organisation	<input checked="" type="checkbox"/>	3 - 36	<input checked="" type="checkbox"/>	3 - 36
<b>Adult literacy</b>				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	0.5
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	0.5

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

Programme	Monthly average remuneration if available	Remarks/source
<b>Adult education</b> (excluding literacy programmes)	GMD4300	Government Integrated pay scale, 2010
<b>Adult literacy</b>	GMD1000	NA

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

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

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

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

*Please provide a brief description and references:*

Ministry of Basic & Secondary Education (MoBSE) has established an M & E Unit and put in place a sector-wide M & E framework as well as an NFE M & E framework.

- Ref: www.edugambia.gm
- (MoBSE M & E framework 2012 and
- National NFE M & E framework 2010)

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

*If one or more of the boxes is marked, please provide a brief description and references:*  
 Baseline Study on Adult and Non Formal Education In The Gambia, June 2009

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.

6.1: The different tertiary institutions have different quality assurance instruments that specify quality criteria such as: the Gambia College, Gambia Technical Training Institute, University of The Gambia, Management Development Institute, etc. The process of synchronising the quality assurance instruments of all these institutions is on-going at the level of the Ministry of Higher Education, Research, Science and Technology (MoHERST).

## 7. CONFINTEA VI follow-up: additional activities

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

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input checked="" type="checkbox"/>
Adult Learners Week/Learning festivals	<input 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 checked="" 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 checked="" type="checkbox"/>
Development of teaching and learning materials in Mandinka and Pulaar languages transcribed in the Standardised Quranic Script	

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. With funding from Islamic Educational, Scientific and Cultural Organisation (ISESCO), the Gambia National Commission for UNESCO commissioned 4 national experts for the development of teaching and learning materials in Mandinka and Pulaar languages transcribed in the Standardised Quranic Script (SQS). The experts developed literacy textbooks in reading/ writing and calculation in two national languages (Mandinka & Pulaar) in 2011 as was done with the Wolof in 2007. The following were produced:

- a) Literacy textbooks of reading and writing on the basis of the living area (including the utilisation of all the Mandinks & Pulaar alphabet letters);
- b) Literacy textbook of calculation on the basis of the living area (including the numeration and the four operations);
- c) A trainer's guide explaining the tasks of the trainer and the utilisation methods of the textbooks

The text books were printed and distributed to 10 Islamic literacy Centres in Regions 1 and 2 of the country as a pilot. This included 5 centres for Pulaar speaking communities and 5 for the Mandinka speaking communities.

2. The Ministry of Basic and Secondary education decided to introduce the Standardised Quranic Scripts (SQS) in NFE and 25 Madrassah communities were identified and appraised in 2011 for the introduction of the SQS in literacy for adults.

3. Linking literacy to income generation and Micro-credit facilities: The CSIP experience. The Community Skills Improvement Project (CSIP) was geared towards poverty alleviation. The project provided functional literacy, income generating skills and access to micro-credit facilities from 2001 - 2008 and established 21 Multi-purpose Centres country-wide. When the project phased out, the communities continue the programme on their own and engaged in: Cottage industry and other innovative practices which sustains the the functional literacy programme

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.

NA



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

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

	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and references:</i>            According to the Government's programme for Accelerated Growth and Employment (PAGE) 2012 - 2015, the Government of The Gambia will continue prioritizing basic/primary education, while expanding access to secondary education. Hence, the government will:</p> <p>Implement specific measures to address gender inequality and regional disparities, especially adult and non-formal education programmes</p> <p>Other initiatives include:</p> <ul style="list-style-type: none"> <li>- The creation of mothers' clubs in all the lower Lower Basic School</li> <li>- President's Empowerment of Girls Education Programme (PEGEP) is providing scholarship for girls.</li> <li>- A Scholarship Trust Fund is created to support needy girls</li> </ul>		
... other excluded/ under-represented/underprivileged groups?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If yes, please provide a brief description and reference:</i></p>		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?			
It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input checked="" type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<p><i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i></p> <p>The organisation and implementation of regional consultative meetings and a national conference on adult education has led to the development of a national Policy on NFE (operational) which expounded the National Education Policy (2004-2015). The involvement of NGOs and CBOs in Public Private-sector Partnership Approach for the implementation of NFE programmes and streamlining of NFE in the strategic Education Policy during the Mid-term review 2011 has led to an increased participation of stakeholders.</p>			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please specify how they have changed below and provide evidence.</i></p> <p>There were policy statements in the Education Policy (2004 - 2015) for NFE which led to the development of a national Policy on NFE in 2010 to incorporate emerging issues.</p>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If yes, please provide below a brief explanation:</i></p> <p>NA</p>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
<p>The Capacity-building needs include:</p> <ul style="list-style-type: none"> <li>- Professional training on adult literacy</li> <li>- Inclusion of adult literacy modules in higher training institutions</li> </ul> <p>Obstacles and Challenges:</p> <ul style="list-style-type: none"> <li>- Limited training opportunities</li> <li>- Lack of training institutions for adult literacy</li> <li>- Low participation of other Government Ministries and the private sector in adult literacy</li> <li>- Inadequacy of finance, human and material resources for adult literacy</li> <li>- The level of Recognition, Validation and Certification in adult literacy</li> </ul>

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

Major challenges for literacy programme/s:

Planning - Unavailability of adequate resources

- Unavailability of baseline data on NFE
- Access to data
- Inconsistency of data

Implementation - The demand for capacity-building

- Unavailability of adequate human resource
- Operationalising the Policy Framework at national level
- Community participation and sustainability

Administration - Adherence to procedures for the Public Private-sector Partnership Approach

- Effective decentralised approach to literacy service delivery

M & E : - Unavailability of an NFE database

- Inadequate expertise in the monitoring and evaluation of 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?

Participation of:

- Other government Ministries
- International NGOs
- Increase in budgetary allocation for NFE
- Inclusion of NFE in Global Partnership for Education (GPE)

Areas that require research are:

- The potential role of other Government Departments and International NGOs
- Private-sector investment in NFE
- Participation and retention
- Tracer/Impact studies

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

The Medium Term Plan (2012 - 2015) aims to:

- Reduce national illiteracy rates from 57.5% to 43.2%;
- Reduce national female illiteracy from 69.4% to 52.05%
- Reduce national male illiteracy rate from 44.9% to 33.7%

Strategies:

In order to achieve these targets, the following strategies will be implemented:

- Strengthening Public Private-sector partnership approach
- Generate and organise information and data  
Improve access to reliable data

Standardise data collection tools and techniques

- Review and update curriculum
- Develop and validate didactic materials;
- Develop and Produce Post-literacy materials
- Assessment, Validation, Recognition and Certification
- Monitoring and evaluation of literacy programmes

Prospects of sustaining efforts in literacy beyond 2013 include:

- Public Private-sector Partnership Approach (PPPA)
- Availability of a Policy on NFE

Steps taken by MoBSE:

- Revision of the national Policy on NFE (2010 - 2015) align to the revised national Education Policy 2012 to 2015
- Establishment of a Monitoring and Evaluation Unit for MoBSE
- Institutionalisation of the MoBSE M & E framework
- Revision of the M & E framework for NFE align to the MoBSE M & E framework