



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 Norway

This report is submitted on behalf of the Government of Norway 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 notes³, which are meant to provide further clarification.

| | |
|--|---|
| Institution responsible for submitting this report | Vox on behalf of Ministry of Education and Research |
| Submission date | 26.04.2012 |

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 | <input type="checkbox"/> |
| Defence | <input type="checkbox"/> |
| Education | <input type="checkbox"/> |
| Foreign Affairs | <input type="checkbox"/> |
| Health | <input type="checkbox"/> |
| Interior/Home affairs | <input type="checkbox"/> |
| Labour | <input type="checkbox"/> |
| Others (please mark and specify below) | <input checked="" type="checkbox"/> |
| Governmental Agency under Ministry of Education | |
| Civil society organisations | <input type="checkbox"/> |
| National non-governmental organisations | <input type="checkbox"/> |
| International non-governmental organisations | <input type="checkbox"/> |
| Educational or research institutions/Universities | <input type="checkbox"/> |
| Private sector companies | <input type="checkbox"/> |
| United Nations agencies | <input type="checkbox"/> |
| Non-UN bilateral or multilateral organisations | <input type="checkbox"/> |
| Others (please mark and specify below) | <input type="checkbox"/> |

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.

Vox, Norwegian Agency for lifelong Learning, is in charge of gathering the evidence base for policy on adult learning and literacy on a regular basis. This report has been prepared by Vox on the base of knowledge previously gathered through the institution's own research and/or access to research results and reporting from all other relevant stakeholders. References and sources are noted in the relevant chapters below. For additional information about sources, contact Graciela Sbertoli, Assistant Director, Vox, at gs@vox.no.

| 1. Definitions and data collection on adult learning and education | | |
|--|-------------------------------------|-------------------------------------|
| | Yes | No |
| <p>1.1 Does your country have an official definition of adult education?</p> <p><i>If Yes, please provide it in the space below:</i></p> <p>There is no official definition, but there is a general consensus on the meaning of the concept.</p> <p>Adult Education is in Norway understood to refer to all types of learning activities adults can be involved in, including</p> <ul style="list-style-type: none"> - formal primary, lower secondary, upper secondary (both academic and vocational) and higher education, - non-formal learning <p>Both formal, non-formal, and informal learning (i.e. skills and competences acquired through paid or unpaid work, leisure activities or social participation) are taken into account in the national system for validation of prior learning.</p> <p>The legal right of adults to have free access to the formal education pathway comprising primary, lower secondary and upper secondary is established in the Education Act (Act of 17 July 1998 no 61, relating to Primary and Secondary Education and Training, §4A). The legal conditions ruling non-formal adult education (including alternative paths to formal qualifications) are expressed in the Adult Education Act (LOV 2009-06-19 nr 95: Lov om voksenoppl ring)</p> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p>1.1.1 Are other definitions used in practice?</p> <p><i>If Yes, please provide them in the space below:</i></p> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p>1.2 Has your country adopted or developed an official definition of literacy?</p> <p><i>If Yes, please provide it in the space below:</i></p> <p>The term "literacy" is understood in Norway as covering specifically only reading and writing skills. For the purpose of this report it seems adequate to expand the concept to cover both numeracy, oral communication and digital competence, which are referred to as Basic Skills in Norway.</p> <p>The Norwegian definition of Basic Skills was first expressed as part of the Knowledge Promotion Reform (KPR), a comprehensive curriculum reform, which was introduced in the autumn of 2006. The reform covers primary, lower secondary and upper secondary education and training.</p> <p>One of the main elements in the reform is the focus on five basic skills which are meant to be integrated in all subject curricula: to be able to express oneself orally, to be able to read, to be able to express oneself in writing, to be able to count and to be able to use digital tools. (see http://www.udir.no/Stottemeny/English/Curriculum-in-English/_english/Knowledge-promotion---Kunnskapsloftet/)</p> <p>Vox, the Norwegian Agency for Lifelong Learning, has developed a Framework for Basic Skills for Adults, (see http://www.vox.no/no/global-meny/English/Basic-skills/Framework/) including sets of competence goals for each of the skills. In this context, literacy is defined as the basic reading and writing skills which are a prerequisite to actively participate in society and working life at any moment in time. Literacy is thus a moving target, and it does not per se include numeracy, digital competence and oral communication. Basic competence comprises the basic skills of literacy,</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | |
|---|---|
| <p>numeracy, oral communication and digital competence.</p> | |
| <p>1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i></p> | <p><input type="checkbox"/> <input checked="" type="checkbox"/></p> |
| <p>1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> 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 (<i>please describe below</i>): OECD surveys (IALS, ALL and currently PIAAC)</p> | <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p> |
| <p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006? <i>If Yes, please select the option(s) below that best describe the change(s)</i> 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 (<i>please provide details below</i>):</p> | <p><input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> |
| <p>1.5 Has your country faced challenges in collecting literacy data? <i>If Yes, please describe them briefly in the space below:</i></p> | <p><input type="checkbox"/> <input checked="" type="checkbox"/></p> |
| <p>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.</p> | |
| <p></p> | |

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 | <i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i> | Year |
|-------------------|-------------------------------------|--------------------------|---|-----------|
| Lifelong learning | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Education Act, | 1998 |
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Adult Education Act | 2009 |
| Adult literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Education Strategy, Report no 44 to the Storting | 2008-2009 |

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?

| | <i>Specific target groups, including age range (add as many lines as needed)</i> | <i>Total number of individuals in the group</i> |
|-----------------|---|---|
| Adult education | All the above mentioned groups are addressed | Unknown |
| Adult literacy | All of the above, with a special focus on migrants, prisoners, low-skilled workers, youth that have not completed upper secondary and unemployed adults | |

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 | <i>Specify goal</i> | <i>Specify timeframe</i> |
|-----------------|--------------------------|-------------------------------------|---------------------|--------------------------|
| Adult education | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Adult literacy | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |

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:

The Education Act (Section 2-8) regulates the rights to adapted language education for pupils from language minorities in primary and lower secondary formal schooling.

The regulations in the Introductory Act, (see <http://www.ub.uio.no/ujur/ulovdata/lov-20030704-080-eng.pdf>) ruling the rights and obligations of some types of migrants to training in Norwegian and Social Orientation, states that the Social Orientation Courses are to be given in a language the adult student understands well.

| | | |
|--|-------------------------------------|--------------------------|
| 2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning? | Yes | No |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>The right of adult learners to have their prior learning validated is regulated by the Education Act.</p> <p>Adults who are entitled to primary and lower secondary education, have a statutory right to have their prior learning validated. Their competence will be assessed towards the national curricula, and approved subjects will be certified in their final primary education diploma.</p> <p>Adults who are entitled to upper secondary education, also have a statutory right to have their prior learning validated. This applies both to adults who want to enter into upper secondary education, and to those who just want their competence certified. In the validation process, the candidates' competence will be assessed towards the national curricula. After the process, the candidates have a right to get a diploma or a competence certificate stating which topics from the curriculum that have been approved.</p> <p>Adults who are not entitled to upper secondary education, can have their prior learning validated if they are referred from the Labour and Welfare Administration or the municipal authorities.</p> <p>Normally, enrolment in tertiary vocational education is based on upper secondary education. However, it is possible to apply for enrolment without a diploma from such education if the candidate has corresponding competence from elsewhere.</p> <p>As for higher education, adults (25 or above) without a general college and university admissions certification can apply for enrolment to a specific study programme on the basis of documented prior learning. This right was introduced in 2001. Documentation of informal and non-formal learning may also provide a basis for exemption of modules in the study programme.</p> <p>The Basic Agreement for 2009-2013 between the Confederation of Norwegian Business and Industry (NHO) and the Norwegian Confederation of Trade Unions (LO) emphasises the importance of making prior learning visible, stating in § 16-4 Documentation of actual qualifications: «It is important that the enterprise has a system for documenting the individual's experience, courses and practice related to the employment relationship.»</p> <p>References: The Education Act: (see http://www.regjeringen.no/upload/KD/Vedlegg/Grunnskole/Education_Act_Norway_30_September_2010.pdf) On validation in Norway: http://www.vox.no/upload/6437/Valuation_of_learning_SEC.pdf</p> <p>White paper to the Storting, 2008-2009: "Education Strategy" http://www.regjeringen.no/pages/2235526/PDFS/STM200820090044000EN_PDFS.pdf</p> | | |

| | | |
|--|--------------------------|-------------------------------------|
| 2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level? | Yes | No |
| Adult education | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>If Yes, please provide a brief explanation and references:</i> Note: "Education Strategy", Report no 44 to the Storting, was published in 2009 | | |
| Adult literacy | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>If Yes, please provide a brief explanation and references:</i> | | |

| | | | |
|---|-------------------------------------|------------------|-------------------|
| 2.7 Have adult education and adult literacy been included in other national plans/strategies? | | | |
| Adult education: | <i>Mark all that apply</i> | <i>Timeframe</i> | <i>References</i> |
| National Development Plan | <input type="checkbox"/> | | |
| Poverty Reduction Strategy Paper | <input type="checkbox"/> | | |
| Education strategy | <input checked="" type="checkbox"/> | | |
| Skills development (including vocational education and training) strategy | <input checked="" type="checkbox"/> | | |
| Education For All Fast Track Initiative (EFA FTI) Education Sector Plan | <input type="checkbox"/> | | |
| Sustainable development strategy | <input type="checkbox"/> | | |
| <i>Other (specify in the space below)</i> | <input type="checkbox"/> | | |
| Adult literacy: | <i>Mark all that apply</i> | <i>Timeframe</i> | <i>References</i> |
| National Development Plan | <input type="checkbox"/> | | |
| Poverty Reduction Strategy Paper | <input type="checkbox"/> | | |
| Education strategy | <input checked="" type="checkbox"/> | | |
| Skills development (including vocational education and training) strategy | <input checked="" type="checkbox"/> | | |
| Education For All Fast Track Initiative (EFA FTI) Education Sector Plan | <input type="checkbox"/> | | |
| Sustainable development strategy | <input type="checkbox"/> | | |
| <i>Other (specify in the space below)</i> | <input type="checkbox"/> | | |

| | | | | |
|--|-------------------------------------|-------------------------------------|--|------------------------------|
| 2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans? | | | | |
| | Yes | No | <i>Specify policy/plan (add as many lines as needed)</i> | <i>References</i> |
| Adult education | <input type="checkbox"/> | <input checked="" type="checkbox"/> | National Program for Basic Competence in Working Life | (a report under preparation) |
| Adult literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| <p><i>If Yes, please elaborate how they have been involved.</i></p> <p>An evaluation report currently under preparation includes the results of interviews to participants in the BCWL program and will constitute the evidence base for further policy development regarding this type of initiative.</p> | | | | |

| |
|--|
| 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. |
| <p>A document presenting an overview of Adult Learning, including Literacy / Basic Skills, in Norway was prepared by Vox in 2010. See http://www.vox.no/upload/6533/Adult_learning_in_Norway_overview.pdf</p> <p>A background report from Norway (2006) in connection with OECD's Centre for Educational Research and Innovation (CERI) includes a lot of information regarding immigrant education. See http://www.vox.no/upload/Nedlastingssenter/Background%20report%20Norway%20CERI%207_web.pdf</p> <p>Norway, through Vox, has recently taken the initiative to create the European Basic Skills network, EBSN (www.basicsskills.eu) which is expected to contribute to policy development concerning literacy in its broadest sense, not only in the EU member states but on the whole of Europe and beyond. Relevant institutions at policy level are welcome to join the network, regardless of geographical considerations.</p> |

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:

| <i>Institution (add as many lines as needed)</i> | <i>Geographical scope (mark all that apply)</i> | | <i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i> | |
|--|---|-------------------------------------|--|-------------------------------------|
| | National | Sub-national | On adult education | On adult literacy |
| Vox, Norwegian Agency for Lifelong Learning | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| The Norwegian Directorate for Education and Training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| The Norwegian Labour and Welfare Service (NAV) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| The Directorate of Integration and Diversity (IMDi) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Municipal authorities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| County municipal authorities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Non-Governmental:

| <i>Institution (add as many lines as needed)</i> | <i>Geographical scope (mark all that apply)</i> | | <i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i> | |
|--|---|-------------------------------------|--|-------------------------------------|
| | National | Sub-national | On adult education | On adult literacy |
| Educational NGOs / Adult Education Associations | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Private providers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Distance Education institutions | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|---|-------------------------------------|--------------------------|
| 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please provide name and contact details:</i></p> <p>The Norwegian Ministry of Education and Research has delegated to Vox, the Norwegian Agency for Lifelong Learning (www.vox.no/english) the responsibility to monitor the field of adult learning, administer the national program for basic skills at the workplace, administer the governmental system of grants to educational ngos, and in general coordinate national synergies for both formal and non-formal adult learning, validation of prior learning and career guidance. In this task, Vox cooperates closely with the Norwegian Directorate for Education and Training, responsible for formal adult education.</p> | | |
| Adult literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please provide name and contact details:</i></p> <p>See above.</p> <p>Vox is in charge of developing, administering and monitoring the implementation of the national program for Basic Competence in Working Life (BCWL), which has a strong literacy focus.</p> <p>As initiative taker and currently chair of the European Basic Skills Network, Vox has a role in the coordination of initiatives to further adult literacy, not only in Norway but in all the more than 30 countries involved.</p> <p>Vox is also responsible for the structure and curricular development of adult learning directed towards migrants. In this task we cooperate with the Directorate of Integration and Diversity (IMDi)</p> <p>Contact information for Vox: www.vox.no/english</p> | | |

| | | |
|---|-------------------------------------|-------------------------------------|
| 3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in... | Yes | No |
| ...adult education? | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>The creation of Vox, the Norwegian Agency for Lifelong Learning, is the main governmental initiative to ensure that this type of coordination takes place. In Jan 2011 the National Unit for Career Guidance was created within the Vox framework, a step which will also facilitate cooperation among stakeholders in Adult Education.</p> | | |
| ...adult literacy? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>The national program for Basic Competence in Working Life involves training providers from both the formal education sector, the NGOs and private companies. Joint activities for all providers, like the repeated seminars and training courses for educational staff, provide an arena for cooperation.</p> <p>See http://www.vox.no/no/global-meny/English/Basic-skills/Basic-Competences-in-Working-Life/</p> | | |

| | | |
|--|-------------------------------------|--------------------------|
| 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? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>The Norwegian governments helps finance both the operational costs and the costs of institutional development of the two main umbrella organizations for non-formal learning in the country: the Norwegian Association for Adult Learning (www.vofo.no) and the Norwegian Association for Distance Learning (www.nff.no).</p> <p>The Norwegian Directorate for Education and Training arranges courses where teachers from all categories of education can attend. A very small part is directly aimed at adult education, but the curricula are the same for all formal courses.</p> <p>Teachers who work with migrant learners at the primary level are invited to attend the annual in service - courses arranged by Vox in all counties.</p> | | |
| ...adult literacy? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>Activities directed at capacity building for stakeholders involved in adult literacy consist mainly in the organizations of courses and seminars. (See http://www.vox.no/no/Kurs-og-konferanser/Etterutdanningskurs---norskopplaring/ and http://www.vox.no/no/global-meny/English/Basic-skills/Teacher-training/)</p> <p>In the sector for migrant education: Vox arranges each year a two day seminar in each of the counties, aimed at inservice training both for leaders and teachers.</p> <p>Other courses for administrative and leadership staff are annually organized by Vox in cooperation with the county authorities</p> | | |

<http://www.vox.no/no/Kurs-og-konferanser/Etterutdanningskurs-Kompetansemaal/>

In 2011 2500 teachers and leaders attended a conference or a inservice course arranged by Vox

| 3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ... | Yes | No |
|--|-------------------------------------|--------------------------|
| ...adult education? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ...adult literacy? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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.

The responsibility for implementation of all formal primary and lower secondary education in the country, including Adult Education, is in the hands of the municipalities. The responsibility for formal Upper Secondary Education is in the hands of County municipalities.

In addition to this, local communities may be involved in a number of different educational NGOs which present a wide scope of alternatives for non-formal learning. (See www.vofo.no)

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:

| | |
|--|--|
| <i>Actual expenditure</i> <input checked="" type="checkbox"/> | <i>Budget allocation</i> <input type="checkbox"/> |
|--|--|

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

NOK

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

| | | | |
|--------------|---|--|--|
| <i>Units</i> | <i>Hundreds</i> <input type="checkbox"/> | <i>Thousands</i> <input type="checkbox"/> | <i>Millions</i> <input checked="" type="checkbox"/> |
|--------------|---|--|--|

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

| | <i>Amount (2009)</i> | <i>Amount (2010)</i> | <i>Source</i> |
|--|----------------------|----------------------|------------------------------------|
| <i>National government</i> | 43 254 | 45 131 | Ministry of Education and Research |
| <i>Sub-national governments</i> ⁵ | 65 180 | 68 736 | Statistics Norway |
| <i>Total</i> | 108 434 | 113 867 | |

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

| | <i>Amount (2009)</i> | <i>Amount (2010)</i> | <i>Not available</i> |
|--|----------------------|----------------------|-------------------------------------|
| <i>National government</i> | 619 | 641 | <input type="checkbox"/> |
| <i>Sub-national governments</i> ⁵ | 2 703 | 3 015 | <input type="checkbox"/> |
| <i>Civil society organisations</i> | | | <input checked="" type="checkbox"/> |
| <i>Donors/international aid (not loans)</i> | | | <input checked="" type="checkbox"/> |
| <i>Private companies</i> | | | <input checked="" type="checkbox"/> |
| <i>Learners/households</i> | | | <input checked="" type="checkbox"/> |

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

| | <i>Amount (2009)</i> | <i>Amount (2010)</i> | <i>Not available</i> |
|--|----------------------|----------------------|-------------------------------------|
| <i>National government</i> | 62 | 65 | <input type="checkbox"/> |
| <i>Sub-national governments</i> ⁵ | | | <input checked="" type="checkbox"/> |
| <i>Civil society organisations</i> | | | <input checked="" type="checkbox"/> |
| <i>Donors/international aid (not loans)</i> | | | <input checked="" type="checkbox"/> |
| <i>Private companies</i> | | | <input checked="" type="checkbox"/> |

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.

| | | |
|----------------------------|--|-------------------------------------|
| <i>Learners/households</i> | | <input checked="" type="checkbox"/> |
|----------------------------|--|-------------------------------------|

| | | |
|--|--------------------------|-------------------------------------|
| 4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)? | Yes | No |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>If Yes, please provide a brief description:</i> | | |

| |
|--|
| 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. |
| <p>A new governmental mechanism for the financing of basic skills training for adults was initiated in Norway in 2006. Vox has the administrative responsibility for this programme, which is directed towards developing basic competence for working life. The aim of the BCWL programme is to give adults the opportunity to acquire the basic skills they need to keep up with the demands and changes in modern working life and civil society. The programme concentrates on reading, writing, numeracy, and digital skills. Any enterprise in Norway, private and public, can apply for funding from the programme. At present the number of participants in the programme exceeds 25 000. With 105 million NOK (14,8 million Euro) available Vox was able to fund 369 applications. The decision was made public on 12 March 2012.</p> |

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 | <i>Mark all that apply</i> | <i>Target group(s)</i> | <i>Use of ICT</i> |
|--|-------------------------------------|--|-------------------------------------|
| <i>Literacy (reading, writing, numeracy)</i> | <input checked="" type="checkbox"/> | Migrants, workers, unemployed, prisoners | <input checked="" type="checkbox"/> |
| <i>Vocational (technical, income-generation-related)</i> | <input checked="" type="checkbox"/> | Migrants, workers, unemployed, prisoners | <input checked="" type="checkbox"/> |
| <i>Life skills and/or health issues</i> | <input checked="" type="checkbox"/> | Migrants, unemployed, prisoners | <input checked="" type="checkbox"/> |
| <i>Use of information and communication technologies</i> | <input checked="" type="checkbox"/> | Migrants, workers, unemployed, prisoners | <input checked="" type="checkbox"/> |
| <i>Official/local languages</i> | <input checked="" type="checkbox"/> | Migrants, minority groups | <input checked="" type="checkbox"/> |
| <i>Foreign languages</i> | <input checked="" type="checkbox"/> | All students within formal education | <input type="checkbox"/> |
| <i>Human rights/civic education</i> | <input checked="" type="checkbox"/> | All students within formal education | <input type="checkbox"/> |
| <i>Liberal education/personal growth (i.e. artistic, cultural)</i> | <input checked="" type="checkbox"/> | Any adult in the country, through subsidies to non-formal education) | <input type="checkbox"/> |
| <i>Other (please provide a brief description below:)</i> | <input type="checkbox"/> | | <input type="checkbox"/> |

| Private companies | <i>Mark all that apply</i> | <i>Target group(s)</i> | <i>Use of ICT</i> |
|--|-------------------------------------|--|-------------------------------------|
| <i>Literacy (reading, writing, numeracy)</i> | <input checked="" type="checkbox"/> | Low-skilled workers, through the BCWL program | <input type="checkbox"/> |
| <i>Vocational (technical, income-generation-related)</i> | <input checked="" type="checkbox"/> | Workers in general, in company-financed training | <input checked="" type="checkbox"/> |
| <i>Life skills and/or health issues</i> | <input checked="" type="checkbox"/> | Public in general | <input type="checkbox"/> |
| <i>Use of information and communication technologies</i> | <input checked="" type="checkbox"/> | Workers in general | <input checked="" type="checkbox"/> |
| <i>Official/local languages</i> | <input checked="" type="checkbox"/> | Migrant workers (EEA zone) | <input type="checkbox"/> |
| <i>Foreign languages</i> | <input checked="" type="checkbox"/> | Public in general | <input checked="" type="checkbox"/> |
| <i>Human rights/civic education</i> | <input type="checkbox"/> | | <input type="checkbox"/> |
| <i>Liberal education/personal growth (i.e. artistic, cultural)</i> | <input checked="" type="checkbox"/> | Public in general | <input type="checkbox"/> |
| <i>Other (please provide a brief description below:)</i> | <input type="checkbox"/> | | <input type="checkbox"/> |

| Civil society or non-governmental organisations | <i>Mark all that apply</i> | <i>Target group(s)</i> | <i>Use of ICT</i> |
|--|-------------------------------------|---|-------------------------------------|
| <i>Literacy (reading, writing, numeracy)</i> | <input checked="" type="checkbox"/> | (Within the Basic Competence in Working | <input checked="" type="checkbox"/> |

| | | | |
|---|-------------------------------------|---|-------------------------------------|
| | | Life program, funded by the government) | |
| Vocational (technical, income-generation-related) | <input checked="" type="checkbox"/> | Everybody | <input checked="" type="checkbox"/> |
| Life skills and/or health issues | <input checked="" type="checkbox"/> | Everybody | <input type="checkbox"/> |
| Use of information and communication technologies | <input checked="" type="checkbox"/> | Everybody | <input checked="" type="checkbox"/> |
| Official/local languages | <input type="checkbox"/> | | <input type="checkbox"/> |
| Foreign languages | <input checked="" type="checkbox"/> | Everybody | <input checked="" type="checkbox"/> |
| Human rights/civic education | <input checked="" type="checkbox"/> | Everybody | <input type="checkbox"/> |
| Liberal education/personal growth (i.e. artistic, cultural) | <input checked="" type="checkbox"/> | Everybody | <input type="checkbox"/> |
| Other (please provide a brief description below:) | <input type="checkbox"/> | | <input type="checkbox"/> |

5.2 Are there surveys on provision and demand?

| | | |
|---------------------------|-------------------------------------|-------------------------------------|
| | Provision | Demand |
| On adult education | <input type="checkbox"/> | <input type="checkbox"/> |
| On adult literacy | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).
The Vox Barometer 2010 (see <http://www.vox.no/no/global-meny/English/Statistics-and-research/Publications/Increased-interest-in-basic-skills-training-among-managers-/>) provides evidence of the need experienced by managers for further basic skills training among their workers.

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 |
|-------------------------------|--|
| | <input checked="" type="checkbox"/> |
| Others: unknown (see 5.4.) | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |

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

Most literacy programs are given in Norwegian, even when the target group are migrants who have not yet acquired a mastery of Norwegian. This is because of the large number of different mother tongues represented in the target group. Two pilot projects are currently being run, where literacy training for migrants is given with the help of a teacher assistant who can speak the student's mother tongue.

Courses in social orientation for migrants are given in 14 different languages.

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?

| | |
|--------------------------|-------------------------------------|
| Yes | No |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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?

| | <i>Mark all that apply</i> | <i>Are local communities involved?</i> | |
|---------------------------|-------------------------------------|--|--------------------------|
| | | <i>Yes</i> | <i>No</i> |
| <i>National level</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Sub-national level</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please provide references or attach documents on local community participation:
 The curricula and the content and structure criteria are developed at national level (Vox). The materials are produced by different publishing houses. Special needs or new curricula may release national subventions and development projects.

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.

See <http://www.vox.no/no/global-meny/English/Statistics-and-research/Publications/> for additional publications on research and statistics relevant to these issues

| 5.8 Does the government collect information on the following items...? | Mark all that apply |
|--|-------------------------------------|
| Enrolment in adult education programmes (other than literacy programmes) | <input checked="" type="checkbox"/> |
| Attendance in adult education programmes (other than literacy programmes) | <input checked="" type="checkbox"/> |
| Completion of adult education programmes (other than literacy programmes) | <input checked="" type="checkbox"/> |
| Enrolment in literacy programmes | <input checked="" type="checkbox"/> |
| Attendance in literacy programmes | <input checked="" type="checkbox"/> |
| Completion of literacy programmes | <input checked="" type="checkbox"/> |
| <p><i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i></p> <p>The Vox Statistics Bank is meant to give Norwegian researchers and other stakeholders the possibility to get a solid knowledge of formal and non-formal education and training, work life training, career guidance, validation of prior learning and Norwegian language training for immigrants.</p> <p>See http://www.vox.no/no/global-meny/English/Statistics-and-research/Statistics-for-adult-learning/</p> <p>See also the Vox Mirror, an annual statistics report which presents data from the whole country regarding the participation og adults in learning activities (http://www.vox.no/no/global-meny/English/Statistics-and-research/Publications/The-Vox-Mirror/)</p> | |

| 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) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Adult literacy programmes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i></p> <p>See http://www.vox.no/no/global-meny/English/Statistics-and-research/Statistics-for-adult-learning/ Statistics are only available for formal education and language training for immigrants.</p> <p>Some projects within the BCWL program have measured learning outcomes. See Basic Skills Training in the Norwegian Postal Service: http://www.vox.no/no/global-meny/English/Statistics-and-research/Publications/Basic-skills-training-in-the-Norwegian-Postal-Service/</p> | | | | |

| 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Adult literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | | |
|---|---|--|
| | | |
| <i>If yes: Who participates more?</i> Women Men | Adult education | Adult literacy |
| | <input checked="" type="checkbox"/> <input type="checkbox"/> | <input checked="" type="checkbox"/> <input type="checkbox"/> |
| <i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes? Adult education Adult literacy | Yes <input type="checkbox"/> <input type="checkbox"/> | No <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| <i>If measures have been undertaken please provide a brief description and references:</i> | | |

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.

Participants in courses for immigrants are regularly tested and the results are communicated to the central authorities and are used as base for statistics. Vox has targets related to this type of ALE: 65 % of participants sitting for a written test should be able to pass it. The corresponding percentage for oral tests is 90%. Since these targets were established in 2007 there has been a marked increase both in the number of participants that take the test and in the number that succeeds.

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 | <input checked="" type="checkbox"/> | | This relates only to formal education, where the same quality criteria are used as in the rest of the formal education line. |
| Learning materials | <input checked="" type="checkbox"/> | | |
| Facilitators' training | <input checked="" type="checkbox"/> | | |
| Teaching/ learning methods | <input checked="" type="checkbox"/> | | |
| Assessment of learning outcomes | <input checked="" type="checkbox"/> | | |

Adult literacy

| Area | Mark when quality criteria are in place | Indicate year when quality criteria were introduced | Specify quality criteria in place |
|---------------------------------|---|---|--|
| Curricula | <input type="checkbox"/> | | |
| Learning materials | <input type="checkbox"/> | | |
| Facilitators' training | <input type="checkbox"/> | | |
| Teaching/ learning methods | <input type="checkbox"/> | | Quality criteria are planned but not in place yet. |
| Assessment of learning outcomes | <input type="checkbox"/> | | |

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 | <input type="checkbox"/> | | <input checked="" type="checkbox"/> | Variable |
| University | <input checked="" type="checkbox"/> | Variable | <input checked="" type="checkbox"/> | Variable |
| Private company | <input type="checkbox"/> | | <input checked="" type="checkbox"/> | Variable |
| Non-governmental organisation | <input type="checkbox"/> | | <input checked="" type="checkbox"/> | Variable |
| Adult literacy | | | | |
| Provider | Pre-service | | In-service | |
| | Mark if yes | Typical duration (months) | Mark if yes | Typical duration (months) |
| Governmental institution | <input type="checkbox"/> | | <input checked="" type="checkbox"/> | Variable |
| University | <input checked="" type="checkbox"/> | Variable | <input checked="" type="checkbox"/> | Variable |
| Private company | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Non-governmental organisation | <input type="checkbox"/> | | <input type="checkbox"/> | |

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) | | The same as for educators in general, and it will vary according to a number of variables |
| Adult literacy | | See above. |

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 | <input type="checkbox"/> |
| Adult literacy | <input type="checkbox"/> |

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (*If yes, mark all that apply*)

| | Monitoring | Evaluation |
|------------------------|-------------------------------------|--------------------------|
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Adult literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Please provide a brief description and references:

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

| | |
|--|---|
| Lifelong learning Adult education Adult literacy | <i>Mark all that apply</i> |
| | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> |
| <p><i>If one or more of the boxes is marked, please provide a brief description and references:</i></p> <p>An evaluation of the national program for Basic Competence in Working Life is about to be completed and will be presented at vox.no</p> | |

| |
|---|
| <p>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.</p> |
| |

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*.

| | <i>Mark if taken place</i> |
|---|-------------------------------------|
| Advocacy events (conference, forum, etc.) | <input type="checkbox"/> |
| Media campaigns | <input type="checkbox"/> |
| Publications (booklets, leaflets, posters, etc.) | <input type="checkbox"/> |
| Creation of committees to streamline adult education and adult literacy | <input type="checkbox"/> |
| Adult Learners Week/Learning festivals | <input checked="" type="checkbox"/> |
| Creation of learners' networks and/or fora | <input type="checkbox"/> |
| Translation of the <i>Belém Framework for Action</i> into the national language | <input type="checkbox"/> |
| Presenting the <i>Belém Framework for Action</i> to parliament | <input type="checkbox"/> |
| Elaboration of a funding plan | <input type="checkbox"/> |
| Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i> | <input type="checkbox"/> |
| Other (<i>please specify below</i>) | <input type="checkbox"/> |

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.

The creation of the European Basic Skills Network, EBSN, www.basicskills.eu

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.) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Media campaigns | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Publications (booklets, leaflets, posters, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (please specify below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

| | Yes | No |
|---|--------------------------|-------------------------------------|
| ... women and girls? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>If yes, please provide a brief description and references:</i> | | |
| ... other excluded/ under-represented/underprivileged groups? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>If yes, please provide a brief description and reference:</i> | | |

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 <input type="checkbox"/> | It has helped a lot <input type="checkbox"/> | It has helped a little <input type="checkbox"/> | It has not helped <input checked="" type="checkbox"/> |
| <i>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:</i> | | | |

8.4 Have literacy policies changed in your country in the last five years?

| | Yes | No |
|---|--------------------------|-------------------------------------|
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>If yes, please specify how they have changed below and provide evidence.</i> | | |

| | | |
|--|--------------------------|-------------------------------------|
| 8.5 Have your literacy targets changed over the last five years? | Yes | No |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>If yes, please provide below a brief explanation:</i> | | |

| |
|---|
| 8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them? |
| There is still a need for better systems for professional development for teachers of basic skills and for more precise indicators for quality. |

| |
|---|
| 8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation? |
| |

| |
|---|
| 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? |
| The Norwegian government plans to continue the current effort to increase the level of education of its entire adult population well beyond 2013. |