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 Kenya

This report is submitted on behalf of the Government of Kenya 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	Directorate of Adult and Continuing Education
Submission date	13/3/2012

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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)*	☒
Co-operative Development,Children Department,Ministry of Gender ,Children and Social Services,Office of the President.	
Civil society organisations	☒
National non-governmental organisations	☒
International non-governmental organisations	☒
Educational or research institutions/Universities	☒
Private sector companies	☒
United Nations agencies	☒
Non-UN bilateral or multilateral organisations	☒
Others *(please mark and specify below)*	☐

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.
The process in Kenya was consultative and some of public authorities consulted were:Kenya National Bureau of Statistics, Universities,NonGovermental Organization,Semi-Autonomous Government Agencies.   The consultation was in form of conference , workshops and symposium   Refereces used as basis of reporting: i) sessional papers ii) past reports from Directorate Adult and Continuing Education, iii)stakeholders contributions, iv) Published sources.

1. Definitions and data collection on adult learning and education

	Yes	No
1.1 Does your country have an official definition of **adult education**? *If Yes, please provide it in the space below:* is the entire body of learning processes within the perspective of lifelong learning whereby adults and out of school youth are given opportunities to develop their abilities, enrich their knowledge and improve their skills to meet their own needs and those of their society.	☒	☐
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:*	☐	☒
1.2 Has your country adopted or developed an official definition of **literacy**? *If Yes, please provide it in the space below:*	☐	☒
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:*	☐	☒

1.3 How is literacy data obtained in your country?	
Please select the option(s) below	
National census	☒
School administrative data (years of schooling completed/primary certificate)	☒
Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)	☒
Household surveys	☒
Other methodology (*please describe below*):	☐

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

If Yes, please select the option(s) below that best describe the change(s)	
New conceptual definition on literacy in place (for policy)	☐
New conceptual definition on literacy in place (for data collection only)	☐
New assessment of youth and/or adults' literacy skills	☐
Increase in the periodicity without significant conceptual changes	☐
Other changes (*please provide details below*):	☐

	Yes	No
1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:* 1.Data not included in the EMIS. 2. lack of monitoring for validation, 3. Other providers do not feed the Ministry with data, 4. Uncoordinated data collection methods, 5. Non application of centralised data collection instruments.	☒	☐

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.

Uniformity in the application of data collection instrument is vital; Inclusion of data in the EMIS

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

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

	Yes	*No*	*If Yes: name of legal/policy instrument and references (add as many lines as needed)*	*Year*
Lifelong learning	☒	☐	National Adult and Continuing Education Policy	2010
Adult education	☒	☐	do	
Adult literacy	☒	☐	do	

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	Women, youth,indigenous people, migrants,rural residents, prisoners and nomands.Fifteen years and above in all the categories.	in every class of adult learners the rcommended number is forty but for certain group like migrants,prisoners and women groups the total of individuals can be more due to :- interest like case of women groups;
Adult literacy	do	do

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	☒	☐	Vision 2030 envisages that adult literacy should be raised by 80% in the medium term.	2012
Adult literacy	☒	☐	do	do

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:
Lingua franca in urban and semi urban.

Mother tongue/Bilingual, in rural or semi0urban.
Language of overwhelming majority of population
Reference: NACE 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:
Alternative policy on provisionof Basic Education-2009.
Policy on Nomadic Education- 2010.

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	☒	continuous	
Poverty Reduction Strategy Paper	☒	2003	
Education strategy	☒	2005/10	KESSP
Skills development (including vocational education and training) strategy	☐		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒	2015	Kenya Education Action plan
Sustainable development strategy	☒	continuous	NDP
Other (specify in the space below)	☐		
Adult literacy:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☒	continuous	
Poverty Reduction Strategy Paper	☒	2003	
Education strategy	☒	2005/10	KESSP

Skills development (including vocational education and training) strategy	☐		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒	2015	Kenya Education Action Plan NDP
Sustainable development strategy	☒	continuous	
Other (specify in the space below)	☐		

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

	Yes	*No*	*Specify policy/plan (add as many lines as needed)*	*References*
Adult education	☒	☐	National Adult Education Policy-2010	
Adult literacy	☒	☐	National Adult Education Policy-2010	

If Yes, please elaborate how they have been involved.

Involved in formulation dissemination and implemetation.

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.

Adult learner need be involved in policy issues, curriculum development and material production. This is because they are the ultimate beneficiaries of the outcomes.

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*
Agricultural institutions	☐	☒	☒	☒
Health Institutions	☒	☒	☒	☒
Cooperative Development	☒	☒	☒	☒
National Bureau of statistics	☒	☒	☒	☒
Gender children and social services	☒	☒	☒	☒
Office of the president	☐	☒	☒	☒
Youth and Sports	☐	☒	☒	☒
Special programmes	☐	☒	☒	☒
Northern Kenya Development	☐	☒	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐

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*
Bible Translation and literacy	☒	☒	☒	☒
Plan international	☐	☒	☒	☒
Elimu yetu Coalition	☒	☐	☒	☒
Kenya adult Learner association	☒	☒	☒	☒
Partners in Literacy Ministries	☒	☒	☒	☒
bible Society of kenya	☒	☒	☒	☒
Daraja Initiative	☒	☒	☒	☒
Goal kenya	☒	☐	☒	☒
Worldwide concern	☒	☐	☒	☒
Pamoja kenya	☒	☐	☒	☒
United Bible	☒	☒	☒	☒

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: Board of Adult Education - P.O.Box 42264 - 00100 NAIROBI		
Adult literacy	☒	☐
If Yes, please provide name and contact details: Board of Adult Education - P.O.Box 42264 - 00100 NAIROBI		

	Yes	*No*
3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...		
...adult education?	☒	☐
If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references: Conduct conferences;workshop and consultative fora.		
...adult literacy?	☒	☐
If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references: Conduct conferences;workshop and consultative fora.		

	Yes	*No*
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…		
...adult education?	☒	☐
If Yes, please indicate what activities are undertaken and provide references: Sensitization workshop.		
...adult literacy?	☒	☐
If Yes, please indicate what activities are undertaken and provide references: Sensitization workshop.		

	Yes	*No*
3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...		
...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.
Local communities are fully involved in the planning and managenment of ACE programmes from the District to class-room level.

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:

Kenya shillings

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	127,440.4	140,990.3	Government of kenya
Sub-national governments[5]			
Total	127,440.4	140,990.3	Government of kenya

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	1,001.38	1,093.11	☐
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)			☒
Private companies			☒
Learners/households			☒

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

	Amount (2009)	*Amount (2010)*	*Not available*
National government	1,001.38	1,093.11	☐
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:		

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

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

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

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

Private companies	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	Women, youth,indigenous people,	☐
Vocational (technical, income-generation-related)	☒	Women, youth,indigenous people,	☐
Life skills and/or health issues	☒	Women, youth,indigenous people,	☐
Use of information and communication technologies	☒	Women, youth,indigenous people,	☒
Official/local languages	☒	Women, youth,indigenous people,	☐
Foreign languages	☐		☐
Human rights/civic education	☒	Women, youth,indigenous people,	☐
Liberal education/personal growth (i.e. artistic,	☒	women and youth	☐

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)	☒	Women, youth,indigenous people, migrants,rural residents prisoners and nomands.	☐
Vocational (technical, income-generation-related)	☒	Women, youth,indigenous people, migrants,rural residents and nomands.	☐
Life skills and/or health issues	☒	Women, youth,indigenous people, migrants,rural residents and nomands.	☐
Use of information and communication technologies	☒	Women, youth,indigenous people, migrants,rural residents.	☒
Official/local languages	☒	Women, youth,indigenous people, migrants,rural residents prisoners and nomands.	☐
Foreign languages	☐		☐
Human rights/civic education	☒	Women, youth,indigenous people, migrants,rural residents prisoners and nomands.	☐
Liberal education/personal growth (i.e. artistic, cultural)	☒	Women, youth,indigenous people, migrants,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). Kenya National Adult Literacy Survey(2007) Report..		

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*
Mother tongue	☒
Kiswahili	☒
English	☒
	☐
	☐
	☐

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
Diversity due to geographical background and the interfearance of mother tongue (local dialects)

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

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	Mark all that apply	*Are local communities involved?*	
		Yes	*No*
National level	☒	☒	☐
Sub-national level	☐	☐	☐

Please provide references or attach documents on local community participation:
eg.Primers development where they participate in learner generated 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.

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:
Refer to: Kenya national Adult Literacy Survey (2007) Report.In the google search engine.
Kenya National Examination Council website-www.knec.ac.ke

See attached summary enrolment from the year 2000 to 2011

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:
www.knec.ac.ke
Proficiency test, Kenya Certificate of primary education and kenya Certificate of secondary education results

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

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

If measures have been undertaken please provide a brief description and references:
we have encouraged setting of men only classes.

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.

Set up Community Learning Resource Centres to encourage participation by both men and women.

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	☒	2009	ISO 90001:2008; work Instruction tool
Learning materials	☒	2009	SO 90001:2008; work Instruction tool
Facilitators' training	☒	2009	SO 90001:2008; work Instruction tool
Teaching/ learning methods	☒	2009	SO 90001:2008; work Instruction tool
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	☒	2009	SO 90001:2008; work Instruction tool
Learning materials	☒	2009	SO 90001:2008; work Instruction tool
Facilitators' training	☒	2009	SO 90001:2008; work Instruction tool
Teaching/ learning methods	☒	2009	SO 90001:2008; work Instruction tool
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	☒	2 weeks	☒	1 week
University	☒	1 year	☐	
Private company	☐		☐	
Non-governmental organisation	☒	2 weeks	☒	1 week

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☒	2 weeks	☒	
University	☒	1 year	☐	
Private company	☐		☐	
Non-governmental organisation	☒	2 weeks	☒	1 week

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)	Kshs.25,692	Pay slip
Adult literacy	Kshs.25,692	Pay slip

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:
There is regular Monitoring and Evaluation of Adult and Continuing Education programmes.

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: A national Implementation Committee on National Strategy for Life Long learning formed.	

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

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action.*	
	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.
Development of National Adult and Continuing Education Policy. Development of Adult and Continuing Education (Secondary Schools and Centre for boarding forAdult and Continuing education learners.)

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)	☐	☐	☐	☐	☐	☐	☐	☐

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:
Setting up rescue centres for girls rescued from early marriages or female genital mutilation(FGM)

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

If yes, please provide a brief description and reference:
Nomadic/pastoral communities education; education to prisoners and those in refugee camps.

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:

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.

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

If yes, please provide below a brief explanation:

Participation of adult learners has been on the rise.(see aattached apendix I)

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

 Capacity-building needs: Training of developers of learner generated materials and adragogy.
Obstacle and challenges:1) Inadequate funding 2) Absence of experts / facilitators.

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

Inadequate resources both personel , materials(infrastructure ,teaching/learning materials and funding).

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

Attitude and cultural barriers;gender disparitiesand stigma

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?

Prospects are high. Below are steps to be taken in this regard:
1) Strengthen monitoring and evaluation
2) Conduct literacy assessment.
3) Enhance funding for literacy programme
4) Inroduction of new programmes that are in tandem with current technology andemerging issues in ACE (Diversification of programmes).
5) Conduct mass literacy Campaign.
6) Continuous publicity and advocacy for literacy.