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 Palau

This report is submitted on behalf of the Government of Palau 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	Palau Ministry of Education Adult Education & Literacy Program
Submission date	11/16/2011

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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)*	☒
Adult Education Program	
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.

1. Palau Adult Education & Literacy Porgram and Palau Community College

2. By electronic consultation process through the Office of Vocational Adult Education (OVAE), Washington, D.C., U.S.A. and discussions with other stakeholders

3. Performance Reports through National Reporting System (NRS) and International Data Base (IDB Marcys U.S.A.).

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:* Provide training and services to improve the out-of-school youth and educationally disadvantaged adults to achieve their high school equivalent diploma and be able to pursue their education in post-secondary education or earn employability skills, including life skills that will enable them into a planned dynamic and cooperative lives and become productive citizens of the Republic of Palau	☒	☐
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* "Our students will be successful in the Palauan society and the world."	☒	☐
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*): ☐		
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*): ☐		
1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:*	☐	☒

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

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

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

	Yes	No	If Yes: name of legal/policy instrument and references (add as many lines as needed)	Year
Lifelong learning	☐	☐		
Adult education	☒	☐	PW State Assessment Policies & Practices	2009
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 Adult literacy	18 years of age and over	no restriction

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	☒	☐	GED (PBT) Paper Based Test Takers should complete/pass their tests to achieve the diploma by December 31, 2013.	GED 5th Edition - Computer Based Testing (CBT) - will be implemented on January 01, 2014.
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:
Adult Education GED Complete Preparation 2002

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:
State Assessment Policies & Practices since 2002, which must be reviewed and approved every year.

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

Sustainable development strategy	☐			
Other (specify in the space below)	☐			

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

	Yes	*No*	*Specify policy/plan (add as many lines as needed)*	*References*
Adult education	☒	☐	Goals, Financial Policies, Workforce Development Plan, Job Placement, Secondary Education Plan, College Transition Policy & Procedures.	Survey
Adult literacy	☒	☐		Survey

If Yes, please elaborate how they have been involved.

Through orientations, consultations, evaluations, and surveys

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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.

National Reporting System (NRS) and Marcys IDB

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*
Palau Ministry of Education	☒	☐	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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*
U.S. DOE Federal & State Grant Funds	☐	☐	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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:

	Yes	No
Adult literacy	☐	☒

If Yes, please provide name and contact details:

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:

	Yes	No
...adult literacy?	☐	☒

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

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:
Workshops

	Yes	No
...adult literacy?	☒	☐

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

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:

US Dollars

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	$10,518,292	$10,498,451	Local Funds
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	$28,721	$28,020	☐
Sub-national governments[5]			☐
Civil society organisations			☐
Donors/international aid (not loans)	$28,244	$28,244	☐
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			☐
Learners/households			☐

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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.

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)	☒	Drop-out youth and 18 years of age and over	☒
Vocational (technical, income-generation-related)	☒		☐
Life skills and/or health issues	☒		☐
Use of information and communication technologies	☐		☐
Official/local languages	☐		☐
Foreign languages	☐		☐
Human rights/civic education	☒		☐
Liberal education/personal growth (i.e. artistic, cultural)	☐		☐
Other (please provide a brief description below:)	☐		☐

Private companies	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	Drop-out youth and 18 years of age and over	☐
Vocational (technical, income-generation-related)	☒		☒
Life skills and/or health issues	☒		☐
Use of information and communication technologies	☐		☐
Official/local languages	☐		☐
Foreign languages	☐		☐
Human rights/civic education	☒		☐
Liberal education/personal growth (i.e. artistic, cultural)	☐		☐
Other (please provide a brief description below:)	☐		☐

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	Drop-out youth and 18 years of age and over	☒
Vocational (technical, income-generation-related)	☒		☐
Life skills and/or health issues	☒		☐
Use of information and communication technologies	☐		☐

Official/local languages	☐		☐
Foreign languages	☐		☐
Human rights/civic education	☒		☐
Liberal education/personal growth (i.e. artistic, cultural)	☐		☐
Other (please provide a brief description below:)	☐		☐

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). Adult Education Office, MOE, Palau		

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 and Palauan Languages	☒
	☐
	☐
	☐
	☐
	☐

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
Teachers only know how to speak English and Palauan; they do not know other languages.

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

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?			
	Mark all that apply	*Are local communities involved?*	
		Yes	*No*
National level	☒	☒	☐
Sub-national level	☐	☐	☐
Please provide references or attach documents on local community participation: Involvement of local communities is on selection of textbooks for student learning.			

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:
Figures and documentation may be obtained through the Palau Ministry of Education Adult Education

Program at silesngiraremiang@palaumoe.net.

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:
Palau Adult Education Program, Ministry of Education

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

If measures have been undertaken please provide a brief description and references: Survey and Registration Questionaires, Palau Ministry of Education Adult Education Program

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	☒	2002	Palau/US DOE OVAE Standards
Learning materials	☒	2002	Palau/US DOE OVAE Standards
Facilitators' training	☒	2002	Palau/US DOE OVAE Standards
Teaching/ learning methods	☒	2002	Palau/US DOE OVAE Standards
Assessment of learning outcomes	☒	2002	Palau/US DOE OVAE Standards

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☒	2002	Palau/US DOE OVAE Standards
Learning materials	☒	2002	Palau/US DOE OVAE Standards
Facilitators' training	☒	2002	Palau/US DOE OVAE Standards
Teaching/ learning methods	☒	2002	Palau/US DOE OVAE Standards
Assessment of learning outcomes	☒	2002	Palau/US DOE OVAE Standards

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

Adult education

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

Adult literacy

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

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)	$1,198	Local funds
Adult literacy		

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:
Palau Ministry of Education Adult Education Program monitors and evalutes the adult education program, which includes adult literacy. The Palau Community College monitors and evaluates adult high school program and adult literacy programs that it offers to the public.

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:
N/A

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.

No

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

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

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

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	☐	☒	☐	☐	☐	☒	☐	☐
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:

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

If yes, please provide a brief description and reference:

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:

We're not familiar with the UN Literacy Decade, but we do advocate to the public the need to improve literacy and life skills among the population, particularly out-of-school children and the youth. We meet with state governors to make arrangements for adult education program for their states.

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:

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
Current capacity-building needs in literacy include training on innovative instructional strategies on teaching children with English as a second language. Lack of funds poses challenges in providing training for teachers.

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
There is limited funding for adult education program, and therefore classes offered for adult education program is limited to the extent of the available 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?
Some of the islands in Palau are quite far from the main center, and it requires traveling on ships to reach the people in these islands. Additional funding is needed just to cover the cost of traveling to these islands. No research is needed for this challenge; only additional funding is needed.

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 prospects for sustaining efforts in adult education and adult literacy beyond 2013 are not very positive. Funding for the Palau MOE Adult Education Program from the US Department of Education has been decreasing annually for the last five years or so. The Palau National Government needs to pick up the funding if such funding from the US DOE continues to decline.