Follow-up of CONFINTEA VI:

Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
and the end of the
United Nations Literacy Decade (UNLD)

National progress report submitted by
the Government of the Republic of Croatia

This report is submitted on behalf of the Government of the Republic of Croatia in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)[1] as laid down in the *Belém Framework for Action*[2], specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes[3], which are meant to provide further clarification.

Institution responsible for submitting this report	Agency for vocational education and training and adult education
Submission date	27March 2012

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[1] For more information about CONFINTEA VI see: http://www.unesco.org/en/confinteavi/

[2] Available in nine languages at http://www.unesco.org/en/confinteavi/belem-framework-for-action/

[3] The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	*Mark all that apply*
Government Ministries	
Agriculture	☐
Defence	☐
Education	☒
Foreign Affairs	☐
Health	☐
Interior/Home affairs	☐
Labour	☐
Others *(please mark and specify below)*	☐
Employment service	☒
Civil society organisations	☐
National non-governmental organisations	☐
International non-governmental organisations	☐
Educational or research institutions/Universities	☐
Private sector companies	☐
United Nations agencies	☐
Non-UN bilateral or multilateral organisations	☐
Others *(please mark and specify below)*	☐

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

1. Definitions and data collection on adult learning and education		
	Yes	*No*
1.1 Does your country have an official definition of **adult education**? *If Yes, please provide it in the space below:* Adult education includes all adult learning processes with the objective of: realization of right to freely develop one's personality; training for employability: acquisition of qualifications for first job, retraining, acquisition and deepening of professional knowledge, skills and abilities; training for active citizenship. (*Adult education act*)	☒	☐
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:*	☐	☒
1.2 Has your country adopted or developed an official definition of **literacy**? *If Yes, please provide it in the space below:*	☐	☒
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* Literate individual is a person with or without finished school, who is able to read and write an essay regarding everyday life, or who is able to read and write a letter, regardless of the language or in which language or alphabet he or she can read or write (*Population census*) Individuals who are regarded as literate are persons who have finished primary education. (*Project For a Literate Croatia*) Literacy is an ability to read with understanding, communication skills, knowledge of foreign languages, ICT skills and the use of technology, which enable quality understanding of natural and social activities, problem solving as well as teamwork skills and motivation, accepting others and those who are different and competence for lifelong learning. (*Strategy for Adult Education*)	☒	☐

1.3 How is literacy data obtained in your country?

Please select the option(s) below

National census	☒
School administrative data (years of schooling completed/primary certificate)	☐
Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)	☐
Household surveys	☒
Other methodology (*please describe below*):	☐

1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?	☐	☒
If Yes, please select the option(s) below that best describe the change(s) New conceptual definition on literacy in place (for policy) New conceptual definition on literacy in place (for data collection only) New assessment of youth and/or adults' literacy skills Increase in the periodicity without significant conceptual changes Other changes (*please provide details below*):	☐ ☐ ☐ ☐ ☐	
1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:* There are three different definitions used in practice. The most accurate literacy data is obtained through national census, and last available data from this source is from 2001.	☒	☐
1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.		

2. Policy: political commitment to adult education and adult literacy

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.

	Yes	No	If Yes: name of legal/policy instrument and references (add as many lines as needed)	Year
Lifelong learning	☐	☐		
Adult education	☒	☐	Strategy for Adult Education	2004
			Action Plan for the Implementation of the Strategy for Adult Education	2005
			Adult education act	2007
			By-law on Standards and Specifications in Adult Education Institutions	2008
			By-law on Public Certificates in Adult Education	2008
			By-law on the Contents, Form and Method of Keeping Andragogical Documentation	2008
			By-law on Records in Adult Education Institutions	2008
Adult literacy	☒	☐	Project For a Literate Croatia: The Way to a Desirable Future (Basic adult education curriculum)	2003

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	Specific target groups, including age range (add as many lines as needed)	Total number of individuals in the group
Adult education	General adult population	
Adult education (provided by Croatian employment service)	All unemployed persons who are in an unfavourable position in the labour market due to the lacking or inadequate level of skills and knowledge, particularly young persons without work experience, prime-age women (29-49 years old), long-term unemployed, persons over 50, unemployed persons with disabilities, single parents, victims of domestic violence, members of the Roma national minority	21379 (78 Roma) in the period from 2009 – 2011
	Newly employed in deficitary occupations, employed persons at risk of losing their jobs due to the changes in production procedures or higher standards of their employers	3788 persons in the period from 2009 - 2011
Adult literacy	People over 15 years of age who have not completed primary education	cca 680 000

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	Specify goal	Specify timeframe

Adult education	☒	☐	To develop measures, organizational, financial and in regard to human resources, for realizing lifelong learning as a right and an obligation of all the citizens of the Republic of Croatia: women, men, the youth, senior citizens, retired people, the employed, the unemployed, housewives, employers, Homeland War veterans, the poor, the illiterate; to include the imagination and abilities of all Croatian citizens and their active participation in all aspects of life with a view to 'activating Croatia';	
			To develop a system of adult education that will offer equal opportunities for quality learning throughout life to all people, and in which education is based on and results from the demand and need for learning;	
			To develop measures for joint and coordinated action of the relevant ministries, social partners and educational institutions;	
			To create legal and professional prerequisites for establishing comprehensive adult education as an integral part of the Croatian education system	
			To adjust educational planning and programming, the strategies and ways of teaching and learning, so that people's knowledge and skills match the possibilities and needs of individuals as well as the demands of jobs and occupations, work and the social environment;	
			To encourage and equip people to participate in all spheres of modern life, especially in social and political life at all levels, including participation on the European level	
			To encourage the use of new information and communication technology in lifelong learning and adult education, as it, among other things, allows for an individual approach to learning that is more suitable for adults (the choice of the most convenient study time and other favourable conditions);	

		To speed up the integration of labour and learning in line with the OECD economies, as new trends support a continuous link between education and labour, instead of the traditional separation between studying and lifelong labour. *(Strategy for Adult Education)*	
Adult literacy	☒ ☐	To increase the overall level of literacy and to reduce unemployment	

2.4 Does your country have a policy on the language of instruction in adult education?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief explanation and references in the space below including when it was put in place:
Only adult education programmes which are implemented in Croatian language receive positive opinion from the Agency for vocational education and training and adult education, which is a necessary prerequisite for a programme to be formally certified by the Ministry of science, education and sports.

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	*Yes*	*No*
	☐	☒

If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	*Yes*	*No*
Adult education	☐	☒
If Yes, please provide a brief explanation and references:		
Adult literacy	☐	☒
If Yes, please provide a brief explanation and references:		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☒	2006-2013	Strategic Development Framework 2006–2013
Poverty Reduction Strategy Paper	☐		
Education strategy	☒	2005-2010	Educational Sector Development Plan 2005 - 2010
Skills development (including vocational education and training) strategy	☒	2008-2013	VET System Development Strategy 2008-2013
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☐		
Sustainable development strategy	☐		
Other (specify in the space below)			
Basic government policy document	☒	2011-2015	Programme of the Government of the Republic of Croatia 2011-2015
Adult literacy:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☐		
Poverty Reduction Strategy Paper	☐		
Education strategy	☒	2005-2010	Educational Sector Development Plan 2005 - 2010
Skills development (including vocational education and training) strategy	☐		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☐		
Sustainable development strategy	☐		

Other (specify in the space below)		
UN Literacy Decade initiative	☒	Project For a Literate Croatia: The Way to a Desirable Future;

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	*No*	*Specify policy/plan (add as many lines as needed)*	*References*
Adult education	☐	☒		
Adult literacy	☐	☒		
If Yes, please elaborate how they have been involved.				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	**Sub-national**	**On adult education**	**On adult literacy**
Agency for vocational education and training and adult education	☒	☐	☒	☒
Ministry of science, education and sports	☒	☐	☒	☒
Adult education council	☒	☐	☒	☒
Croatian employment service	☒	☒	☒	☐
Croatian chamber of trades and crafts	☒	☒	☒	☐
Croatian employers' association	☒	☐	☒	☐
Croatian chamber of economy	☒	☐	☒	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Non-Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	**Sub-national**	**On adult education**	**On adult literacy**
Association of adult education institutions	☒	☐	☒	☒
Croatian association for the education of adults	☒	☐	☒	☒
Croatian andragogy society	☒	☐	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

	☐	☐	☐	☐

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	*Yes*	*No*
Adult education	☐	☐
If Yes, please provide name and contact details: Agency for vocational education and training and adult education, *Radnička cesta 37b, 10000 Zagreb* Ministry of science, education and sports, *Donje Svetice 38, 10000 Zagreb* Adult education council		
Adult literacy	☐	☐
If Yes, please provide name and contact details: Agency for vocational education and training and adult education*, Radnička cesta 37b, 10000 Zagreb* Ministry of science, education and sports, *Donje Svetice 38, 10000 Zagreb* Adult education council		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
Government has founded the Adult education council. The Council consists of representatives of ministries, employers, unions and education institutions. That way, alongside its status as an advisory body to the Government, it is through stakeholders who make up the Council that the partnership principle is embodied in its structure. It responsibilities cover both adult education and adult literacy.

	Yes	*No*
...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
Government has founded the Adult education council. The Council consists of representatives of ministries, employers, unions and education institutions. That way, alongside its status as an advisory body to the Government, it is through stakeholders who make up the Council that the partnership principle is embodied in its structure. It responsibilities cover both adult education and adult literacy.

3.4 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 in…	*Yes*	*No*
...adult education?	☐	☒

If Yes, please indicate what activities are undertaken and provide references:

	Yes	*No*
...adult literacy?	☐	☒

If Yes, please indicate what activities are undertaken and provide references:

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	*Yes*	*No*
...adult education?	☒	☐
...adult literacy?	☐	☒

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.
Please indicate which data are reported:

Actual expenditure	*Budget allocation*
☐	☒

4.2 Please indicate the name of the currency used for reporting:

KUNA

4.3 Please indicate the monetary unit used in the following tables:

Units	*Hundreds*	*Thousands*	*Millions*
	☐	☒	☐

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)?[4]

	Amount (2009)	*Amount (2010)*	*Source*
National government	10 395 997	10 277 096	Central bureau of statistics
Sub-national governments[5]			
Total	10 395 997	10 277 096	Central bureau of statistics

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	Amount (2009)	*Amount (2010)*	*Not available*
National government			☒
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)			☒
Private companies			☒
Learners/households			☒

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	Amount (2009)	*Amount (2010)*	*Not available*
National government	3 600	5 000	☐
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)			☒
Private companies			☒

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[4] Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

[5] Control for the potential double-counting effect of transfers across different government levels.

Learners/households			☒

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief description:
Since 2009 a number of projects, aimed at adult education institutions and individual adult learners, have been financed through European union IPA (Instrument for Pre-Accession assistance) programme.
Since 2011 Croatia has fully participated in European union Lifelong learning programme. The funding is targeted at individual students and learners, as well as teachers, trainers and others involved in education and training, including adult education.

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒		☒
Vocational (technical, income-generation-related)	☒		☒
Life skills and/or health issues	☒		☒
Use of information and communication technologies	☒		☒
Official/local languages	☒		☒
Foreign languages	☒		☒
Human rights/civic education	☒		☒
Liberal education/personal growth (i.e. artistic, cultural)	☒		☒
Other (please provide a brief description below:)	☐		☐

Private companies	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒		☒
Vocational (technical, income-generation-related)	☒		☒
Life skills and/or health issues	☒		☒
Use of information and communication technologies	☒		☒
Official/local languages	☒		☒
Foreign languages	☒		☒
Human rights/civic education	☒		☒
Liberal education/personal growth (i.e. artistic, cultural)	☒		☒
Other (please provide a brief description below:)	☐		☐

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☐		☐
Vocational (technical, income-generation-related)	☒		☐
Life skills and/or health issues	☒		☐
Use of information and communication technologies	☒		☐
Official/local languages	☐		☐
Foreign languages	☒		☐
Human rights/civic education	☒		☐

Liberal education/personal growth (i.e. artistic, cultural)	☒		☐
Other (please provide a brief description below:)	☐		☐

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	☒	☒
On adult literacy	☐	☐

Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).
A report has been published within EU funded project: *Methods and analysis of educational needs for economic development.* One of the objectives of the report was to develop an analytical basis for developing adult education programmes for gaining knowledge and skills needed for economic development

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
(add as many lines as needed)	*Mark if language of learning materials*
Croatian	☒
	☐
	☐
	☐
	☐
	☐

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	*Yes*	*No*
	☐	☒

If Yes, please provide a brief description and references:

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?			
	Mark all that apply	*Are local communities involved?*	
		Yes	*No*
National level	☒	☐	☒
Sub-national level	☐	☐	☐

Please provide references or attach documents on local community participation:

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.
According to the Adult Education Act, formal adult education programmes can be realized only by adult education institutions which have registered adult education as their activity and meet the spatial, staff and material criteria defined by the programme that must be in accordance with the standards and norms for its realization. Since those institutions can be established by both the Republic of Croatia or local and regional government units, and other legal and physical entities, some of them are part of public sector, while others function as private initiatives, so they have been described above (5.1) accordingly .

5.8 Does the government collect information on the following items...?	*Mark all that apply*
Enrolment in adult education programmes (other than literacy programmes)	☒
Attendance in adult education programmes (other than literacy programmes)	☐
Completion of adult education programmes (other than literacy programmes)	☒
Enrolment in literacy programmes	☒
Attendance in literacy programmes	☐
Completion of literacy programmes	☒

If this information is available please attach the corresponding figures and documentation, or provide the references:
Number of learners enrolled in formal adult education programmes in 2010.: 31 016
Number of learners who completed formal adult education programmes in 2010.: 12 287
Number of learners enrolled in adult literacy programmes in 2010.: 268
Number of learners who completed adult literacy programmes in 2010.: 131

5.9 Does the government measure the learning outcomes of the following programmes...?
(mark all that apply)

	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	☒	☐	☐	☐
Adult literacy programmes	☒	☐	☐	☐

If this information is available please attach the corresponding figures and documentation, or provide the references:

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	*Mark all that apply*	
	Yes	*No*
Adult education	☒	☐
Adult literacy	☒	☐

If yes: Who participates more?	Adult education	Adult literacy
Women	☐	☐
Men	☒	☒

If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?	*Yes*	*No*
Adult education	☒	☐
Adult literacy	☒	☐

If measures have been undertaken please provide a brief description and references:
In 2006, the new National Policy for the Promotion of Gender Equality 2006-2010 was
adopted as the key strategic document in Croatia regarding gender equality issues. It includes gender sensitive education into the entire educational system, emphasizes the need for gender balance in the choice of field of education and need to enable the acquisition of knowledge on gender equality on all levels.
The Strategy and Action Plan for Adult Education and the Adult Education Act (which states that adult education shall be based on the principles ofproximity and accessibility of education to all on equal conditions, in accordance with different individuals' abilities, as well as diversity and inclusion), as the two key documents in adult education, also touch upon the issue of gender equality and non-discrimination.

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☒	2008	By-law on Standards and Specifications in Adult Education Institutions states requirements regarding the form and content of formal adult education programmes
Learning materials	☐		
Facilitators' training	☒	2008	By-law on Standards and Specifications in Adult Education Institutions states necessary qualifications for teaching staff in formal adult education
Teaching/ learning methods	☒	2008	By-law on Standards and Specifications in Adult Education Institutions states necessary requirements for each of different ways formal adult education programmes can be realized (regular education, distance education, etc.)
Assessment of learning outcomes	☒	2008	By-law on Standards and Specifications in Adult Education Institutions states procedure for carrying out exams within formal adult education programmes

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☒		Basic adult education curriculum
Learning materials	☐		
Facilitators' training	☒		By-law on Standards and Specifications in Adult Education Institutions states necessary qualifications for teaching staff in basic adult education
Teaching/ learning methods	☐		
Assessment of learning outcomes	☒		By-law on Standards and Specifications in Adult Education Institutions states procedure for

			carrying out exams within formal adult education programmes, including basic adult education

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6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☐		☒	1-2 days
University	☐		☐	
Private company	☐		☒	1-2 days
Non-governmental organisation	☐		☒	1-2 days

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☐		☐	
University	☐		☐	
Private company	☐		☐	
Non-governmental organisation	☐		☐	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/ facilitator in the following programmes? *(academic year ending in 2010)*

Programme	Monthly average remuneration if available	*Remarks/source*
Adult education (excluding literacy programmes)		
Adult literacy		

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
Adult education	☒
Adult literacy	☒

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? *(If yes, mark all that apply)*		
	Monitoring	Evaluation
Adult education	☒	☐
Adult literacy	☒	☐

Please provide a brief description and references:

Adult education council and Agency for vocational education and training and adult education are responsible for regular monitoring of the overall adult education system.

Ministry of science, education and sports is responsible for administrative and inspection supervision of adult education institutions

Agency for vocational education and training and adult education is responsible for professional monitoring of adult education institutions.

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	Mark all that apply
Lifelong learning	☒
Adult education	☒
Adult literacy	☒

If one or more of the boxes is marked, please provide a brief description and references:

Adult education council has commissioned study regarding participation, providers, content, teachers and financing of adult education in Croatia – *Adult education in Republic of Croatia*. Study was mostly based on the data from Agency for vocational education and training and adult education's database and data from other government institutions.

Agency for vocational education and training and adult education has published a two-part study of adult education policy of international organizations (EU, Council of Europe, UN, Unesco, World Bank, OECD, ILO).

A report has been published within EU funded project: *Methods and analysis of educational needs for economic development.* One of the objectives of the report was to develop an analytical basis for developing adult education programmes for gaining knowledge and skills needed for economic development.

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
Although there is no specialized university programme for adult education teachers, all teachers and trainers working in formal adult education must complete adequate pedagogical-psychological-didactical-methodical education, either during their regular studies or by attending a supplementary one-year training.

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action.*	
	Mark if taken place
Advocacy events (conference, forum, etc.)	☐
Media campaigns	☐
Publications (booklets, leaflets, posters, etc.)	☒
Creation of committees to streamline adult education and adult literacy	☐
Adult Learners Week/Learning festivals	☒
Creation of learners' networks and/or fora	☐
Translation of the *Belém Framework for Action* into the national language	☒
Presenting the *Belém Framework for Action* to parliament	☐
Elaboration of a funding plan	☐
Development of a national roadmap for the implementation of the *Belém Framework for Action*	☐
Other (*please specify below*)	☐

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	☐	☐	☒	☐	☐	☒	☐	☐
Media campaigns	☐	☐	☐	☐	☐	☐	☐	☐
Publications (booklets, leaflets, posters, etc.)	☐	☐	☒	☐	☐	☒	☐	☐
Other (please specify below)	☐	☐	☐	☐	☐	☐	☐	☐

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	☐	☒

If yes, please provide a brief description and references:

	Yes	No
... other excluded/ under-represented/underprivileged groups?	☒	☐

If yes, please provide a brief description and reference:
A EU project Regional network of local learning institutions, which was implemented from 2010-2012 and which aimed at strengthening adult education institutions, paid particular attention to 10 counties facing biggest socio-economic challenges, that is the counties with highest unemployment rates.
Main theme of the 2010 Lifelong learning week in Croatia was combat against exclusion in education and learning. Among other events, a discussion about inclusion of persons with intellectual difficulties in lifelong learning was organized.

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?			
It has been extremely helpful ☒	It has helped a lot ☐	It has helped a little ☐	It has not helped ☐

If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:

As a response to the UN Literacy Decade, a project for adult literacy, entitled For a Literate Croatia: The Way to a Desirable Future; Literacy Decade in Croatia 2003-2012, was started by the Government in July 2003 on the national level. The purpose of the project is twofold: to increase the overall level of literacy and to reduce unemployment by enabling individuals over the age of 15 to finish primary education and complete a training programme for simple occupations.

This is the key project regarding adult literacy in Croatia and all Croatian citizens who have not finished primary education can be considered potential users/beneficiaries of the project.

8.4 Have literacy policies changed in your country in the last five years?	*Yes*	*No*
	☐	☒

If yes, please specify how they have changed below and provide evidence.

8.5 Have your literacy targets changed over the last five years?	*Yes*	*No*
	☐	☒

If yes, please provide below a brief explanation:

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
Materials that are used in implementation of adult literacy programmes have not been changed for many years, so new materials need to be developed. Adult literacy curriculum also needs to be redesigned and updated, so that it better reflects needs of adult students.

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
Major obstacle regarding adult literacy programme is financing, because funds have been secured for the period of duration of the project *For a Literate Croatia: The Way to a Desirable Future*, which ends in 2012.

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?