

Analyse the following chart (Not more than 2 pages)

**Outil 5 : Level of achievements of recommendations during the three past years of ADEA and action plan of Bélem**

Document	Recommendations	Tangible Activities in link with the recommendations	Achieved results	Recommendations in terms of synergy or topic of advocacy
1. Frame work of Belem	<p>a) Ensuring that all surveys and data collection recognise literacy as a continuum;</p> <p>b) Developing a road map with clear goals and deadlines to meet this challenge based on the critical assessments of progress made, obstacles encountered and weaknesses identified;</p> <p>c) Mobilising and increasing internal and external resources and expertise to carry out literacy programmes with greater scale, range, coverage and quality to foster integral and medium-term processes, to ensure that individuals achieve sustainable literacy;</p> <p>d) Developing literacy provision that is relevant and adapted to learners' needs and leads to functional and sustainable knowledge, skills and competence of participants empowering them to continue as lifelong learners whose achievement is recognised through appropriate assessment methods;</p> <p>e) Focusing literacy actions on women and highly disadvantaged populations including indigenous peoples and prisoners, with an overall focus on rural populations;</p> <p>f) Establishing international indicators and targets for literacy;</p> <p>g) Systematically reviewing and reporting progress, amongst others on investment and the adequacy of resources in literacy in each country and at the global level by including a special section in the EFA Global Monitoring Report;</p> <p>h) Planning and implementing continuing education, training and skills development beyond the basic literacy skills supported by an enriched literate environment.</p>	<p>a) Development of the National Policy on Alternative Basic Education</p> <p>b) Liberia Education for All Action Plan</p> <p>c) MOE and Partners have established Program Quality Standards (PQS). For examples, standards teaching and learning environment, assessing learners' progress, management of ABE progrms, monitoring and evaluation, among others.</p> <p>g) Development of the Liberia EFA National Action Plan, 2004-2015</p>	<p>1. Development of Alternative Basic Education Instructional Manuals in collaboration with partners</p> <p>2. Facilitator's Manual and Learner's Practice Books 4 levels, 1,2&amp;3</p> <p>3. Literacy and numeracy life-skills, work-readiness</p>	<p>- Need to track NFE budget</p> <p>- Increased budgetary allotment for NFE</p>
2. ADEA General Report for 2012	<p><b>1. Literacy:</b></p> <ul style="list-style-type: none"> <li>• Literacy policy must focus on raising and developing basic skills as a whole and include creating rich literate environments and learning societies.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Literacy rates are largely based on simplistic and unreliable data and methods. Direct testing is gaining momentum, but is complex and expensive. To move forward, a dual approach is needed: developing culturally appropriate measurement tools and methods, and improving the quality of conventional, cost-effective self-reporting surveys.</li> </ul> <p><b>2. Policy:</b></p> <ul style="list-style-type: none"> <li>• The gaps between policy and research discourses remain wide, and constructing more robust bridges between the two is a key task for international organisations and agencies.</li> </ul> <p><b>3. Governance:</b></p> <ul style="list-style-type: none"> <li>• The involvement of all relevant actors remains a key requirement for good governance in adult education, and mixed governance models require highly effective consultation and coordination mechanisms and practices.</li> </ul> <p><b>4. Financing:</b></p> <ul style="list-style-type: none"> <li>• Member State governments and their agencies at national, regional and local levels must find new ways to mobilise financial resources that can make a difference by assuring quality adult education provision.</li> </ul> <p><b>5. Participation:</b></p> <ul style="list-style-type: none"> <li>• It is essential for countries to design effective monitoring frameworks that track the depth and breadth of participation in adult education and learning. These should include the full range of providers and be compatible with global or regional frameworks.</li> </ul> <p><b>6. Quality:</b></p> <ul style="list-style-type: none"> <li>• Professionalisation and regulation, together with research, monitoring and evaluation, still require concerted action. Professionalisation and regulation require judicious calibration in the interests of affirmative consolidation of both experienced and novice practitioners.</li> </ul>			
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