

INTERNATIONAL COUNCIL FOR ADULT EDUCATION

THE RIGHT TO LEARN THROUGHOUT LIFE

MONITORING THE ACCOMPLISHMENT OF CONFINTEA'S COMMITMENTS AND EDUCATION FOR ALL (EFA) GOALS

"Current EFA monitoring systems are mainly relevant to formal education, which constitutes only one facet of EFA. Given importance of monitoring, it is important that methodologies for monitoring and evaluating literacy and non formal education and providing statistical information be developed and promoted. Such systems will represent an important tool for improving educational planning, decision making, co-ordination between NFE providers, management, delivery mechanisms, quality and accountability in this area.

The important complementary and supplementary role played by NFE programmes in attaining EFA goals is often underestimated. The need for NFE information systems must be addressed so as to build a sound knowledge base of this sub-sector. It is crucial that all stakeholders be involved in the undertaking and that government, NGO and civil society providers work together in building up the NFE information base which is required."

"Monitoring Report on Education for All"
UNESCO, 2001

ICAE General Assembly celebrated in Ocho Ríos, Jamaica, in 2001, asked the Executive Secretariat to prepare a Report which would account on the accomplishment of the agreements taken at the Fifth International Conference on Adult Education (CONFINTEA) convened in Hamburg in 1997. The Conference itself closed its sessions highlighting the importance of civil society's active participation through networks and organizations in the follow up of CONFINTEA agreements.

Further Conferences have taken into their discussions and resolutions most of CONFINTEA's Agreements but, given the importance that the Education for All goals established in the Dakar Framework have gained in the international scene, this proposal relates both Conferences for their follow Up. In fact three of EFA's six goals are concerned with adult education and learning. These are the following:

- Promote the acquisition of life-skills by adolescents and youth. Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
- Expand adult literacy. Achieve a 50% improvement in levels of adult literacy by 2015 especially for women and equitable access to basic and continuing education for all adults.

- Enhance educational quality. Improve of the quality of education and ensure excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

A Conference Follow-up presents a series of challenges. CONFINTEA V agreements, like the majority of Conferences' agreements, are not written in terms of goals to be achieved (except for the reduction of illiteracy). In such cases, where there are concrete goals, it is quite simple to give account on whether the goals have been achieved or not, or how far are we from achieving those goals. National statistics generally are the source that provides this type of information.

However, most often agreements are stated in terms of actions, or activities, to be done ("Guarantee the right to..." "Promote actions of " "Improve the quality of ", and so forth). How can we assess the level of achievement of these agreements? Identifying indicators that represent these agreements is a possible answer, which has several advantages, some disadvantages and also specific difficulties.

Indicators resemble concrete aspects of reality that can be observed and measured. If the function of the Follow up is to give an account of the level of achievement of certain actions, therefore, the results of this work have to be as much objective as possible. In other words, there has to be a common inter-subjectivity in the information's estimate from the part of the actors involved. That is why it is highly important to have observable facts that will be interpreted in the same way by everybody.

Moreover, indicators should be quantitative if possible, so that they can show changes such as increase, decrease, and stagnation. Last but not least the information presented in this form has an extra advantage: it can be compared. In this way we can assess the differences between different areas and consequently where additional efforts need to be applied. Also comparisons between countries or regions can be established, which constitutes an important element for an international monitoring.

The strongest disadvantage of a Follow up made through indicators comes from the fact that they represent very concrete and limited facts that cannot account for the multidimensionality and complexity of social facts and the processes in which they develop. In turn, in-depth studies, case studies and qualitative studies are more appropriated for describing this complex reality and processes. For this reason it is important to attach samples of these studies to the information gathered through indicators.

Regarding the difficulties, the main challenge is that national statistics are useless when Agreements are expressed in the form of actions to be taken. It is necessary therefore to carry out special studies to collect the information moreover when the information is not concentrated in one place. This is

particularly true and complex in the case of adult education and non-formal education given the wide variety and large amount of activities that are involved, and the type of actors that participate.

The concern on the importance of gathering this information has been stated for a long time and by various actors. UNESCO, through its Education for All Observatory ¹ works on the creation of indicators to monitor the progress towards the six goals established. There are already a set of 18 indicators that will account mainly for achievement of universal primary education, elimination of gender disparities and achievement of 50% improvement in adult literacy as well as for quality in primary education. Nevertheless work is being done regarding the identification of indicators that can be used to collect and assess non-formal educational experiences mainly related to the third goal: the promotion of life-skills in young people and adults.

The European Community is also making efforts to collect through statistics Life Long Learning activities². In Europe at present there are surveys that collect data on vocational training, and some national surveys (Germany, for example) that gather, through information on the use of the time, the learning activities held by adults in a period of time.

As far as Conference Follow-ups are concerned, maybe Social Watch has done the most important effort made by civil society. This initiative assesses every year the advances made regarding the goals established in the World Summit on Social Development in Copenhagen. But, this experience focuses on goals and data provided by national statistics and does not account for actions taken. REPEM-GEO³ Follow up experience of some of the gender and education related agreements of CONFINTEA constitutes the most similar reference to the present proposal. In this one we intend a much more in-depth approach and to have it done in more countries.

The immense amount and variety of activities that would include an analysis of the state of art of adult education makes it necessary to delimit the field where the investigation is going to be carried out. For this delimitation we have chosen the following criteria:

- Collect information about the educational activities at formal and non- formal level developed by the State or by initiative and financing of the State even though the management is developed by organizations of the civil society. That is to say, there is an interest here to assess the political will of the State to fulfill the commitments of the Conferences. Actions carried out by other stakeholders (business sector and non- governmental organizations) are not taken into consideration.

- Collect information on educational activities specially addressed to

¹ Monitoring Report on Education For All, 2001, UNESCO

² Report of the Eurostat Task Force on Measuring Lifelong Learning, 2001

³ Women's Education – Chronicles of a Process, GEO-REPEM, 2001

disadvantaged groups (poor, indigenous, women, handicapped, migrant, rural people). Given this, many activities will be left out of the research (tertiary education and learning experiences of different type (art and crafts, off- job training) even if these activities were promoted by the State.

- Interest on indicators that identify information which can be obtained in a simple way given the time and economic constrains.

- The proposals and indicators try not only to account for the diversity of the themes but also for the most important aspects in adult education such as comprehensive proposals and the empowerment of people.

Institutions to be interviewed and Indicators to be covered

Governmental Office	Indicators
Ministry of Education (Adult Education)	II.11-30; III.1-14; IV.1-13; V.1-11; VI.1-8.
Gender Office	III.1-14; IV.1-13; V.1-11.
Office for Migrants	"" "" ""
Office for Minorities	"" "" ""
Office for Indigenous	"" "" ""
Office for Disabled	"" "" ""
Ministry of Work	IV.1-13
Ministry of Agriculture	IV.1-13; VI.1-8
Ministry of Health	V.1-11
Ministry of Environment	VI.1-8

COUNTRY:**I. GENERAL DATA**

Source:

Year measured (last year data available):

(State if there is no data available)

1. Population:
2. GNP per capita:
3. Percentage of poor persons as measured in the country/U.N. Statistics:
 1. Public expenditure in education as % of GNP:

II. ENSURING THE UNIVERSAL RIGHT TO ADULT LITERACY AND BASIC EDUCATION**A) Commitments:****CONFINTEA:**

17. *Creating conditions for the expression of people's demand for learning by developing strategies to extend the benefits of adult learning to those currently excluded and to help adults make informed choices, concerning the learning routes best suited to their aspirations;*
18. *Ensuring accessibility and quality by adopting legislation, policies and co-operation mechanisms with all partners to make access easier, to facilitate the participation of adults in formal education and education at the workplace and in the community, and to support and extend programmes for rural and isolated areas.*

EFA:

4. *Expand adult literacy. Achieve a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.*
6. *Enhance educational quality. Improve all aspects of quality of education and ensure excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*

B) Indicatorsa) Level of literacy:

Statistical data for the years 1997 and 2002 (or approximate two years, specify)

Possible source: census or household surveys, specify

(State if no data available)

1. Percentage of people over 15 with no schooling:
2. By sex:

3. By economic situation (poor/not poor):
4. By geographic area (rural/urban population):
5. By etnia (specify):

6. Percentage of people over 15 with incomplete primary education:
7. By sex:
8. By economic situation (poor/not poor):
9. By geographic area (rural/urban population):
10. By etnia (specify):

b) Political Will

Source (Ministry of Education – Adult Education Office, other) specify:
(State if no information available)

11. Does the interviewed person heard of CONFINTEA: Yes No
12. If yes, actions taken after the Conference:-----

13. Existence of Adult Education Department or Office: Yes No
14. Existence of Literacy-Primary-Secondary Adult education specific system
 - specific programmes for adults: Yes No
 - specific timetables for adults: Yes No
 - specifically trained teachers for adults: Yes No
15. Existence of policy for integrating disadvantaged groups (specify which and to whom (women, minorities, migrants, disabled, rural population):-----

16. Existence of policy for motivating access (specify which: festivals, media, campaigns, etc.):-----

17. Existence of literacy programmes in mother tongue: Yes No
18. Are contents associated with building life-skills capacities? Yes No
19. If yes which (self reliance, group working, vocational training, health care, environment protection, active citizenship) specify: -----

20. Range of offer for literacy-primary:
 - Programmes at Working places Yes No
 - Programmes in Rural areas Yes No
 - Community based Programmes Yes No
 - Distance Programmes (media or printed) Yes No
21. Teacher/student ratio:
22. Existence of Studies on Barriers for Access Yes No

23. % of Adult Education Budget in relation to total Primary-Secondary Budget:
 24. Evolution of Budget 1997-2002 in terms of % of increase or decrease:

c) Participation

	1997	2002	% of increase/decrease
25. Persons in literacy			
26. Persons in Primary			
27. Persons in Secondary			
28. % of Women in Literacy/Primary			
29. % of Indigenous in Liter./Primary			
30. % of Migrants in Literacy/primary			

III. PROMOTING ACTIVE CITIZENSHIP, AWARENESS OF DISCRIMINATION AND CULTURE OF PEACE AND HUMAN RIGHTS

A) Commitments

CONFINTEA:

11. *Creating greater community participation*
- *by promoting active citizenship and improving participatory democracy in order to create learning communities,*
 - *by encouraging and developing leadership capabilities among the adult population and especially among women, enabling them to participate in institutions of the state, the market and civil society.*
12. *Raising awareness about prejudice and discrimination in society*
- *by ensuring the legitimate right of people to self-determination and to the free exercise of their way of life;*
 - *by taking measures to eliminate discrimination in education at all levels based on gender, race, language, religion, national or ethnic origin, disability or any other form of discrimination;*
15. *Promoting a culture of peace, intercultural dialogue and human rights*
- *by enabling citizens to approach conflicts in an emphatic, non violent and creative manner, with peace education for all, peace journalism and peace culture as important components*
25. *Linking literacy to the social cultural and economic development aspirations of learners, by emphasising the importance of literacy for human rights, participatory citizenship, social, political and economic equity and cultural identity*
29. *Promoting the empowerment of women and gender equity through adult learning by recognising and correcting the continued marginalization and*

denial of access and of equal opportunities for quality education that girls and women are still facing at all levels.

EFA:

3. *Promote the acquisition of life skills by adolescents and youth. Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.*

B) Indicators

Source (Ministry of Education and/or Gender Offices or other disadvantaged groups Offices):

a) Political Will

Existence of Programme at following levels: Literacy/Adult Primary/Adult Secondary/Non Formal Education/campaign and the years started/ended

Contents	Level	Years
1. Education for political participation in election process		
2. Educating for economic participation (budget analysis)		
3. Planning of public policies		
4. Control and monitoring of public policies		
5. Organisational skills		
6. Promoting relation between cultures		
7. Analysing gender relations and discrimination		
8. Promoting tolerance, acceptance of difference		
9. Other (specify)		

10. Which of the above has been specially created for women, migrants, rural areas, indigenous?

11. Source of budget is National International

12. Evolution of budget 1997-2002 in terms of % of Increase or Decrease:

b) Participation

13. % of different groups (women, migrants, rural, indigenous) participating in last year recorded of each programme:

14. % of increase or decrease in participants 1997-2002:

Results of Indicators 10 - 14

Content	Specific group	Source of Budget	Evolution of Budget	% of groups participating	% of increase or decrease
1.					
2.					
3					
4					
5.					
6					
7.					
8.					
9.					

IV. ENSURING THE RIGHT TO VOCATIONAL/INCOME GENERATING ADULT EDUCATION

A) Commitments

CONFINTEA:

31. Promoting the right to work and the right to work-related adult learning by ensuring that work-related adult education provides the specific competencies and skills for entry into the labour market and occupational mobility, and improves the ability of individuals to take part in diversified models of employment;

32. Ensuring access to work-related adult learning for different target groups by ensuring that work-related adult education policies address the needs of self-employed workers and workers in the informal economy and facilitate access for women and migrant workers to training in non-traditional jobs and sectors;

33. Diversifying the contents of work-related adult learning by including elements relating to agricultural extension services, citizens'rights, organisation-building, natural resource management, food security and reproductive health education and simulating entrepreneurship through adult education.

EFA:

3. Promote the acquisition of life skills by adolescents and youth. Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

B) Indicators

Source: Ministries of Labour, Industry, Agriculture, Gender Offices and other Disadvantaged groups Offices (Specify)

Actual Existence of free governmental vocational education programmes:

(State separately each Programme as in the attached form and concentrate information as follows)

1. Number of Programmes:
2. Average number of years of existence:
3. Average extension in time (days, weeks, months):
4. Average % of increase or decrease in budget of programmes:
5. Average % of increase, decrease in participation 1997-2002:
- 6.1 Number of Programmes for Women:
- 6.2 Number of Programmes for Disabled:
- 6.3 Number of Programmes for Indiginous:
- 6.4 Number of Programmes for Migrants:
- 6.5 Number of Programmes for Rural:
7. Number of programmes where contents include promoting self-reliance attitudes:
8. Number of programmes where contents include literacy, primary, secondary education:
9. Existence of Policy for reaching specific groups:
10. Existence of Studies on barriers for access:
11. Existence of participation of private sector (funding, infrastructure, other):
12. Existence of at work training programmes:
- 13 Existence of distance training programmes :

V. PROMOTING THE RIGHT TO HEALTH EDUCATION

A) Commitments

CONFINTEA:

36. *Promoting adult learning on population-related issues and family life by enabling people to exercise their human rights, including reproductive and sexual health rights, and to develop responsible an caring attitudes;*
37. *Recognizing the decisive role of population education and health promotion in preserving and improving the health of communities and individuals by developing health-related learning contents, including AIDS and other disease prevention, nutrition, sanitation and mental health.*
38. *Ensuring cultural and gender-specific learning programmes by extending health education for women and men in order to share responsibilities and to broaden concerns relating to reproductive health and child care.*

EFA:

3- *Promote the acquisition of life skills by adolescents and youth. Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.*

B) Indicators

Source: Ministry of Health, Ministry of Education, Gender Offices and disadvantaged Groups Offices:

a) Political Will

Existence of Programme at following levels: Literacy/Adult Primary/Adult Secondary/Non Formal Education, national campaigns and the years started/ended

Content	Level	Campaign	Years
1. The right to decide the number of children and the prevention of pregnancy			
2. The right to a free, healthy and responsible sexuality			
3. The characteristics of reproductive cycle			
4. The prevention of domestic violence			
5. The prevention of HIV/AIDS			
6. Shared child care responsibilities			

7. Which of the above has been specially created for women, minorities, rural areas, indigenous

8. Source of budget is National International

9. Evolution of budget 1997-2002 in terms of % of Increase or Decrease:

b) Participation

10. % of different groups (women, minorities, rural, indigenous) participating in last year recorded of each programme:

11. % of increase or decrease in participants 1997-2002:

Results of indicators 7 - 11

Content	Specific group	Source of Budget	Evolution of budget	% groups participate	% increase/decrease
1					
2					
3					
4					
5					
6					

VI. ENSURING THE INVOLVEMENT OF CIVIL SOCIETY IN ENVIRONMENTAL AND DEVELOPMENT PROBLEMS

A) Commitments

CONFINTEA:

- Promoting the competence and involvement of civil society in dealing with environmental and development problems by making use of adult education activities in order to increase the capacity of citizens from different sectors of society to take innovative initiatives and to develop programmes based on ecologically and socially sustainable development.*

EFA:

- Promote the acquisition of life skills by adolescents and youth. Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.*

B) Indicators

Source: (Ministry of Environment (?), Ministry of Education, Ministry of Agriculture)

a) Political Will

Existence of Programme at following levels: Literacy/Adult Primary/Adult Secondary/Non Formal Education/campaign and the years started/ended

Content	Level	Campaign	Years
1. Recycling garbage			
2. Use of non renewable resources			
3. Defence and protection of green areas, forests.			
4. Pollution control			

5. Which of the above has been specially created for women, minorities, rural areas, indigenous?

6. Source of budget is National International

7. Evolution of budget 1997-2002 in terms of % of Increase or Decrease:

b) Participation

8. % of different groups (women, minorities, rural, indigenous) participating in last year recorded of each programme:

9. % of increase or decrease in participants 1997-2002:

Results of Indicators 5 – 9

Content	Specific group	Source of budget	Evolution of budget	% groups participate	% increase/decrease
1.					
2.					
3.					
4.					

FORM FOR INFORMATION ON CHAPTER IV

(One for each Programme)

Office Name:

1. Name of Programme:

a) Political Will

1.1 Date started:

1.2 Extension in time (days/weeks/months):

1.3 Specific for Disadvantaged group: No Yes Which?

1.4 Existence of policies for reaching specific groups? No Yes Which?

1.5 Existence of studies on barriers for access Yes No

1.6 Contents include promoting self-reliance attitudes Yes No

1.7 Contents include offer of literacy, primary, secondary education?-----

1.8 Participation of private sector (funding, infrastructure, other)-----

1.9 At work training option Yes No

1.10 Distance training option Yes No

1.11 Evolution of budget: % of increase or decrease between 1997-2002:

b) Participation

1.12 Evolution of people covered 1997-2002

1.13 % of women, indigenous, migrants, disabled in last year recorded: