



## **EXPLANATORY NOTES**

### **To support the Reporting Template for National Progress Reports**

#### **a) Purpose**

The current reporting template aims to document progress in implementing the *Belém Framework for Action*<sup>1</sup>, which was adopted by 144 UNESCO Member States at the Sixth International Conference on Adult Education (CONFINTEA VI)<sup>2</sup> in Belém, Brazil, in December 2009. In the *Belém Framework*, UNESCO was given a special mandate to coordinate the “monitoring process at the global level to take stock and report periodically on progress in adult learning and education”<sup>3</sup>.

Due to the dispersed nature of adult education, consistent and comparable data of good quality in this field are mostly unavailable. This first round of post-CONFINTEA VI reporting therefore aims to initiate a regular collection of information to assess the overall situation in UNESCO Member States and to track developments on a more systematic basis. The information collected will be the main source for the post-CONFINTEA *Global Report on Adult Learning and Education*<sup>4</sup> (GRALE), which will serve as the international monitoring report for the *Belém Framework*. To prepare future issues of the *Global Report* beyond 2012, the current reporting template will be adapted as necessary and appropriate, but will retain its overall structure in accordance with the five key areas from the *Belém Framework* – namely policy, governance, finance, participation and quality.

To provide a clear picture of the complex situation in adult education, input from a range of different sources is required. When responding to the reporting template, therefore, **we strongly encourage you to take into account the wide range of actors and stakeholders in your country** both within government (e.g. ministries of education, labour, health, agriculture, gender, culture, sports and leisure, social welfare, finance and economy and foreign affairs) as well as from other sectors (e.g. non-governmental organisations, trade unions, social movements, faith-based organisations, social partners and bilateral and multilateral development agencies and other private actors). To generate a complete picture of adult education in your country it would be advisable to devise **a national consultation process** involving all stakeholders. We recommend that you set up a national committee with representatives of all stakeholders to prepare your national progress report, and to have the findings validated by a national conference.

<sup>1</sup> UIL (UNESCO Institute for Lifelong Learning). 2010. *Belém Framework for Action. Harnessing the power and potential of adult learning and education for a viable future*. Hamburg: UIL. Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

<sup>2</sup> For more information see <http://www.unesco.org/en/confinteavi/>

<sup>3</sup> UIL (UNESCO Institute for Lifelong Learning). 2010. *Belém Framework for Action. Harnessing the power and potential of adult learning and education for a viable future*. p. 9. Hamburg: UIL.

<sup>4</sup> UIL (UNESCO Institute for Lifelong Learning). 2009. *Global Report on Adult Learning and Education*. Hamburg: UIL. Available at <http://unesdoc.unesco.org/images/0018/001864/186431e.pdf>

## **b) Background**

Following the request in the *Belém Framework*, the UNESCO Institute for Lifelong Learning (UIL) and the UNESCO Institute of Statistics (UIS) have, on behalf of UNESCO, developed the current reporting template. Comments and advice were provided by the CONFINTEA Advisory Group<sup>5</sup> and by UNESCO Regional Offices, and an international expert meeting was held at UIL in January 2011. Suggestions had already been collected from more than 300 participants through an online discussion held in October/November 2010.

The reporting template was developed on the basis of the *Belém Framework for Action* and its key areas: policy, governance, financing, participation and quality. It reiterates the fundamental role of literacy within adult education and, because the United Nations Literacy Decade comes to an end in 2013, consultations led to the decision that the forthcoming issue of *the Global Report* should have special thematic focus on adult literacy. A section has correspondingly been added to the current reporting template.

## **c) Procedure**

For any question where references are asked for, please submit the essential background information (especially legal documents, reports or other publications in the form of PDF files, MS-Word documents or by indicating links to the documents) together with your completed reporting template. The full set of completed national reporting templates will be made available on the internet. In addition, all materials submitted will be entered into UIL's overall database on policy, research findings and effective practice in literacy, non-formal education and adult and lifelong learning.

Where a question is not answered at all, please provide a reason or a short explanation. UIL and UIS would like to know if, in these cases, the question is not understandable, if it is redundant in your country context, if the necessary information is not available or if there is another reason for non-response.

At the end of each section you will find a number of open questions. Please elaborate here whatever you want to report in addition to the answers given already. Whenever the space for answering the open questions is not sufficient, please feel free to use extra pages.

**Please submit your completed reporting template to the UNESCO Institute for Lifelong Learning by 29 February 2012** at [confintea6@unesco.org](mailto:confintea6@unesco.org) with a copy to the relevant UNESCO Regional Bureau where applicable (Regional Bureau for Education in Africa: [dakar@unesco.org](mailto:dakar@unesco.org); Regional Bureau for the Arab States: [beirut@unesco.org](mailto:beirut@unesco.org); Regional Bureau for Asia and Pacific: [bangkok@unesco.org](mailto:bangkok@unesco.org); Regional Bureau for Latin America and the Caribbean: [santiago@unesco.org](mailto:santiago@unesco.org)).

## **d) Explanation of concepts and terms**

A striking lesson from previous rounds of reporting on adult education and adult literacy is that concepts and terminology commonly used in the area are understood differently across regions

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<sup>5</sup> The CONFINTEA Advisory Group was established at the beginning of 2010 as a mechanism to guide and support UNESCO in the follow-up process to CONFINTEA VI. It includes representatives of governments, international key stakeholder organisations, UNESCO Governing Bodies and UNESCO.

and countries, and sometimes even locally. To help provide a common understanding of the concepts for the current reporting template, definitions of some of the fundamental terms are given.

**Adult education and adult learning:**

Adult learning encompasses “both formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multicultural learning society, where theory- and practice-based approaches are recognised.”<sup>6</sup>

**Adult education and youth education:**

Adult education concerns those who are “regarded as adult by the society to which they belong”.<sup>7</sup> However, “cultural and social factors have significant impact on the division of the human life-course into age-linked stages and phases. These phases vary widely across time and space. [...] Especially within a lifelong learning paradigm, it is increasingly unhelpful to make sharp distinctions between ‘youth education’ and ‘adult education’.”<sup>8</sup>

**Adult education and training:**

“The term ‘adult education’ denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development; adult education, however, must not be considered as an entity in itself, it is a sub-division, and an integral part of, a global scheme for life-long education and learning.”<sup>9</sup>

**Adult literacy rate:**

The proportion of the adult population aged 15 years and over that is literate.

**Literacy as the foundation for lifelong learning:**

“Literacy is the most significant foundation upon which to build comprehensive, inclusive and integrated lifelong and life-wide learning for all young people and adults.”<sup>10</sup>

**Lifelong learning:**

Lifelong learning encompasses learning at all ages in the life course and subsumes formal, non-formal and informal learning. It requires a learning culture that is open to all and embraces a learning continuum that ranges from formal to non-formal and informal education.<sup>11</sup> Lifelong

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<sup>6</sup> UIE (UNESCO Institute for Education). 1997. *The Hamburg Declaration. The Agenda for the Future*. Paper presented at CONFITEA V Fifth International Conference on Adult Education. Hamburg, 14-18 July, p. 1. Hamburg: UIE. Available at <http://www.unesco.org/education/uiie/confintea/pdf/con5eng.pdf>

<sup>7</sup> UNESCO. 1976. Recommendation on the Development of Adult Education, in: *Records of the General Conference. Nineteenth Session*. Nairobi, 26 October-30 November, p.2. Available at [http://www.unesco.org/education/pdf/NAIROB\\_E.PDF](http://www.unesco.org/education/pdf/NAIROB_E.PDF).

<sup>8</sup> UIL (UNESCO Institute for Lifelong Learning). 2009, *Global Report on Adult Learning and Education*, pp.12 & 14. Hamburg: UIL. Available at <http://unesdoc.unesco.org/images/0018/001864/186431e.pdf>

<sup>9</sup> UNESCO. 1976. Recommendation on the Development of Adult Education, in: *Records of the General Conference. Nineteenth Session*. Nairobi, 26 October-30 November, p.2. Available at [http://www.unesco.org/education/pdf/NAIROB\\_E.PDF](http://www.unesco.org/education/pdf/NAIROB_E.PDF)

<sup>10</sup> UIL. 2010. *Belém Framework for Action*, p. 5.

<sup>11</sup> Delors, J. et al. 1996. *Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century*. Paris: UNESCO.

learning is not only lifelong but also “life-wide”, taking place in all spheres of an adult’s life, whether at home, at work or in the community.<sup>12</sup>

**CSO:**

Civil Society Organisations include, among others: non-governmental organisations, networks of learners, women’s organisations, youth organisations, faith-based organisations, community-based organisations, workers’ organisations and human rights organisations.

**Provider:**

A provider is “an organisation, or individual that organises and runs educational programmes for adults.”<sup>13</sup>

**Policy:**

A policy can include “a plan of action, statement of ideas, etc. proposed or adopted by a government, political party, business, etc.”<sup>14</sup>

**Stakeholder:**

A stakeholder can be any actor, person, organisation, institution, group or community, who has an interest or function in a specific matter.

**e) Explanation of questions:**

**Question 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.*

We divide adult literacy, adult education and lifelong learning here, because we would like to know whether there are specific policies that deal with these issues. This does not mean that we understand the concepts as being separable from each other. Adult literacy is a major part of adult education, and both are included in the lifelong learning continuum. But since a country might have a stand-alone, specific policy for either of them, we ask for them separately in order to obtain a more specific picture of the political commitment for adult learning and education.

**Question 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)?*

With this question we would like to know the government’s overall education and training expenditure, which includes expenditures on early childhood care and education, primary education, secondary education, higher education, vocational education, second-chance-education; any type of education and training provided fully or partially by the government.

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<sup>12</sup> UIL 2009, *Global Report on Adult Learning and Education*.

<sup>13</sup> Jarvis, P. 1999 (2<sup>nd</sup> ed.). *International Dictionary of Adult and Continuing Education*. London: Routledge.

<sup>14</sup> Hornby, A.S. (autor) and Jonathan Crowther (editor). 1995 (5th ed.). *Oxford Advanced Learner’s Dictionary of Current English*, Oxford: Oxford University Press.