

THE RIGHT TO LEARN THROUGHOUT LIFE

**FOLLOW-UP OF THE ACCOMPLISHMENT OF CONFINTEA'S
COMMITMENTS AND EDUCATION FOR ALL (EFA) GOALS**

**ICAE
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"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 we are 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. And 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 is 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

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

consideration.

- Collect information on educational activities specially addressed to 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.

COUNTRY:**1: GENERAL DATA**

1. Socio-economic, cultural, political context. A brief description of no more than 250 words.

For all data which follow provide the most current data available stating the year measured, the source of information (as in guidelines), and if there is no data available.

2. Total population:
 - % male/female:
 - % ethnic groups (specify):
 - % rural/urban/:
 - % camp:
 - % 15-24:
 - % 25 +:
3. GNP per capita:
4. Percentage of poor persons as measured according to the country (state country criteria) or U.N. Statistics:
5. Public expenditure in education as % of GNP
6. Public expenditure in education as percentage of national budget:
7. Unemployment rate

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) Background data

- Possible sources for this point are Census or Household Surveys
- Statistical data for the years 1997 and 2002 (or approximate years, specify)
- State if no data available
- Please state how many years Compulsory Education means in your country
- Make two separate charts one for each year
- This chart is in itself very extensive. If any of you have possibilities of identifying the information of each category by sex and by age it would be welcomed, but this is the minimum information requested.

Levels of Education of Adult Population for year 1997 (or aprox)

Level	% of Population	Age			Gender			Geographic		
		15-24	25+	Total	Female	Male	Total	Urban	Rural	Total
No schooling				100%			100%			100%
Incomplete Compulsory				100%			100%			100%
Complete Compulsory				100%			100%			100%
TOTAL	100%			100%			100%			100%

Level	% In Camp	% Indigenous	%Ethnic	%Migrants
No schooling				
Incomplete Compulsory				
Complete Compulsory				
TOTAL				

Levels of Education of Adult Population for year 2002 (or approx)

Level	% of Population	Age			Gender			Geographic		
		15-24	25+	Total	Female	Male	Total	Urban	Rural	Total
No schooling				100%			100%			100%
Incomplete Compulsory				100%			100%			100%
Complete Compulsory				100%			100%			100%
TOTAL	100%			100%			100%			100%

Percentages over total population in each level

Level	% In Camp	% Indigenous	%Ethnic	%Migrants
No schooling				
Incomplete Compulsory				
Complete Compulsory				
TOTAL				

C) Political Will Data

- Possible sources: Ministry of Education – Adult Education Office
- Please answer each question as YES - NO - NO DATA

1. POLICIES

This item collects data on written, published national plans, legislation and laws related to this theme.

- Is there a national plan for adult education?
- Is there a national plan for adult literacy and adult basic education?
- Does your country have a national Education for all (EFA) plan?
 - Does your national EFA plan include adult literacy and adult basic education?
- Does your country have national laws specifically related to adult education?
- Has your country developed new programs after CONFINTEA V Conference?
 - If Yes, which?

2. ORGANISATIONAL STRUCTURE/SYSTEMS

- Is there a person at the national level responsible for literacy and adult basic education?
 - What is the title of this person? (Minister, Advisor to the Minister, etc)
- Is there an adult education department at the national level?
 - Does the department have offices at the regional or/and local level?

3. PROGRAMMES

- Are there national literacy programmes?
 - Are those programmes formal?
 - Are those programmes non-formal?
- Are there compulsory education programs for adults?
- Are there literacy programmes in the mother tongue/indigenous/national language?

- Are there programmes which specifically trained teachers to teach compulsory adult education and literacy?
- What is the teacher/student ratio in literacy programmes?
- Are there strategies which motivate adults to participate in adult education and literacy? (eg: Adult Learner Week, festivals, media, campaigns, paid leave, reduced working hours, support for fees, transport, food facilities)
 - If yes specify which
- Do literacy and adult compulsory education programmes:
 - have flexible timetables?
 - exist in the paid workplace?
 - exist in areas of high need (eg: migrant communities, poor neighbourhoods, etc)?
 - offered through distance education?
- Does research exist on barriers to access to literacy and adult compulsory education programs?
 - If yes, which?
- Does research exist on `drop-outs` from literacy and adult compulsory education programs?
- If yes, which?
 - By gender?
 - Geographic situation?
- Ethnic/Race differences?
 - Migrants?
- Is there special literacy/functional adult education programs specifically focused on
 - Women?
 - Indigenous?
 - Rural areas?
 - Different ethnias?
 - Migrants?
 - Camps?
 - If yes state name of Program and year of creation

4. ENROLMENT

- Statistical data for the years 1997 and 2002 (or approx)
- State source and if No Data available

Adults in Literacy/Compulsory Education 1997(or approx)

Level	Total number of persons	% Gender			% Age			%Geographic		
		Male	Female	Total	15-24	25+	Total	Urban	Rural	Total
Literacy				100%			100%			100%
Compulsory				100%			100%			100%
TOTAL				100%			100%			100%

Level	Total Number of Persons	% in Camp	%Indigenous	% Ethnic	% Migrants
Literacy					
Compulsory					
Total					

Adults in Literacy/Compulsory Education 2002(or approx)

Level	Total number of persons	% Gender			% Age			%Geographic		
		Male	Female	Total	15-24	25+	Total	Urban	Rural	Total
Literacy				100%			100%			100%
Compulsory				100%			100%			100%
TOTAL				100%			100%			100%

Level	Total Number of Persons	% in Camp	%Indigenous	% Ethnic	% Migrants
Literacy					
Compulsory					
Total					

5. FUNDING

- What % of the national education budget is allocated to adult literacy and compulsory adult education?

Evolution of the budget for adult literacy and adult compulsory education between 1997 and 2002

Budget year	Amount (US Dollar)	% of increase/decrease
1997		
2002		

- Does the government financially support non-government organisations' work in the area of adult literacy and adult basic education?
 - If yes, give examples and amounts in US Dollars

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

A) Commitments

CONFINTEA:

1. *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.*
2. *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*
23. *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.*

Possible sources: Ministry of Education and/or Gender Offices or other disadvantaged groups Offices

B) Political Will

1. POLICIES

This item collects data on written, published national plans, and legislation related to the theme.

- Is there a National Plan for promoting active citizenship, awareness of discrimination and a culture of peace and human rights?

2. ORGANISATIONAL STRUCTURE/SYSTEMS

- Is there a person at the national level responsible for promoting active citizenship, awareness of discrimination and a culture of peace and human rights?
- If yes, what is the title of the person? (Minister, Advisor to the Minister, etc.)?

3. CONTENTS AND PROGRAMS

- Complete the following chart to provide information regarding the existence and year of creation of the contents or programs in any of the following areas at formal or non formal levels

Contents/Programmes	Year of creation		
	Literacy	Compulsory Formal	Non-formal
Education for political participation in democratic processes			
Education for peace			
Education for human rights			
Education for economic participation			
Education for planning public policies			
Education for the control and monitoring of public policies			
Education for empowerment of the organisation			
Education for improving relations among cultures			
Education for promotion of gender equality			
Education for non-discrimination (race, sexual preference)			
Other (specify)			

- Are any of the above specifically focused as a Program on disadvantaged groups? Complete the following chart only for National Programs.

Programmes	Women/Indigenous/ Rural, Poor Urban/Migrants/Race/Camp
Education for political participation in democratic processes	
Education for peace	
Education for human rights	
Education for economic participation	
Education for planning public policies	
Education for the control and monitoring of public policies	
Education for empowerment of the organization	
Education for improving relations among cultures	
Education for promotion of gender equality	
Education for non-discrimination (race, sexual preference)	
Other (specify)	

4. FUNDING

The following information is for cases of National Programs only.

Programmes	Ministry or Office where Program is allocated	Source of Budget: National/Inter national	Evolution of budget 1997 (or year of creation)-2002 in % of increase/decrea se
Education for political participation in democratic processes			
Education for peace			
Education for human rights			
Education for economic participation			
Education for planning public policies			
Education for the control and monitoring of public policies			
Education for empowerment of the organization			
Education for improving relations among cultures			
Education for promotion of gender equality			
Education for non-discrimination (race, sexual preference)			
Other (specify)			

- Does the government financially support non-government organisations' work in the areas above?
 - Give examples and amounts

IV. ENSURING THE RIGHT TO WORK-RELATED 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.*

Possible sources: Ministries of Labour, Industry, Agriculture, Gender Offices and other Disadvantaged groups Offices

B) Political will

1. POLICY

This item collects data on written , published national plans, legislation and laws related to this theme.

- Is there a national plan for work-related adult education?

2. ORGANISATIONAL STRUCTURE/SYSTEMS

- Is there a person at the national level responsible for work-related educational programs?
- In which Ministry/Office?
- With which titles (Minister, Advisor to Minister, Head of Department, etc.)?

3. PROGRAMMES

- Are there national work-related education programmes?

If yes, complete the following chart:

Work related Educational Programs by Year of creation and focus on disadvantaged groups

Name of programme	What Ministry implements the programme	Year of creation	Without special focus	Focused on the following populations: Women, Rural, Poor urban, camp, indigenous, ethnic, migrants, disabled

- Estimate the percentage of programmes which have contents which include the promotion of self-reliance and empowerment attitudes?
- Estimate the percentage of work-related education programmes which include literacy?
- Does research exist on barriers to access to work-related programmes?
- Does the government have partnerships with private sector to offer work-related education programmes?
- Does the government have partnerships with trade unions to offer work-related education programmes?

4. ENROLEMENT

Complete the following chart according to the list of Programs mentioned in point 3 above.

Evolution of participation in work-related educational programs

Name of programme	Number of participants 1997 (or year of creation)	Number of participants 2002	% increase/decrease

5. FUNDING

Complete the following chart according to the list of Programs mentioned in point 3 above.

Evolution of the budget for work-related education programmes between 1997 and 2002

Name of programme	Amount 1997 (or year of creation) in U\$S	Amount 2002 in U\$S	% increase/decrease
TOTAL			

- Does the government financially support non-government organisations' work in the area of work-related education?
 - Give examples and amounts

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 and 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.*

Possible sources: Ministry of Health, Ministry of Education, Gender Offices and disadvantaged Groups Offices.

B) Political Will

1. POLICIES

This item collects data on written, published national plans, legislation and laws related to this theme.

- Is there a national plan for health-related adult education?

2. ORGANISATIONAL STRUCTURE/SYSTEM

- Is there a person at the national level responsible for health-related adult education?
- If yes, what is the title of this person (Minister, Advisor to the Minister, etc.)?

3. PROGRAMMES

- Complete the Chart to provide information about the existence and year of creation of the following contents and programmes at formal and non formal levels which include any type of national campaigns.

Contents/programmes	Year of creation		
	Literacy	Compulsor y formal adult education	Non- formal/ca mpaign
Education about reproductive health (the right to decide the number of children, to prevent pregnancy, and to obtain full information about the reproductive cycle)			
Education about the right to a choose freely a healthy and responsible sexuality			
Education for the prevention of domestic violence			
Education for the prevention of HIV/AIDS and sexually transmitted diseases			
Education about the right to have integrated health treatment			
Education about health problems specific to the country 's problems (malaria, drug abuse)			
Education about healthy nutrition			

- Are any of the above specifically focused as a Program for disadvantaged groups? Complete the following chart only for National Programs.

Programmes	Focused on women, indigenous, camp, rural, poor urban, migrants, ethnic populations (Specify)
Education about reproductive health (the right to decide the number of children, to prevent pregnancy, and to obtain full information about the reproductive cycle)	
Education about the right to a choose freely a healthy and responsible sexuality	
Education for the prevention of domestic violence	
Education for the prevention of HIV/AIDS and sexually transmitted diseases	
Education about the right to have integrated health treatment	
Education about health problems specific to the country 's problems (malaria, drug abuse)	
Education about healthy nutrition	

4. FUNDING

The following information is for National Programs only.

Programmes	Ministry or Office where Program is allocated	Source of Budget: National/International	Evolution of budget 1997 (or year of creation)-2002 in % of increase/decrease
Education about reproductive health (the right to decide the number of children, to prevent pregnancy, and to obtain full information about the reproductive cycle)			
Education about the right to choose freely a healthy and responsible sexuality			
Education for the prevention of domestic violence			
Education for the prevention of HIV/AIDS and sexually transmitted diseases			
Education about the right to have integrated health treatment			
Education about health problems specific to the country's problems (malaria, drug abuse)			
Education about healthy nutrition			

- Does the government financially support non-government organisations' work in the areas above?
 - Give examples and amounts

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

A) Commitments

CONFINTEA:

- 1. 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:

2. *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.*

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

B) Political Will

1. POLICIES

This item collects data on written, published national plans, legislation and laws related to this theme.

- Is there a national plan for ensuring the involvement of civil society in environmental and development problems?

2. ORGANISATIONAL STRUCTURE/SYSTEMS

- Is there a person at the national level responsible for the involvement of civil society in environmental and development problems
- If yes what is the title of this person (Minister, Advisor to the Minister, etc.)?

3. PROGRAMS

- Complete the Chart to provide information about the existence and year of creation of the following contents and programmes at formal and non formal levels which include any type of national campaigns.

Contents/programmes	Year of Creation		
	Literacy	Compulsory formal adult education	Non-formal/campaigns
Education about environmental issues (eg: recycling, use of non-renewable resources, defense and protection of green areas, forests and public urban spaces, pollution)			
Education for responsible consumption			
Others (Specify)			

- Are any of the above specifically focused as a Program for disadvantaged groups? Complete the following chart only for National Programs.

Programmes	Focused on women, indigenous, camp, rural, poor urban, migrants, ethnic populations (Specify)
Education about environmental issues (eg: recycling, use of non-renewable resources, defense and protection of green areas, forests and public urban spaces, pollution)	
Education for responsible consumption	
Others (Specify)	

FUNDING

The following information is for National Programs only.

Programmes	Ministry or Office where Program is allocated	Source of Budget: National/International	Evolution of budget 1997 (or year of creation)-2002 in % of increase/decrease
Education about environmental issues (eg: recycling, use of non-renewable resources, defense and protection of green areas, forests and public urban spaces, pollution)			
Education for responsible consumption			
Others (Specify)			

- Does the government financially support non-government organisations' work in the areas above?
- Give examples and amounts