



Global Monitoring Matrix: Tracking the Implementation of the *Belém Framework for Action*

(Revised August 2011)



To support the national and international implementation and monitoring of the *Belém Framework for Action*, the UNESCO Institute for Lifelong Learning (UIL) in cooperation with the UNESCO Institute for Statistics (UIS) has developed this **Global Monitoring Matrix**. It is based on the main areas of the *Belém Framework*, with a focus on key recommendations and related objectives. The Matrix serves as an overall basic master tool which can guide countries and stakeholders and can be adapted to different contexts and purposes. Accordingly, the more detailed and differentiated *reporting template for post-CONFINTEA national progress reports* has been elaborated by UIL and UIS using the Matrix as a central resource.

The 'items to monitor' in the Matrix are derived from breaking down the *Belém Framework* key recommendations with a view to operationalizing them. The recommendations relating to adult literacy, which were listed separately in the *Belém Framework*, have been integrated into sub-themes in order to ensure that adult literacy is monitored across all items. An introductory section on the 'general profile' of the adult population and the definitions of adult literacy and adult education has been added. 'Adults' in this document means youth and adults (age 15 or above). However, children (below age 15) participating in adult education programmes can be counted as participating for monitoring purposes.

1. Objectives of the <i>Belém Framework for Action (BFA)</i>	2. Items to monitor	3. Core questions	4. Indicative answers	5. Possible sources of information
GENERAL PROFILE				
	Adult and youth population size/cohort	<ul style="list-style-type: none"> What proportion of the total population is made up by youth and adults? 	<ul style="list-style-type: none"> Number & ratio of youth and adult population by region, gender and income groups 	<ul style="list-style-type: none"> Census and household survey results (via UIS)
	Educational attainment	<ul style="list-style-type: none"> What is the overall educational level of the adult population? Which adult population groups are marginalised or excluded from accessing (formal) education and other learning opportunities? 	<ul style="list-style-type: none"> Distribution of adults by educational attainment Number of illiterate population by gender and age groups 	<ul style="list-style-type: none"> Census and household survey results (via UIS)
	Definitions	<ul style="list-style-type: none"> How are adult literacy and adult education defined in national policy documents (<i>see also below under quality: "monitoring & evaluation"</i>)? 	<ul style="list-style-type: none"> Definitions of adult literacy and adult education in policy documents 	<ul style="list-style-type: none"> National reports Research on definitions and concepts
POLICY: Stronger political commitment to adult literacy and adult education				
Development of legislation in adult literacy, adult education and lifelong learning [→ <i>BFA Policy a</i>]	Legislation	<ul style="list-style-type: none"> What legislation in adult literacy, adult education and lifelong learning has been introduced since 2009? 	<ul style="list-style-type: none"> Title of legislation and year of enactment 	<ul style="list-style-type: none"> National reports

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<p>Development of policies, strategies, specific plans or road maps for adult literacy and adult education, which:</p> <ul style="list-style-type: none"> → have clear targets, deadlines and financial allocations, → are integrated in sector-wide approaches, and/or → are integrated in development plans <p>[→ <i>BFA Policy a & b; Adult Literacy b</i>]</p>	<p>Policies</p>	<ul style="list-style-type: none"> • Are policies on adult literacy and adult education integrated in sector-wide approaches and a lifelong learning perspective? • Which target groups of learners do adult literacy and adult education policies address? 	<ul style="list-style-type: none"> • Category of policies • Target groups in national education policies • Mechanisms to reach target groups 	<ul style="list-style-type: none"> • National reports • Research on the state of integration of policies • Research on existing policies to promote learning/literate environments
<p>Development and improvement of structures and mechanisms to recognize, validate and accredit all forms of learning</p> <p>[→ <i>BFA Policy e</i>]</p>	<p>Recognition systems</p>	<ul style="list-style-type: none"> • What new elements and improvements have been introduced since CONFINTEA VI (2009) in the mechanisms to recognise, validate and accredit adult non-formal and informal learning? 	<ul style="list-style-type: none"> • Existence of mechanisms • Categories of different mechanisms 	<ul style="list-style-type: none"> • National Reports • Research on mechanisms for the recognition, validation and accreditation of non-formal and informal learning
GOVERNANCE: Improvements in governance and cooperation in adult literacy and adult education				
<p>Creation of mechanisms for cooperation and involvement of actors in developing, implementing, monitoring and evaluating adult literacy and adult education, with regard to:</p> <ul style="list-style-type: none"> → the broad range of stakeholders from civil society (including learners), → cross-sectoral and inter-ministerial cooperation <p>[→ <i>BFA Policy d & Governance a, b, c & Monitoring h</i>]</p>	<p>Governance</p>	<ul style="list-style-type: none"> • Where in the Government structure (Ministry, autonomous agency) is the main responsibility for adult literacy and adult education placed? • Who are the different actors within and outside the government and how are they involved in planning, implementing, monitoring and evaluating adult literacy and adult education policies and programmes? • What concrete mechanisms exist to promote cooperation, e.g. national committees, or capacity-building measures? 	<ul style="list-style-type: none"> • Government structures responsible for adult education • Ministries involved in adult education • Main stakeholders in the planning, implementation and evaluation of policies and programmes • Distinct mechanism for cooperation (i.e. national committee) • Special mechanism for consultation with learners • Good practice in cooperation 	<ul style="list-style-type: none"> • National reports • Research on implications of decentralization • Case studies

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FINANCING: Increase in investment in adult literacy and adult education				
Increase in investment for adult literacy and adult education at national level; New sources of funding at national and transnational levels; Progress towards investment of at least 6% of GNP in education [→ <i>BFA Financing a, b, c, d & f; Adult Literacy c & g</i>]	Expenditure	<ul style="list-style-type: none"> • What are the sources of funding for adult literacy and adult education across sectors/ministries? • Are there new funding sources or increasing ones? • What has been the trend in public expenditure for adult literacy and adult education since CONFITEA VI (2009)? 	<ul style="list-style-type: none"> • Mapping of adult literacy and adult education funding sources • Examples of new funding sources • Public expenditure trends in adult literacy and adult education 2009 to present • Information on expenditure on adult education from non-Education Ministries 	<ul style="list-style-type: none"> • National reports • Budget and financial reports available from the Finance or Education Ministry • <i>EFA Global Monitoring Report</i> • Cost-benefit analysis of adult literacy programmes
Creation of innovative and effective financing mechanisms [→ <i>BFA Financing g & h</i>]	Financing mechanisms	<ul style="list-style-type: none"> • What innovative and effective approaches in financing adult literacy and adult education have been introduced since 2009? 	<ul style="list-style-type: none"> • Examples of innovative and effective financing mechanisms from countries / organisations (e.g. incentives, cross-sectoral, trans-national, debt swap or cancellation, Education for All Fast Track Initiative – EFA FTI) 	<ul style="list-style-type: none"> • National reports • Reports from EFA FTI and other global financing mechanisms • Case studies on investment in adult literacy and adult education
PARTICIPATION, INCLUSION AND EQUITY: More equitable access to, and participation of youth and adults in literacy and education				
Development of provision adult literacy and continuing education, training and skills development for adults [→ <i>BFA Adult Literacy d & h; Participation d, g & i</i>]	Provision	<ul style="list-style-type: none"> • What types of learning opportunities for youth and adults are provided? 	<ul style="list-style-type: none"> • Types of adult literacy and adult education provision such as basic, technical and vocational, life skills, etc. by country 	<ul style="list-style-type: none"> • National reports • Research on: innovative programmes for underserved populations
Promotion of and support to participation in adult literacy and adult education programmes, and regular collection and analysis of data disaggregated by gender and other factors	Participation	<ul style="list-style-type: none"> • What information and data on participation in adult literacy and adult education are collected in countries? • How are they collected, analysed and used? 	<ul style="list-style-type: none"> • Description of data collected • Participation estimates/rates • Enrolment and completion/certification rate (by gender, age, ethnicity and other factors indicating inclusiveness) 	<ul style="list-style-type: none"> • National reports • Regular surveys on the participation of adults in learning activities (to identify trends) • Research on: ways of measuring participation

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<p>[→ <i>BFA Participation a & b; Monitoring b</i>]</p> <p>Creation of special measures to improve equitable access to, and participation of women and marginalized groups in, adult literacy and adult education</p> <p>[→ <i>BFA Participation; Adult Literacy e</i>]</p>	<p>Inclusion</p>	<ul style="list-style-type: none"> • Which groups are defined as marginalized? What measures are taken to improve equity in access for these groups? • What measures are taken to improve gender equality in access? 	<ul style="list-style-type: none"> • Existing incentives and support measures provided to ensure participation of excluded groups, e.g. enhancing culture of learning, eliminating barriers to participation, guidance and information, activities and programmes 	<ul style="list-style-type: none"> • National reports
<p>QUALITY: Ensuring quality in adult literacy and adult education</p>				
<p>Development of quality criteria for curricula, learning materials and learning environments in adult literacy and adult education programmes</p> <p>[→ <i>BFA Quality a</i>]</p>	<p>Curriculum, learning materials and learning environments</p>	<ul style="list-style-type: none"> • What quality criteria are in place for curricula, learning materials, learning environments, use of ICTs for adult education and literacy programmes? 	<ul style="list-style-type: none"> • Description of mechanisms for developing curriculum and learning materials and criteria of assessment 	<ul style="list-style-type: none"> • National reports • Research on policies to promote and/or elements of learning/literate environments (e.g. ICTs, CLCs)
<p>Improvements in training, capacity-building, employment conditions and the professional development of adult educators</p> <p>[→ <i>BFA Quality c</i>]</p>	<p>Facilitators / educators</p>	<ul style="list-style-type: none"> • What is the entry qualification of facilitators/educators in adult literacy and adult education? • What good practice exists in the professional development of adult literacy and adult education facilitators/educators? • How have the employment conditions of adult literacy and adult education facilitators/educators improved? 	<ul style="list-style-type: none"> • Qualification requirements and training levels of facilitators/educators in adult literacy and adult education • Opportunities for training and upgrading qualifications for facilitators/educators in adult literacy and adult education • Employment conditions of facilitators/educators in adult literacy and adult education 	<ul style="list-style-type: none"> • National reports • Research on the conditions of adult educators • Case studies of good practice in professional development in adult education
<p>Development of assessment mechanisms and procedures of adult learning outcomes at various levels</p> <p>[→ <i>BFA Quality d</i>]</p>	<p>Assessment</p>	<ul style="list-style-type: none"> • How are adult learning outcomes assessed? 	<ul style="list-style-type: none"> • Existing assessment methods (learners' portfolio, certification, credit bank system, qualifications framework, accreditation of prior learning, etc.) 	<ul style="list-style-type: none"> • National reports • Research on mechanisms for the recognition, validation and accreditation of non-formal and informal learning

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<p>Conduction of systematic interdisciplinary research in adult literacy and adult education</p> <p>[→ <i>BFA Quality f</i>]</p> <p>Securing that all surveys and data collection recognise literacy as a continuum/foundation for lifelong learning</p> <p>[→ <i>BFA Adult Literacy a</i>]</p>	<p>Monitoring and evaluation</p>	<ul style="list-style-type: none"> • What good practices exist in monitoring and evaluating adult literacy and adult education? • What major interdisciplinary research, evaluation or impact studies have been conducted in adult literacy and adult education since 2009? • What adult literacy and adult education success stories are there for individuals and groups? • How is literacy defined in particular with regard to surveys and data collection (<i>see also above under general profile: “definitions”</i>)? 	<ul style="list-style-type: none"> • Good practice in recording and tracking mechanisms in adult literacy and adult education • Definition of literacy (levels) by country 	<ul style="list-style-type: none"> • National reports • Literacy Assessment and Monitoring Programme (LAMP) • Research on the impact and wider benefits of adult literacy and adult education