

Presentation of initial findings from sub-Saharan African Progress Reports

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Outline

1. Overview of all CONFINTEA progress reports:

- a. Reporting templates submitted
- b. Limitations and data quality

2. Initial findings from sub-Saharan African Progress Reports by key issues of the Belém Framework:

- a. Adult literacy
- b. Policy
- c. Governance
- d. Financing
- e. Participation
- f. Quality



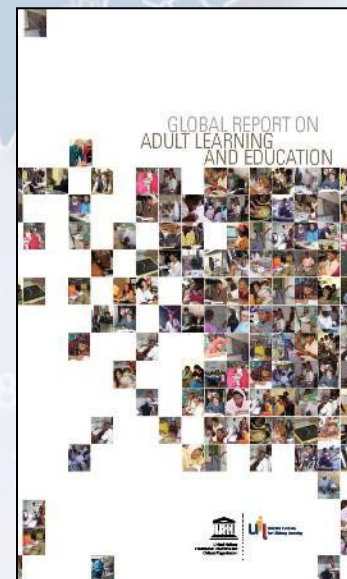
CONFINTEA progress reports

- Reporting process, which Member States committed to in Belém
- First post-CONFINTEA VI assessment exercise
- Reporting templates instead of narrative reports
- Production of GRALE in 3-year cycles



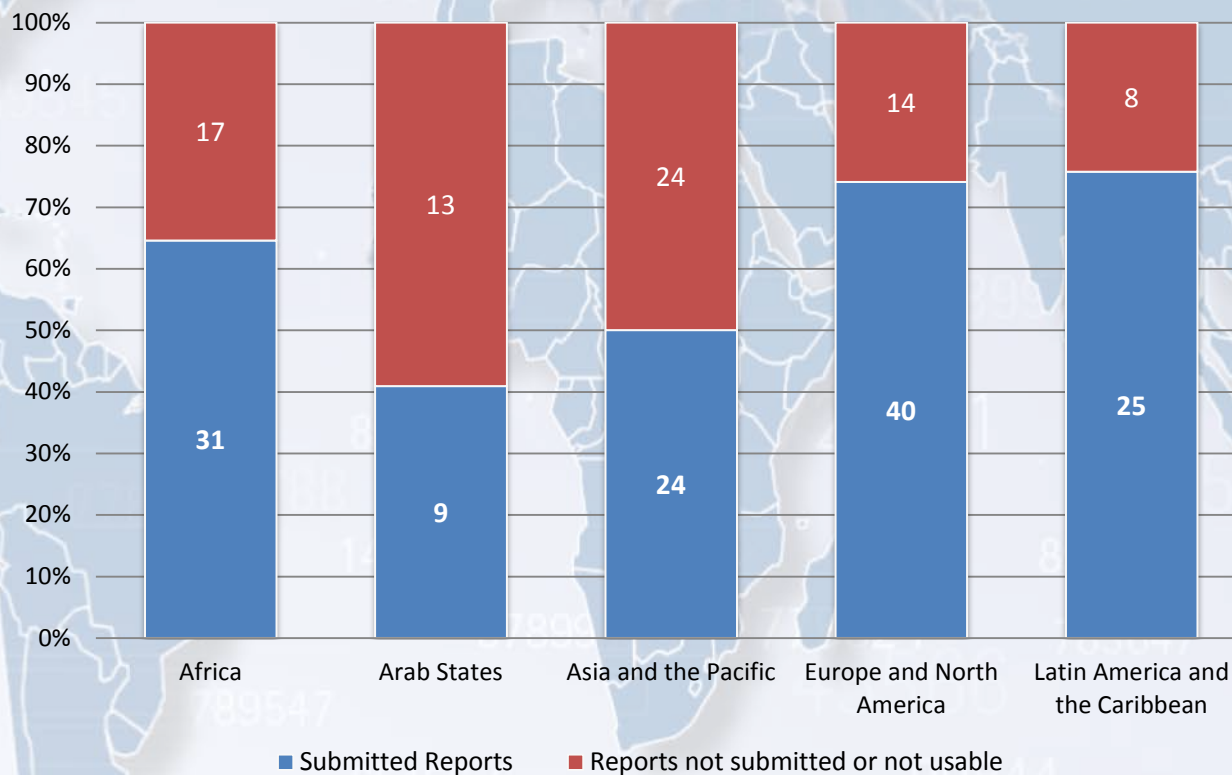
Limitations and data quality

- Self-reporting exercise – government focused
- Mostly covering activities within the education sector
- Unevenness of data due to:
 - Diverse interpretations of questions
 - Information gaps



CONFINTEA progress reports

Total number of National Reports submitted = 129



2. Initial findings from sub-Saharan African Progress Reports

Total number of National Reports submitted from sub-Saharan Africa = 31

<http://uil.unesco.org/home/programme-areas/adult-learning-and-education/confintea-portal/global-report-of-adult-learning-and-education-grale/africa/>



Adult Literacy: Questions

- What is the national **definition** of literacy?
- How is literacy **data obtained** in your country?



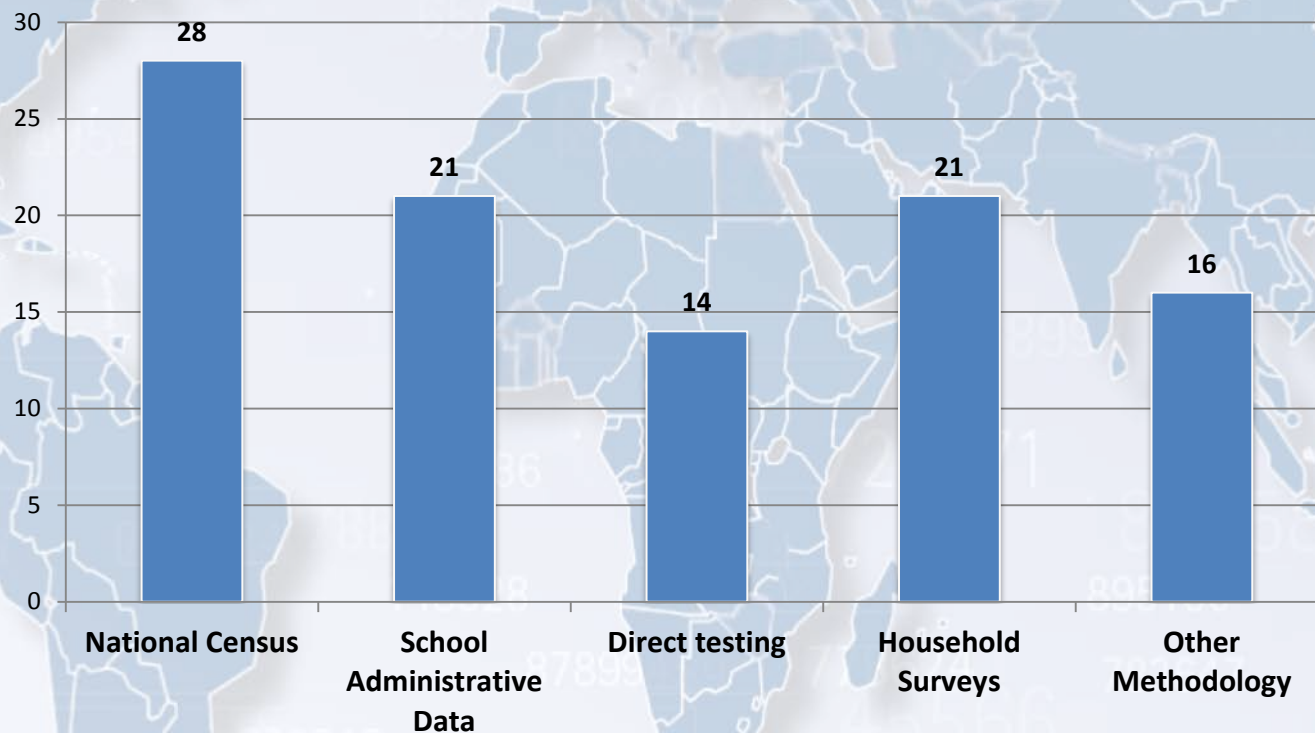
Adult Literacy: Definitions

Reading	21
Writing	19
Numeracy	16
Reading and Writing	4
Reading, Writing and Numeracy	15

ICT Skills	0
Life Skills	2
Language Skills	5
Critical thinking	2
Autonomy/ Empowerment	5

Adult Literacy: Data collection methods

How is literacy data obtained in your country?



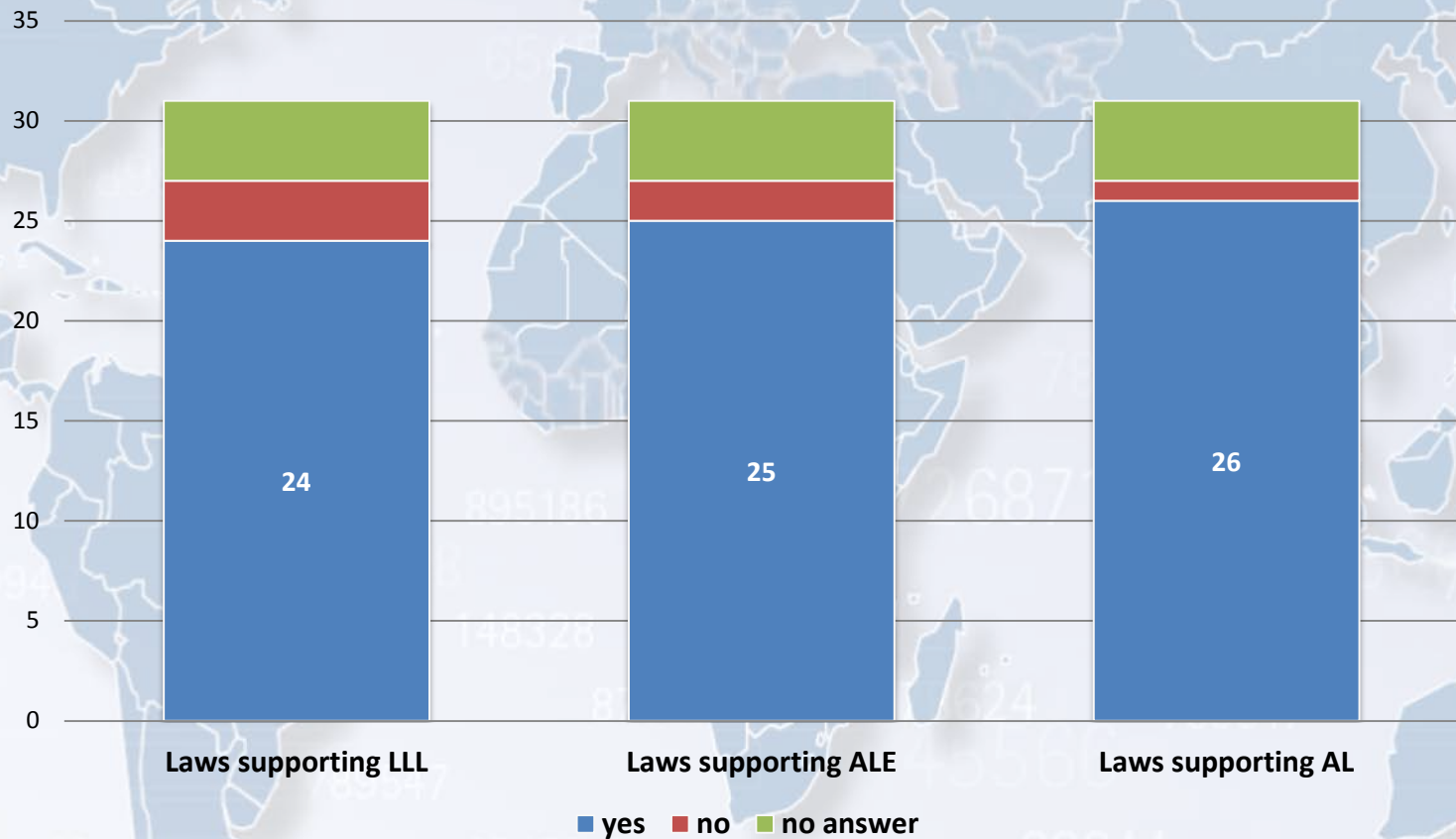
Policy: Questions

- 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?
- Have **action plans** been formulated or updated since CONFINTEA VI (2009) at national or sub-national level?
- Have adult education and adult literacy been **included in other national plans/strategies**?



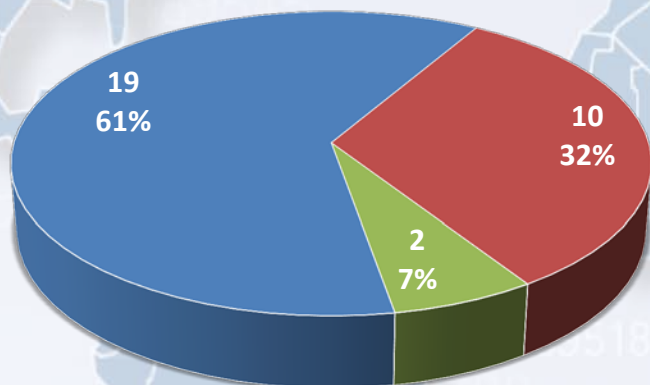
Policy: Laws, legal regulations

Laws, regulations, and policies supporting LLL, ALE, and AL

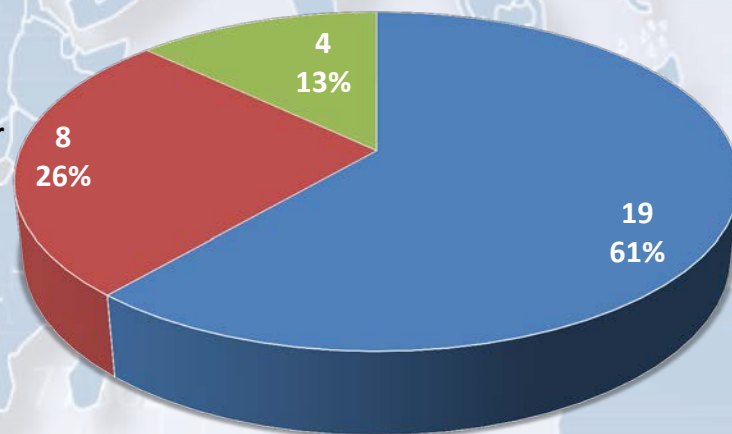


Policy: Action plans formulated since CVI

Action Plans for AE



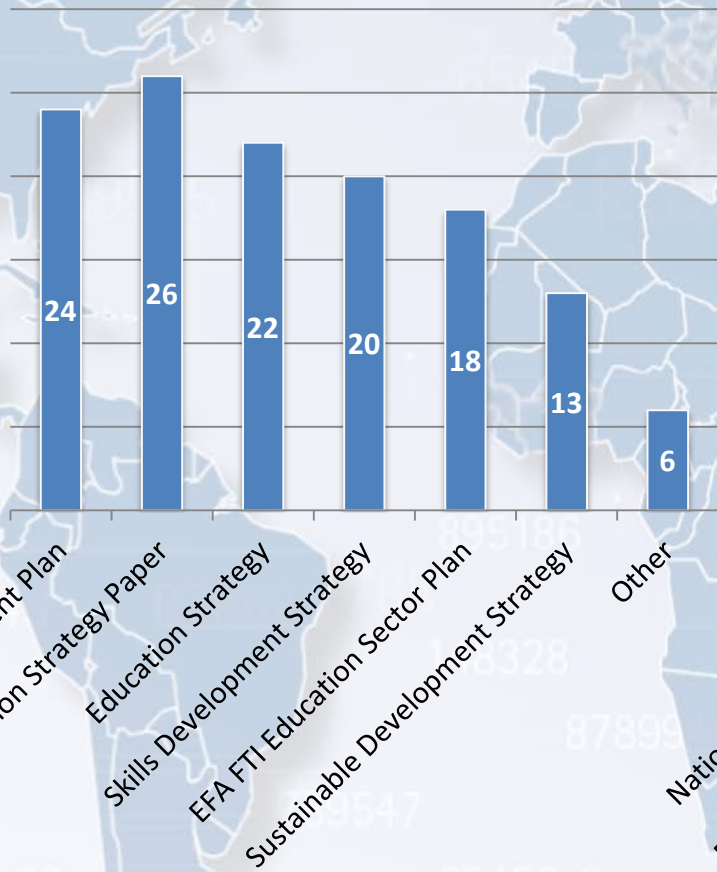
Action Plans for AL



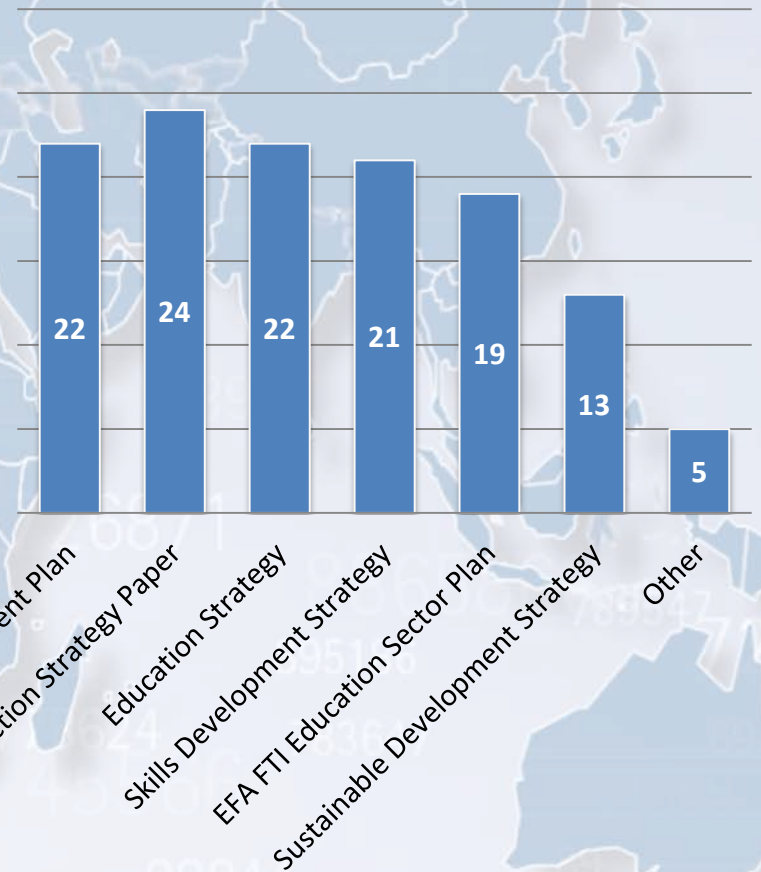
■ yes
■ no
■ no answer

Policy: Integration of AL/AE in national strategies

Adult Literacy



Adult Education



Policy: Trends

Definition/conceptual level

- Understanding of ALE sometimes equated to literacy

Policy level

- Few **specific** CONFINTEA follow-up action plans

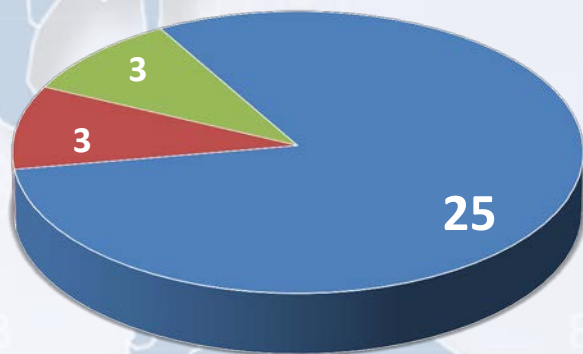
Governance: Questions

- Does the national government take specific measures to facilitate **cooperation** among the different stakeholders?
- 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?

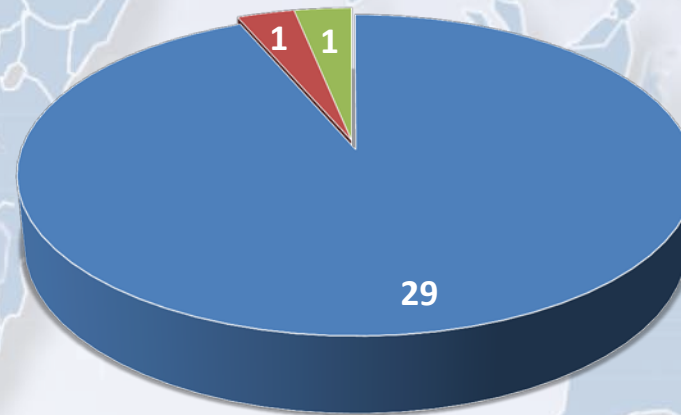


Governance: Coordination/Cooperation

Actions for cooperation in AE



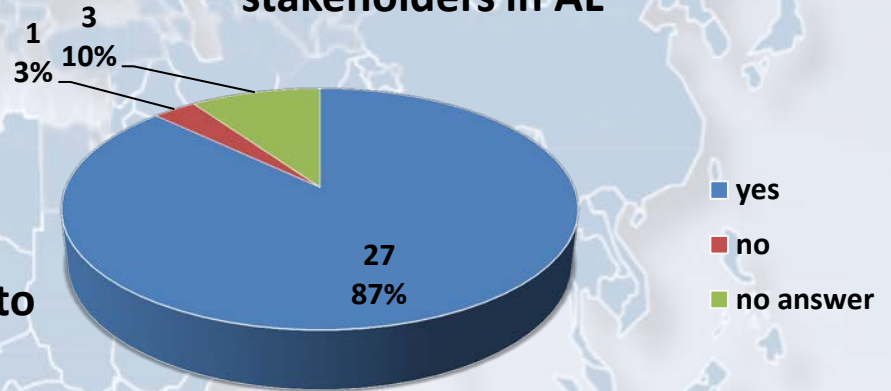
Actions for cooperation in AL



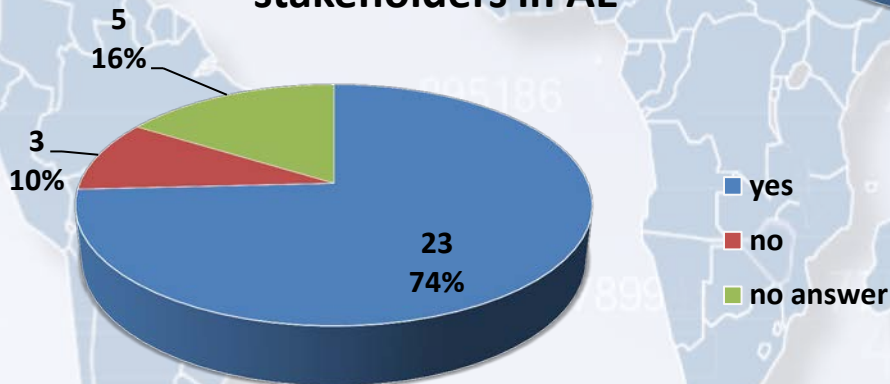
■ yes
■ no
■ no answer

Governance: Capacity-building

Capacity-building provided to stakeholders in AL



Capacity-building provided to stakeholders in AE



Governance: Trends

Main responsibility

- Usually departments within education ministries

Coordination with other ministries at sub-/local level

- Decentralization trends

Financing: Questions

- What was the **overall public expenditure** on education in 2009/2010?
- Are equivalent figures on **financial contributions** to adult education/adult literacy by diverse agents available?
- Have **new mechanisms** or **sources** of funding for adult education and adult literacy been introduced since CONFINTEA VI?

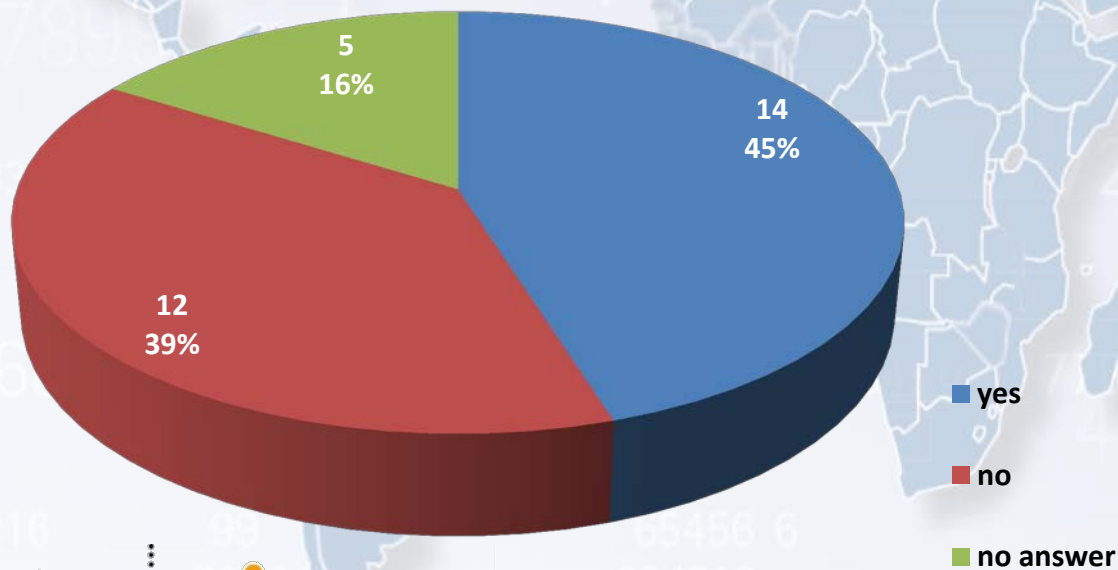
Total reports submitted	31
Reports containing data on financing education	10
Reports containing data on financing adult education	16
Reports containing data on financing adult literacy	11

Financing: Expenditure

Country	Overall publ. expend. 2009 →2010 Education (Source: progress reports)	Increase/decrease 2009→2010 ALE (Source: progress reports)	Bonn Declaration (6%) ALE of Educ. 2010 (Source: progress reports)	Belem Framew. (6%) % Educ. of GNP (source GMR 2012)
Botswana		-18.7%	1.0%	8.8%
Burkina Faso	13.45%		2.5%	4.6%
Chad	25.42%	68.1%	0.9%	2.7%
Côte d'Ivoire	-5.03%	24.6%	0.6%	4.4%
Gambia		7.3%	1.7%	3.1%
Ghana	31.52%	254.5%	0.5%	5.6%
Kenya	10.63%	9.2%	0.8%	5.6%
Malawi	28.89%	-14.6%	0.4%	4.7%
Mozambique	15.80%	-3.3%	1.6%	6.0%
Niger	-12.61%			3.7%
Nigeria		4.6%		
Rwanda	4.70%	-36.6%	0.3%	4.8%
Senegal	3.41%	-19.6%	0.0%	6.7%
Sierra Leone	-3.59%	40.1%	0.8%	4.1%
South Africa	17.86%	6.0%	1.0%	6.3%
Swaziland	-2.62%	-0.1%	0.1%	6.5%
Uganda	14.59%	0.0%	2.7%	3.3%
Zimbabwe	67.44%			5.0%

Financing: New funding mechanisms since 2009

New mechanisms or sources introduced since 2009?



Financing: Trends

Expenditure trends

- Governments allocate on average **less than 1%** of education budget to ALE
- Decentralisation, but not always including resources

Supply- versus demand-side

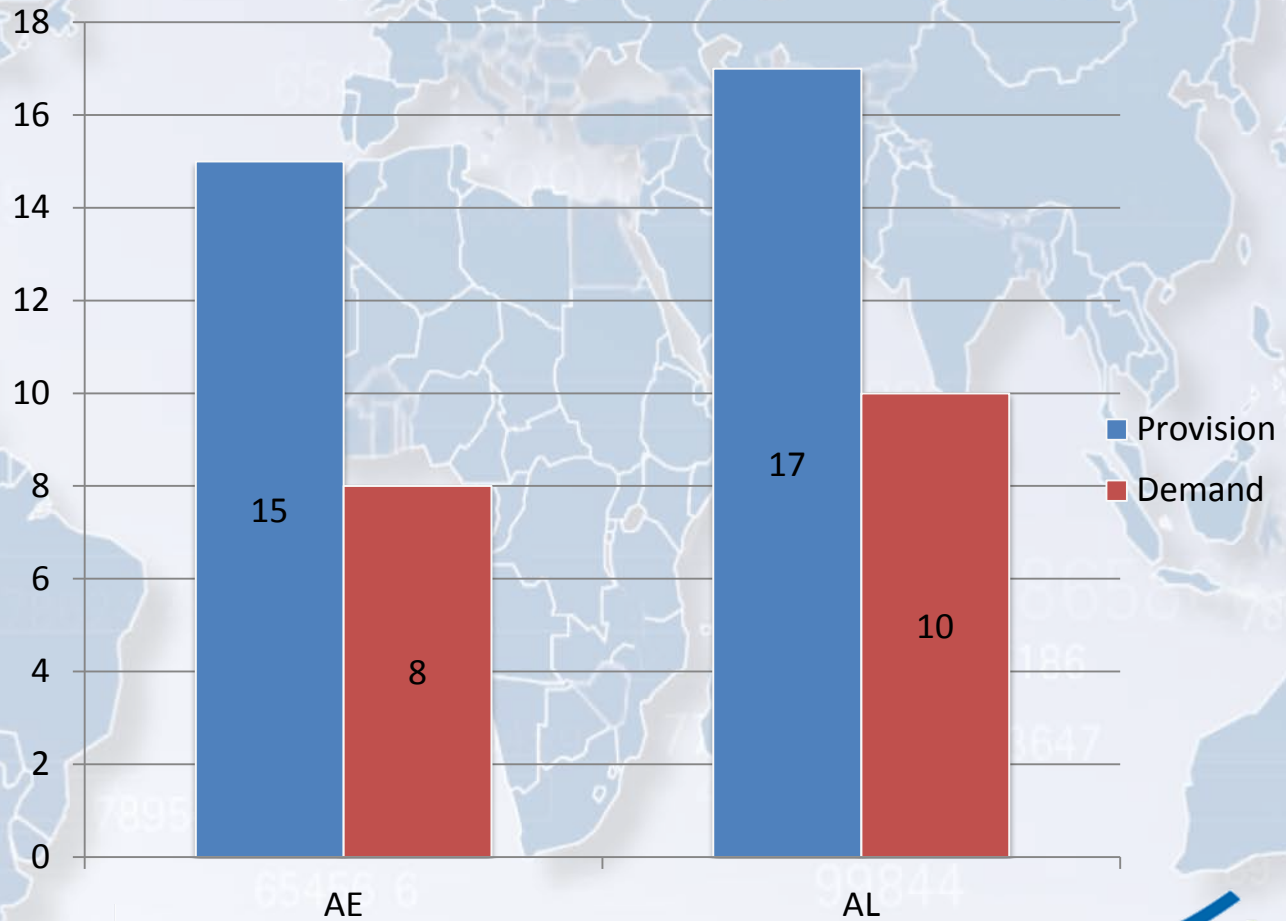
- **Payroll levies** are dominant model in sub-Saharan Africa

Participation: Questions

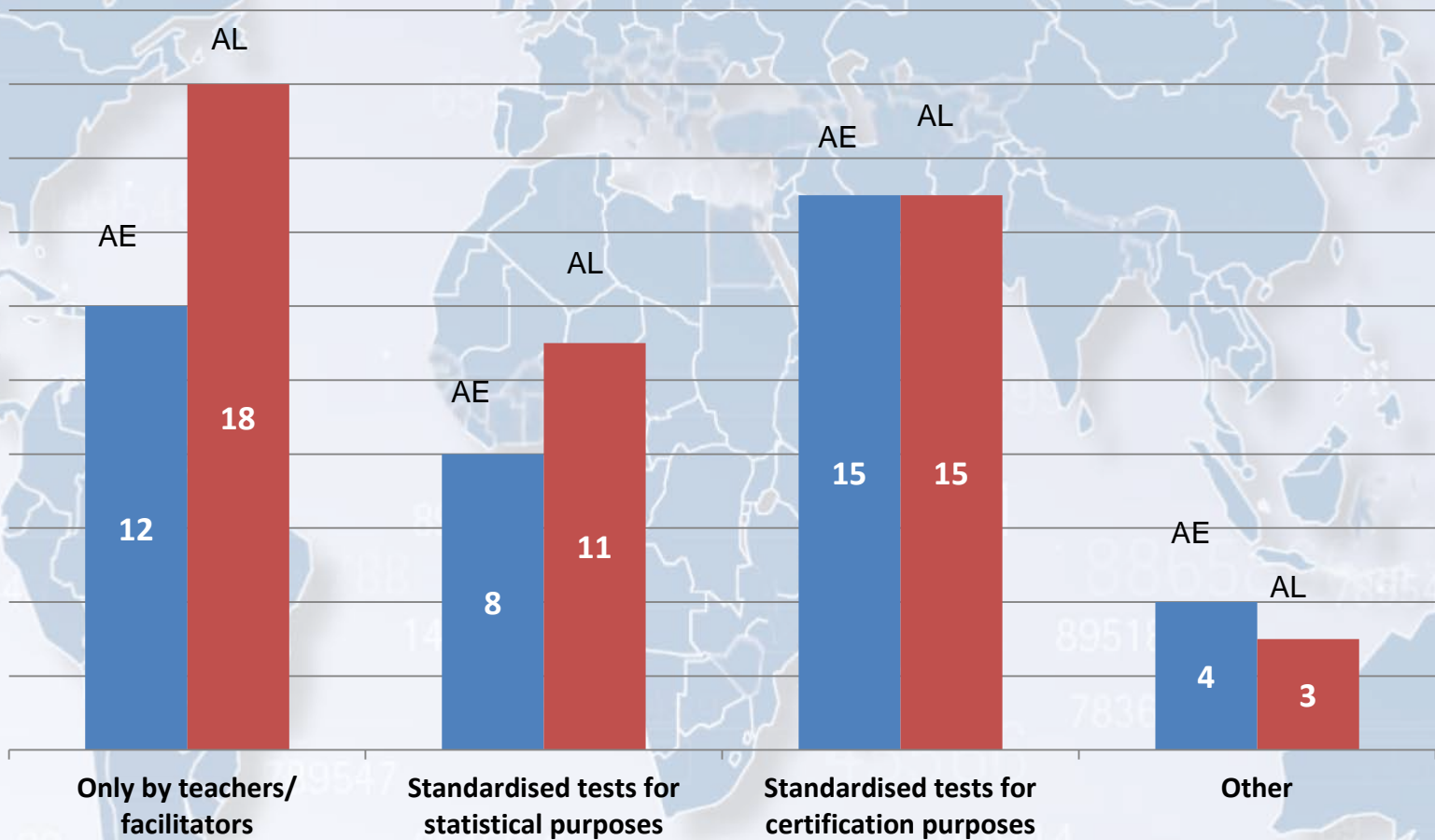
- Are there **surveys** on provision and demand?
- Does the government **collect information** 'on specific listed items of programmes'?



Participation: Provision and demand surveys



Participation: Data collection

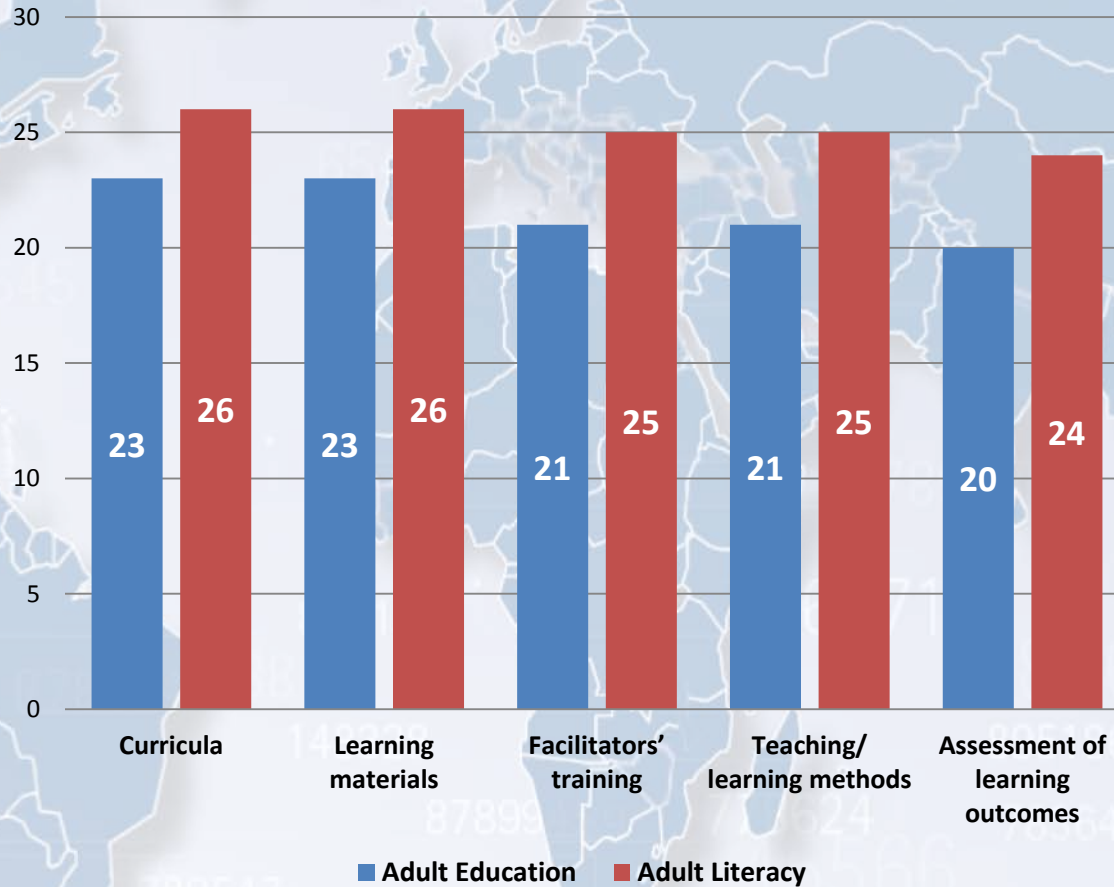


Quality: Questions

- Do **quality criteria** for adult education and adult literacy by specific areas exist?
- Have any initiatives been undertaken by the government concerning the **working conditions** of adult educators/facilitators/volunteers?
- Have governments implemented **monitoring and evaluation** mechanisms?



Quality: Existence of criteria



Quality: Adult educators' working conditions

Adult education	No	15
	Yes	16
Adult literacy	No	13
	Yes	18



Quality: Implementation of Monitoring and evaluation

Adult education	Monitoring	18
	Evaluation	17
Adult literacy	Monitoring	27
	Evaluation	24



Thank you for your attention!

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