



**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 Mauritius**

This report is submitted on behalf of the Government of Mauritius 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	The Ministry of Education and Human Resources
Submission date	23 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 type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input type="checkbox"/>
Others (please mark and specify below)	<input checked="" type="checkbox"/>
Parastatal Bodies	
Civil society organisations	<input checked="" type="checkbox"/>
National non-governmental organisations	<input checked="" type="checkbox"/>
International non-governmental organisations	<input checked="" type="checkbox"/>
Educational or research institutions/Universities	<input checked="" type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input 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.*

- 1) Parastatal bodies : Mauritius Qualification Authority - regulator for Adult Education ; National Productivity and Competitiveness Council responsible for a project called English Literacy using IT (ELIT)
- 2) NGOs delivering the ELIT course - CATs Pailles; Association Socio-Culturelle de Tranquebar, SOS Poverty, Rising Star - Briquetteried, Bel Ombre Foundation, Fondation Espoire et Developement
- 3) References - Published articles in the press, on internet

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>?</p> <p><i>If Yes, please provide it in the space below:</i></p> <p>Adult education is “the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society”</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice?</p> <p><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>?</p> <p><i>If Yes, please provide it in the space below:</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.2.1 Are other definitions used in practice?</p> <p><i>If Yes, please provide them in the space below:</i></p> <p>A functionally literate person is one who can engage in all those activities in which literacy is required of his/her group and community and also for enabling him/her to continue to use reading, writing, and calculation for his own and the community's development and benefit". (UNDP definition)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.3 How is literacy data obtained in your country?</p> <p><i>Please select the option(s) below</i></p> <p>National census <input type="checkbox"/></p> <p>School administrative data (years of schooling completed/primary certificate) <input checked="" type="checkbox"/></p> <p>Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) <input type="checkbox"/></p> <p>Household surveys <input type="checkbox"/></p> <p>Other methodology (<i>please describe below</i>): <input type="checkbox"/></p>		
<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p>New conceptual definition on literacy in place (for policy) <input type="checkbox"/></p> <p>New conceptual definition on literacy in place (for data collection only) <input type="checkbox"/></p> <p>New assessment of youth and/or adults' literacy skills <input type="checkbox"/></p> <p>Increase in the periodicity without significant conceptual changes <input type="checkbox"/></p> <p>Other changes (<i>please provide details below</i>): <input type="checkbox"/></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.5 Has your country faced challenges in collecting literacy data?</p> <p><i>If Yes, please describe them briefly in the space below:</i></p> <p>No national agreed assessment on Literacy skills in place - primary school being free and compulsory gives an indication of literacy skills acquired but by no means gives a real statistics of the actual number of illiterates in Mauritius</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Open University Project in the pipeline( <a href="http://www.commonlii.org/mu/legis/num_act/ouoma2005360.doc">http://www.commonlii.org/mu/legis/num_act/ouoma2005360.doc</a> )	2005
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Mauritius Qualification Authority acting as regulator for all adult training courses offered( <a href="http://www.gov.mu/portal/site/mqa/">http://www.gov.mu/portal/site/mqa/</a> )	2005
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Support to all NGOs involved in adult literacy , Caritas, Edukasyon pou Travayer etc & now parastal bodies like NPCC & MQA (2005)	1970

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	Working Adults	About 20% of working population(580,000)
Adult literacy	Women, Youth, Poor, Prisoners, Disabled etc	About 10% of total population(1.2million)

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

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:

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>  Recognition of Prior Learning by the Mauritius Qualification Authority (<a href="http://www.gov.mu/portal/site/mqa/">http://www.gov.mu/portal/site/mqa/</a>)</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 type="checkbox"/>
<i>If Yes, please provide a brief explanation and references:</i>		
<b>Adult literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide a brief explanation and references:</i>		

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 type="checkbox"/>	Ongoing	National Empowerment Foundation( <a href="http://www.nef.mu/">http://www.nef.mu/</a> )  Mauritius Institute of Training & Development ( <a href="http://www.mitd.mu/">http://www.mitd.mu/</a> ) National Productivity and Competitiveness Council through its Productivity Academy ( <a href="http://www.npcmauritius.com">http://www.npcmauritius.com</a> )
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>		
Education strategy	<input type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	Ongoing	Ministry of Education Ministry of Environment and Sustainable development
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>		
Sustainable development strategy	<input checked="" type="checkbox"/>		
<i>Other (specify in the space below)</i>	<input type="checkbox"/>		
<b>Adult literacy:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		

Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	National Empowerment Foundation( <a href="http://www.nef.mu/">http://www.nef.mu/</a> ) - Eradication of Absolute Poverty Project
Education strategy	<input type="checkbox"/>	
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	Mauritius Institute of Training & Development ( <a href="http://www.mitd.mu/">http://www.mitd.mu/</a> )
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>	
Sustainable development strategy	<input type="checkbox"/>	
<i>Other (specify in the space below)</i>	<input checked="" type="checkbox"/>	
Empowerment through English literacy using IT		National Productivity and Competitiveness Council ( <a href="http://www.npccmauritius.com">http://www.npccmauritius.com</a> )

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"/>	Mauritius Qualification Authority Act	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	NGO action plan	
<i>If Yes, please elaborate how they have been involved.</i>				
For adult education: Consultative Workshops with key stakeholders and learners- pilot testing wherever applicable				
For Adult literacy - Survey of needs - especially in economically deprived areas				

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.



Mauritius Qualification Authority)

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i> Mauritius Qualification Authority - Recognition of Prior Learning		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i> Mauritius Qualification Authority - Recognition of Prior Learning		
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i> Through NEF/DCP - Decentralised Cooperation Programme		
...adult literacy?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i>		
3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
...adult education?	<input type="checkbox"/>	<input type="checkbox"/>
...adult literacy?	<input 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.		

#### 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:

Mauritian Rs
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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 type="checkbox"/>	<i>Millions</i> <input checked="" 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>			
<i>Sub-national governments</i> <sup>5</sup>			
<i>Total</i>			

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>			<input type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<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 type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input 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 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.

## 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.

<b>Public sector 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, Youth	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Youth, Unemployed	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Poor, Unemployed	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	All Mauritians - CPP/IC3 Project	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Individuals with Low Academic Level	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Unemployed, Youth, Women	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<b>Private companies</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"/>	All interested individual	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	All interested individual	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	All interested individual	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	All interested individual	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	All interested individual	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	All interested individual	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	All interested individual	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	All interested individual	<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"/>	Members of community/association	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>	Members of community/association	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Members of community/association	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Members of community/association	<input checked="" type="checkbox"/>

Official/local languages	<input type="checkbox"/>		<input type="checkbox"/>
Foreign languages	<input type="checkbox"/>		<input type="checkbox"/>
Human rights/civic education	<input checked="" type="checkbox"/>	Members of community/association	<input type="checkbox"/>
Liberal education/personal growth (i.e. artistic, cultural)	<input checked="" type="checkbox"/>	Members of community/association	<input type="checkbox"/>
Other (please provide a brief description below:)	<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>		

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
	Creole	<input checked="" type="checkbox"/>
	French	<input checked="" type="checkbox"/>
	English	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input 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).

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sub-national level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Please provide references or attach documents on local community participation:</i>			



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...?	<i>Mark all that apply</i>
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 checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	
All information collected by respective organising body	

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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>				

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

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

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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.

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## 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"/>		Each training institution develop their own quality criteria
Learning materials	<input checked="" type="checkbox"/>		
Facilitators' training	<input checked="" type="checkbox"/>		
Teaching/ learning methods	<input checked="" type="checkbox"/>		
Assessment of learning outcomes	<input checked="" type="checkbox"/>		

### 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"/>		Each training institution develop their own quality criteria
Learning materials	<input checked="" type="checkbox"/>		
Facilitators' training	<input checked="" type="checkbox"/>		
Teaching/ learning methods	<input checked="" type="checkbox"/>		
Assessment of learning outcomes	<input checked="" type="checkbox"/>		

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"/>	1	<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	
<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 type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	

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)	Rs 30,000	Depends on qualification
<b>Adult literacy</b>	Rs 18,000	

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 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:  
Varies according to institutions

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

<b>Lifelong learning</b> <b>Adult education</b> <b>Adult literacy</b>	<i>Mark all that apply</i>
	<input type="checkbox"/>
	<input type="checkbox"/>
<i>If one or more of the boxes is marked, please provide a brief description and references:</i>	

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*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input 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 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 type="checkbox"/>

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.

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

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

	Yes	No
... women and girls?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and references:</i>		
... other excluded/ under-represented/underprivileged groups?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i>		

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 type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<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>			

8.4 Have literacy policies changed in your country in the last five years?

	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please specify how they have changed below and provide evidence.</i>		

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

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

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

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

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?