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
• Uneveness of data due to:
  – Diverse interpretations of questions
  – Information gaps
CONFINTEA progress reports

Total number of National Reports submitted = 129

- Africa: 31 reports submitted, 17 reports not submitted or not usable
- Arab States: 9 reports submitted, 13 reports not submitted or not usable
- Asia and the Pacific: 24 reports submitted, 24 reports not submitted or not usable
- Europe and North America: 40 reports submitted, 14 reports not submitted or not usable
- Latin America and the Caribbean: 25 reports submitted, 8 reports not submitted or not usable

Legend:
- Blue: Submitted Reports
- Red: Reports not submitted or not usable
2. Initial findings from sub-Saharan African Progress Reports

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

Adult Literacy: Questions

• What is the national **definition** of literacy?

• How is literacy **data obtained** in your country?
## Adult Literacy: Definitions

<table>
<thead>
<tr>
<th>Skill</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>21</td>
</tr>
<tr>
<td>Writing</td>
<td>19</td>
</tr>
<tr>
<td>Numeracy</td>
<td>16</td>
</tr>
<tr>
<td>Reading and Writing</td>
<td>4</td>
</tr>
<tr>
<td>Reading, Writing and Numeracy</td>
<td>15</td>
</tr>
<tr>
<td>ICT Skills</td>
<td>0</td>
</tr>
<tr>
<td>Life Skills</td>
<td>2</td>
</tr>
<tr>
<td>Language Skills</td>
<td>5</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>2</td>
</tr>
<tr>
<td>Autonomy/ Empowerment</td>
<td>5</td>
</tr>
</tbody>
</table>
Adult Literacy: Data collection methods

How is literacy data obtained in your country?

- National Census: 28
- School Administrative Data: 21
- Direct testing: 14
- Household Surveys: 21
- Other Methodology: 16
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

- Laws supporting LLL: 24
- Laws supporting ALE: 25
- Laws supporting AL: 26
Policy: Action plans formulated since CVI

Action Plans for AE
- Yes: 19 (61%)
- No: 10 (32%)
- No answer: 2 (7%)

Action Plans for AL
- Yes: 19 (61%)
- No: 8 (26%)
- No answer: 4 (13%)
Policy: Integration of AL/AE in national strategies

**Adult Literacy**
- National Development Plan: 24
- Education Strategy: 26
- Skills Development Strategy: 22
- EFA FTI Education Sector Plan: 20
- Sustainable Development Strategy: 18
- Other: 6

**Adult Education**
- National Development Plan: 22
- Education Strategy: 24
- Skills Development Strategy: 22
- EFA FTI Education Sector Plan: 21
- Sustainable Development Strategy: 19
- Other: 13
Policy: Trends

- Understanding of ALE sometimes equated to literacy
- Few specific CONFINTÉA 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
- Yes: 25
- No: 3
- No answer: 3

Actions for cooperation in AL
- Yes: 29
- No: 1
- No answer: 1
Governance: Capacity-building

Capacity-building provided to stakeholders in AE:
- Yes: 23 (74%)
- No: 3 (10%)
- No answer: 5 (16%)

Capacity-building provided to stakeholders in AL:
- Yes: 27 (87%)
- No: 1 (3%)
- No answer: 3 (10%)
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?

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<table>
<thead>
<tr>
<th>Total reports submitted</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports containing data on financing education</td>
<td>10</td>
</tr>
<tr>
<td>Reports containing data on financing adult education</td>
<td>16</td>
</tr>
<tr>
<td>Reports containing data on financing adult literacy</td>
<td>11</td>
</tr>
</tbody>
</table>
## Financing: Expenditure

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

New mechanisms or sources introduce since 2009?

- Yes: 14 (45%)
- No: 12 (39%)
- No answer: 5 (16%)
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

- Only by teachers/facilitators: 12 (AE) 18 (AL)
- Standardised tests for statistical purposes: 8 (AE) 11 (AL)
- Standardised tests for certification purposes: 15 (AE) 15 (AL)
- Other: 4 (AE) 3 (AL)
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Adult Education</th>
<th>Adult Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricula</td>
<td>23</td>
<td>26</td>
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<tr>
<td>Learning materials</td>
<td>23</td>
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<tr>
<td>Facilitators’ training</td>
<td>21</td>
<td>25</td>
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<tr>
<td>Teaching/learning methods</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>Assessment of learning outcomes</td>
<td>20</td>
<td>24</td>
</tr>
</tbody>
</table>
## Quality: Adult educators’ working conditions

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult education</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Adult literacy</td>
<td>13</td>
<td>18</td>
</tr>
</tbody>
</table>
Quality: Implementation of Monitoring and evaluation

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Monitoring</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult education</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Adult literacy</td>
<td>27</td>
<td>24</td>
</tr>
</tbody>
</table>
Thank you for your attention!

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