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 AUSTRIA

This report is submitted on behalf of the Government of AUSTRIA 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	BMUKK - Federal Ministry for Education, the Arts and Culture
Submission date	16.04.2012

---

[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	☒
Defence	☐
Education	☒
Foreign Affairs	☐
Health	☒
Interior/Home affairs	☒
Labour	☒
Others *(please mark and specify below)*	☐
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)*	☒
Statistics Austria	

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) BMASK - Bundesministerium für Arbeit, Soziales und Konsumentenschutz, VI/Gruppe Int. - Federal Ministry of Labour, Social Affairs and Consumer Protection, VI/Gr. Int.;
BMG - Bundesministerium für Gesundheit, Abt. A/3 - Federal Ministry of Health, Dept. A/3;
BMI - Bundesministerium für Inneres, Gruppe III/B - Federal Ministry of the Interior, Directorate III/B;
BMLFUW - Bundesministerium für Land- und Forstwirtschaft, Umwelt und Wasserwirtschaft, Abt. II/2 - Federal Ministry for Agriculture, Forestry, Environment and Water Management, Dept. II/2;
BMUKK - Bundesministerium für Unterricht, Kunst und Kultur, Abt. IT/1, Abt. IT/1a, Abt. II/5, Bereich EB und LLL - Federal Ministry for Education, the Arts and Culture, Dept. IT/1, Dept. IT/1a, Dept. II/5, Sect. Adult Education and Lifelong Learning;
KEBÖ - Konferenz der Erwachsenenbildung Österreichs - Austrian Conference of Adult Education Institutions;
IHS - Institut für Höhere Studien - Institute for Advanced Studies;
Statistik Austria - Statistics Austria.

2) Questionnaire was sent twice:
a) without any entries, but with notes, which items seem to be relevant for the respective departments from the perspective of the BMUKK;
b) Draft version of the completed questionnaire (after incorporating first feedbacks).

3)
a) Expertise of each institution/department;
b) relevant statistics.

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:* AT-CERT, document "Basic Requirements": "Adult education includes all forms of formal, non-formal and informal learning by adults after finishing initial training of all kinds, regardless of the level reached during this first learning process. Adult education includes any vocational and general education and training as well as political and cultural teaching and learning processes for adults in public, private and economic context, either self-conducted or conducted by others."	☒	☐
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* a) Adult Education Funding Act (1973): "Subject of the funding under this Act are institutions and activities that aim in the sense of continued education/training and lifelong learning at the acquisition of knowledge and skills and the ability and willingness to act and judge responsibly and the development of personal skills and talents." b) Statistics Austria "Adult Education designates general or vocational learning activities in a formal, non-formal or informal context by persons over the age of 16, whose initial education lie back more than one school or academic year (excluding maternity leave and diseases), and which are for vocational or personal use only."	☒	☐
1.2 Has your country adopted or developed an official definition of **literacy**? *If Yes, please provide it in the space below:* Initiative for Adult Education, a cooperation of the Austrian Federal Ministry for Education, the Arts and Culture, and the nine Austrian provinces, Programming document on promoting basic educational qualifications for adults including basic education / basic skills, 15.9.2011, p. 21: "Literacy education and the teaching of basic skills are aimed at encouraging and promoting people with basic education needs in the field of linguistic competence, basic arithmetic operations and other key skills. Target groups of the program area "basic education/basic skills and competences" (basic skills and competencies meet the definition of the 8 Key Competences in the recommendation of the European Council and the European Commission): a) Persons with German as a first language who passed compulsory/lower secondary education, but did not graduate from compulsory school and have deficits in basic skills; b) Persons who graduated from compulsory/lower secondary school, but still have deficits in basic skills (eg. secondary illiteracy, dyscalculia, ...); c) Persons with a migrant background and lack of basic and life skills."	☒	☐
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* Basic education is partially understood (by institutions or funding bodies) as pure alphabetization.	☒	☐

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*): estimates on basis of extrapolations	☐ ☒ ☒ ☒ ☒

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:* Up to the 1970ies representative data on literacy were obtained from the Microcensus household survey. As results from applying that method proved to be increasingly unreliable literacy-items were omitted from the survey. Since then data on literacy are available from some focussed studies only. For surveying data on literacy by direct testing Austria participates in the OECD/PIAAC study (results will be available after Oct. 2013).	☒	☐

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	☒	☐	National Strategy for Lifelong Learning AT-Cert (Ö-Cert) Austrian Academy of Continuing Education	2011 2011 2007
Adult education	☒	☐	Adult Education Funding Act Joint funding program state/provinces relating to the Initiative for Adult Education	1973 2011
Adult literacy	☒	☐	ESF-Program planning document	2000

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	a) all educational disadvantaged people (young adults, migrants, women, elderly people, persons with disablities, etc.)	a) no data available
	b) farmers, people living in rural areas, agricultural teachers and advisors, people interested in nature and evironment, youth (up to 30 years) living in rural areas	b) about 500.000
	c) People with low basic skills, no graduation from compulsory/lower secondary education or no qualifications	c) 300.000
Adult literacy	d) Persons entitled to asylum and subsidiary protection, third country nationals	d) no data available

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	☒	☐	Objectives of the strategy LLL: 2020: > Increase the proportion of apprentices and apprenticeship graduates taking the university entrance examination, from 2% in 2008 to 10% in 2020. > Reduce the proportion of 15 - to 24-year-olds who are neither in employment nor in education, from 7.8% in 2009 to 6.4% in 2020. > Increase the employment rate of 55 - to 64-year-olds, according to EU	-2020 -2020 -2020

			indicator of 41.1% in 2009 to at least 50% in 2020.	
			> Increase participation rate in non-formal education in sparsely populated areas of 35.7%, according to the "Adult Education Survey" in 2007 to the participation rate from areas of average population density of at least 45%.	-2020
			> Increase the percentage of employees whose highest educational graduation consists in compulsory education to participate in continuing education and training during working hours from 5.6% in 2007, according to the "Adult Education Survey" to at least 15% in 2020.	-2020
			> Increase participation in continuing education and training as measured by the LLL structural indicator of 13.7% in 2010 to 20% in 2020.	-2020
			> Establishment of quality standards for education and the qualification of trainers in the field of post-professional education to 2015.	-2020
			> Implementation of the "National Qualifications Framework" (NQF) in 2012 and implementation of a validation strategy for recognition of non-formal and informal learning in 2015.	-2020
			LLL budget goal: Increase of public spending on education in accordance with EU indicator of 5.4% of GDP in 2007 to 6% of GDP in 2020.	-2020
			> High quality education in: entrepreneurship, personality development, production techniques, generational change on farms, ecological issues, presentation, performance, professionalisation in agricultural extension, development of rural areas.	Funding period 2007-2013
			Joint funding program state/provinces relating to the Initiative for Adult Education: Completion of compulsory education by around 6.000 persons who did not graduate from compulsory education so far as part of the program (free offers).	-2015
			Objectives of the strategy LLL: 2020:	
Adult literacy	☒	☐	> Halving the proportion of students with	-2020

| | | reading risks from 28% according to PISA 2009 to 14%. > Reduce the percentage of early school leavers and training leavers in accordance with EU indicator 2020 from 8.7% in 2009 to not more than 6% in 2020. | -2020 | |
| | | Joint funding program state/provinces relating to the Initiative for Adult Education Successful passing of literacy/basic education programs free of charge by around 6.500 persons. | -2015 | |

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:

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:

see: European Inventory on Validation of Non-formal and Informal Learning 2010, Country Report: Austria.

There is no uniform legal framework to regulate validation and recognition of non-formal and informal learning in Austria. Nor is there an explicit all sectors including national strategy on validation of non-formal and informal learning. Furthermore, Austria's educational policy and practice has limited differentiation in formal, non-formal and informal learning. Nonetheless, in the education and training system, different acts and regulations include mechanisms and arrangements that enable formal education and training institutions to recognise learning outcomes acquired in non-formal and informal settings. Various ministries and institutions have developed measures and initiatives for identifying and formally recognising competences acquired through non-formal and informal learning.

For example:

*) Exceptional admission to the apprenticeship examination:

In addition to those who have completed an entire apprenticeship, people without formal training can take the final apprenticeship examination. The only requirement is that they are over 18 years old and have evidence of having acquired the corresponding vocational skills and knowledge in another form; for example, in practice (work experience) or in courses.

*) Studienberechtigungsprüfung (SBP; higher education entrance examination): This exam provides restricted access to post-secondary and tertiary educational institutions. It enables those who have not taken the Reifeprüfung exam to study specific subjects or subject areas at these institutions. Admission to the SBP requires, among other things, a record of a successful vocational or non-vocational qualification for the desired field of study. The SBP consists of specialist exams taken individually and includes four compulsory and optional subjects. The study course selected will determine the compulsory subjects to be taken by the exam candidate. Adult-learning institutions and universities offer non-compulsory bridge courses – for the preparation of the exam.

*) The NQF (Austrian National Qualifications Framework) currently under development places high importance on the general demand for integrating non-formally and informally acquired qualifications. In the long term, the NQF should substantially help to construct a 'strategy of lifelong learning'. The Austrian NQF primarily seeks to map all national qualifications and present them in relation to each other. The NQF should encompass all forms of learning (formal, non-formal and informal) and all sectors of education (including general education, higher education, adult education, further education and vocational education and training). The main objectives include supporting lifelong learning and enabling stronger links between the adult learning sector and the formal education and training system as well as recognising a broader range of learning forms (including non-formal and informal learning).

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:

	Yes	*No*
Adult literacy	☒	☐

If Yes, please provide a brief explanation and references:
Joint funding program state/provinces relating to the Initiative for Adult Education, 2011.
The Austrian Initiative for Adult Education arose from a cooperation of the Austrian Federal Ministry for Education, the Arts and Culture and the nine Austrian provinces (=Länder). Its objective is to enable adults who lack basic skills or never graduated from a lower secondary school to continue and finish their education. The innovative approach of this project is due to two characteristics. First of all, the implementation of consistent quality guidelines for courses of this program in all parts of Austria and, secondly, the fact that all courses are free of charge.
www.initiative-erwachsenenbildung.at

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	☒	2007-2013	Austrian program on rural development
Poverty Reduction Strategy Paper	☐		
Education strategy	☒	-2020	Education and Training 2020 and LLL 2020 Strategy on Lifelong Learning
Skills development (including vocational education and training) strategy	☒		University College for Agrarian and Environmental Pedagogy
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☐		
Sustainable development strategy	☒		Education for Sustainable Development
Other (specify in the space below) Action plan in organic agriculture	☒		European Action Plan in OA

Adult literacy:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☐		
Poverty Reduction Strategy Paper	☐		
Education strategy	☒	-2020	LLL 2020 Strategy on Lifelong Learning
Skills development (including vocational education and training) strategy	☒	-2015	Initiative for Adult Education
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☐		
Sustainable development strategy	☐		

| | | | *Other (specify in the space below)* | ☐ | |

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	☒	☐	development of the Austrian Programme for Rural Development through partivipative management and discussion	Austrian Programme for Rural Development 2007-2013 (LE 07-13), approved by the European Commission
Adult literacy	☐	☒		

If Yes, please elaborate how they have been involved.

*) Events and forums in the region
*) Participative management and discussion
see: Austrian Programme for Rural Development 2007-2013, particularly:
M111: Measures for vocational training and information, including dissemination of scientific knowledge and innovative practices for persons working in the agriculture, food and forestry sectors (p. 142)
M331: Education and Information (p. 447)
M341: Skills development, promotion and implementation (p. 543)

Leader Regions' development plan
Learning Regions' strategy paper
Boards of education in the nine chambers of agriculture in the Austrian federal states, LFI
Conference on future strategies in agricultural education and extension on April 14, 2010

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***
BMASK - Federal Ministry of Labour, Social Affairs and Consumer Protection	⊠	☐	⊠	⊠
BMG - Federal Ministry of Health	⊠	☐	⊠	⊠
BMI - Federal Ministry of the Interior	⊠	☐	☐	⊠
BMLFUW - Federal Ministry for Agriculture, Forestry, Environment and Water Management	⊠	☐	⊠	☐
BMUKK - Federal Ministry for Education, the Arts and Culture	⊠	☐	⊠	⊠
BMWFJ - Federal Ministry of Economy, Family and Youth	⊠	☐	⊠	☐
BMWF - Federal Ministry for Science and Research	⊠	☐	⊠	☐
BIFEB - Federal Institute for Adult Education	⊠	☐	⊠	⊠
Nationalagentur LLL - National Agency for Lifelong Learning	⊠	☐	⊠	⊠
Länder - Austrian Provinces	☐	⊠	⊠	⊠
	☐	☐	☐	☐

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***
AK - Austrian Chamber of Labour	⊠	☐	⊠	⊠
ibw - Institute for Research on Qualifications and Training of the Austrian Economy	⊠	☐	⊠	⊠
IHS - Institute for	⊠	☐	⊠	⊠

Advanced Studies				
KEBÖ - Austrian Conference of Adult Education Institutions	☒	☐	☒	☒
LWK - Austrian Chamber of Agriculture	☒	☐	☒	☒
öibf - Austrian Institute for Research on Vocational Training	☒	☐	☒	☒
ÖGB - Austrian Federation of Trade Unions	☒	☐	☒	☒
WKO - Austrian Federal Economic Chamber	☒	☐	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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: Martin NETZER Federal Ministry for Education, the Arts and Culture Division 2 Freyung 1 A-1010 Vienna martin.netzer@bmukk.gv.at +43 1 53120-2510		
Adult literacy	☒	☐
If Yes, please provide name and contact details: Regina ROSC Federal Ministry for Education, the Arts and Culture Division 2 Freyung 1 A-1010 Vienna regina.rosc@bmukk.gv.at +43 1 53120-4627		

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:

The 10 major institutions in the field of adult education who have joined in the "Conference of Adult Education Institutions" (KEBÖ) are statutory entitled to basic structural subsidy which also enables networking and cooperation among these 10 major organisations and their member institutions.

In addition, cross-institutional development and cooperation projects in various priority areas (e.g. acquisition of educational qualifications, quality assurance, recognition of learning outcomes, etc.) are public funded to promote cross institutional knowledge transfer. These - often perennial - projects are partly co-financed by the European Social Fund.

In particular, the "cooperative system of adult education" is public funded, in which the major stakeholders in adult education have agreed on common standards for the qualification of consultants and trainers in adult education. The cooperative system is maintaining the "Austrian Academy of Continuing Education" which is awarding certificates and diplomas according to the standards to qualified adult education professionals.

Moreover, the cooperation of adult education institutions in the field of educational guidance and counseling is strongly promoted to ensure a meta-institutional approach and high level know-how transfer.

...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:

As part of ESF-funded programs, the creation of networks of several project partners and the networking of adult education and academic institutions, scientific institutes and migrant organisations is encouraged. A platform for literacy/basic education is being planned.

Reference: www.alphabetisierung.at

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:
See also 3.3.

The basic structural subsidy of the 10 major adult education institutions who have joined in the "Conference of Adult Education Institutions" (KEBÖ) guarantees the social and educational capacity of these major organisations and their member institutions. Their spectrum is ranging from social partner institutions and church-related organisations to adult education centers and public libraries.

In order to provide programmatic and strategic work on a reliable basis, these organisations and the government are concluding the so-called "contract management" agreements with a validity of a period of 3 calender years in which institution-specific objectives and indicators are defined and appropriate funding is committed. The funds are then paid out monthly.

Related to the already mentioned priority areas (see 3.3) adult education institutions are involved in all major education policy development and implementation processes. The organisations and institutions of adult education act both as experts and consultants as well as partners for the strategic and operational implementation.

Due to the involvement in consultation processes in connection with the preparation of legal regulations

as well as by involvement in all consultation processes that are carried out regularly by the government in the context of strategic processes (e.g. NQF, LLL, etc.) the exchange between the government represented by the BMUKK (Federal Ministry for Education, the Arts and Culture) and adult education institutions is well established.

	Yes	No
...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
See the comments above on adult education
Furthermore it is important to note that in the field of adult literacy several organisations and institutions are active that are independent from and not represented by the KEBÖ-institutions. In addition to them they are also involved in major education policy processes and the development and implementation of appropriate measures in the context of adult literacy.

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.

Leader Regions and the Programme "Lernende Regionen" (learning regions) do play an important role.

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:

EURO

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	12 129.15		UOE-Finance
Sub-national governments[5]	4 376.49		UOE-Finance
Total	16 505.64		UOE-Finance

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	1.079,2		☐
Sub-national governments[5]	109,44		☐
Civil society organisations			☒
Donors/international aid (not loans)			☒
Private companies	see 4.8		☒
Learners/households	807,0		☐

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	2.81 (see 4.8)		☐
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)			☒
Private companies			☒
Learners/households			☒

---

[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.

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:
Joint funding program state/provinces relating to the Initiative for Adult Education:
The strategic partnership between the federal government and the nine Austrian provinces (contract start 01.01.2012) is of particular importance and is aiming to the quantitative expansion and simultaneously to the qualitative development of education programs regarding compulsory education certificates and literacy/basic education during the next 3 years.
This model follows a way of partnership in adult education, which takes into account decision-making autonomy and at the same time an outcome-oriented jointly supported pooling of resources in the field of adult education. An important added value of the model lies in the fact that the available funds from both sides are mutual increasing regarding their effectiveness and thus sustainable educational policy effects may be achieved which would not have been achieved separately.
In total, by the end of 2014, funds of approximately € 54 million will be available, which provides offers for around 12.500 people free of charge.

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.

To item 4.4:
Data on overall public expenditure on education and training were taken from the UOE-Finance questionnaire 2011, and thus definitions and methods follow the guidelines of the UOE data collection on education systems. Coverage of the UOE data collection is mainly formal or initial education, adult education is included when it leads to similar qualifications or certificates as initial education, costs for administration are included. The amount of expenditure on the level of national government is before intergovernmental transfers to sub-national governments.

To item 4.5, Expenditures on Adult Education by
*) National government: These are the expenditures by the AMS (Labour Market Service) 2009 (also listed in the Adult Education Report), but without ESF funding (amounting to 57,18). Not included are also expenditures for adult education in the UOE data collection in the border areas between initial and adult education (eg. schools for professionals, Universities for Applied Sciences for professionals,…) because there is no such data available.
*) Learners/households: Here are the issues based on the Household Budget Survey 2009 formed from the items "courses for immediate vocational training, other training courses, sports, music lessons and other leisure-time courses and the driving school" (in which the case numbers of the affected households regarding the expenditures for driving school (81. million €) are very small which means a lot of uncertainty).

*) Sub-national governments (IHS compilation: Statistics Austria, expenditure on education, accounts of local authorities, AMS (Labour Market service)
*) Private companies: As stated, equivalent figures for the financial contribution of private companies and households are not available. However, we can estimate that contribution based on surveys (enterprises: CVTS3 2005, households/individuals: European AES (2007) and LFS (2003), national survey on expenditure of households).
The figures are as follows:
Enterprises (2005 in million EUR, nominal): 1,061.98, thereof direct costs: 615,94
Individuals/households (2007 in million EUR, nominal: 793.08 for both formal and non-formal learning. These figures are derived from the European AES. Figures derived from other available survey data match pretty well.

To item 4.6: no equivalent figures for adult literacy are available. In 2009, the national government spent 2.81 million EUR on integration courses for foreigners, which are in part mandatory for immigrants from

third countries in order to obtain German language skills at A2-level. There might be additional national government funding for adult literacy.

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)	☒	all educational disadvantaged people (young adults, migrants, women, elderly people, persons with disablitities, rural residents, etc) and persons with low basic skills or no graduation from compulsory/lower secondary education, without qualifications, persons entitled to asylum and subsidiary protection, third country nationals - these target groups apply to all following sections	☒
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).
EB-Bericht (Adult education report), AES 2007 (Adult Education Survey)
AES 2011, PIAAC (results forthcoming)
Austrian rural development programme 2007-2013 had been developped partivipatively, approved by the Austrian government, consented by the European Commission

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*
German	☒
	☐
	☐
	☐
	☐
	☐

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
Currently working on a concept of literacy in other (written) languages than German/Latin font. In several courses at adult education centers literacy teaching in Turkish and Farsi is being tested. The challenge consists in the complex and costly development of learning materials in other languages. In addition to the seven recognized minority languages, there are 12 other languages that are spoken by more than 10.000 persons in Austria.

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:
e.g. Adult education centers Vienna corporation (Die Wiener Volkshochschulen GmbH), Municipality of Vienna

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.
*) Promoting of an anonymous counseling and point of contact center for people with basic skills needs and a cross-country service center for literacy/basic education: The "Alfa Telephone" is an anonymous counseling and point of contact center for people with basic skills needs. Around 860 people a year take advantage of this offer. Affiliated with the Alfa phone is a transnational service center for literacy/basic education, through which the various providers may exchange and share target group-oriented learning materials, literature, information on conferences etc. and models of good practice. *) Training courses for trainers in the literacy/basic education sector: At the Federal Institute for Adult Education (BIFEB) a course of academic character "Adult literacy and basic education for adults with German as a first language" was set up for education and further training of trainers (470 units, 30 ECTS). Further courses are "Literacy and German as a second language for migrant people" (168 units) and "From training to the moderation of self-directed learning" (92 units). *) Use of social media in the literacy/basic education sector: Learning opportunities for underprivileged women with Web 2.0 allow the acquisition of digital skills. In rural areas real and virtual learning networks are arising, autonomous and collaborative learning becomes possible. *) High degree of networking between educational providers: As part of the national and ESF co-financed projects thematic networks have been and still are systematically built up thus strengthening the cooperation between adult education and scientific institutions.

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: ESF interim and mid-term reviews and reports Agreement of the Federal Ministry of Education, the Arts and Culture and the nine Austrian provinces relating to the Initiative for Adult Education AMS - Austrian Labour Market Service additionally: statistical sources: EU-AES (Adult Education Survey), EU-LFS (Labour Force Survey) ESF Monitoring	

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

If measures have been undertaken please provide a brief description and references:

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.
EU-Arbeitskräfteerhebung (EU-LFS - Labour Force Survey), EU-AES (Adult Education Survey) (regarding item 5.8, 5.10)

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	☒	a) 2007 b) 2008	a) certification courses (120 hours) with final paper, application-oriented b) Curriculum Sonderausbildung Kinder- und Jugendlichenpflege, GÖG/ÖBIG
Learning materials	☒	2007	methodical preparation for e.g. school on a farm, direct marketing, nature and landscape guide
Facilitators' training	☒	2000	project management, working group consultation
Teaching/ learning methods	☒	2000	e-learning, participant activating methods
Assessment of learning outcomes	☒	a) 2000 b) 2007	a) number of participants, final papers, evaluation sheets b) In 2007 the Austrian Academy of Continuing Education was founded. The Academy of Continuing Education is a system for the qualification and recognition/accreditation of adult educators. The Academy has a curriculum, that includes the required competences. The Academy is ISO-certified.

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☐		
Learning materials	☐		
Facilitators' training	☒	2011	List of accredited formal and non formal Qualifications for trainers in the program area of basic skills of the Initiative for Adult Education.

Teaching/ learning methods	☐		
Assessment of learning outcomes	☐		

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	☒	12-18	☒	36
University	☒	6-12	☒	
Private company	☐		☐	
Non-governmental organisation	☒	12	☒	36

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☒	18	☒	18
University	☐		☐	
Private company	☐		☐	
Non-governmental organisation	☒	6-16	☒	6-16

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)	€ 2.100,00	Since there are no surveys to the actual average salaries, an estimate was made based on the collective agreement for employees of private educational institutions (BABE).
Adult literacy	€ 1.800,00	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	☒
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:
1) The realisation of the programs of the Austrian Initiative for Adult Education will be accompanied by a monitoring process, starting in spring 2012, and investigated by evaluation in 2013/2014.
2) ESF-monitoring
3) Evaluation of learning measures by the Federal Institute of Agricultural Economics have to be submitted to BMLFUW and EC
4) GÖG/ÖBIG: Bildungslandschaft der Gesundheits- und Krankenpflegeberufe - Reformansätze: educational field of health and nursing professions - reform approach

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:
1) ESF reports (interim and mid-term reviews and reports)
2) GÖG/ÖBIG: Bildungslandschaft der Gesundheits- und Krankenpflegeberufe - Reformansätze: educational field of health and nursing professions - reform approach
3) Evaluation report on the agricultural edcuation measures;
Report on Agicultural Education (every four years: 2008, 2012 in preparation)
Green Report - "Grüner Bericht" (Report of the Minister for Agriculture, Forestry, Environment and Water Management to the Austrian parliament)

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.

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.

*) Ö-Cert (AT-Cert) – an overall framework of quality for adult education. Ö-Cert is an Austrian initiative of quality assurance and quality improvement for providers - started December 2011. How to get the Ö-Cert (AT-Cert) and the registration as one of the Quality Providers of Adult Education in Austria:

Identification as a provider of adult education:
The provider has to fulfill basic requirements. The criteria is to be accepted as a provider of adult education (definition of adult education.

Confirmation of quality efforts:
The provider must have one of the valid Quality Management Systems or Quality Assurance Procedures – according to the Ö-Cert-List, which itemize nine accepted QMS and Quality Assurance Procedures. The most important selection criterion: they all must have an External Audit.
*) ÖNORM EN ISO 9001:2008 (International Organization for Standardization)
*) ÖNORM ISO 29990
*) EFQM (Europ. Found. f. Qual. Managem.: "Committed to Excellence" and "Recognized for Excellence")
*) LQW (Lerner oriented Quality testing)
*) QVB (Quality development of education institutions)
*) EduQua (Quality certificate for further education institutions in Switzerland)
*) and also four Quality Assurance Procedures of Austrian provinces: OÖ-EBQS (Upper Austria), CERT-NÖ (Lower Austria), S-QS (Salzburg), wien-cert (Vienna)
Registration as one of the Quality Providers of Adult Education in Austria and receipt of Ö-Cert.

*) Initiative for Adult Education
The Austrian Initiative for Adult Education arose from a cooperation of the Austrian Federal Ministry for Education, the Arts and Culture and the nine Austrian provinces (=Länder). Its objective is to enable adults who lack basic skills or never graduated from a lower secondary school to continue and finish their education. The innovative approach of this project is due to two characteristics. First of all, the implementation of consistent quality guidelines for courses of this program in all parts of Austria and, secondly, the fact that all courses are free of charge.
www.initiative-erwachsenenbildung.at.

*) Publication of the "Report on Agricultural Education": campaign on agricultural education and extension

"Landwirtschaft 2020" (agriculture 2020), measures of funding period 07-13 like M341 - learning regions, particularly chapter on impact research in agricultural education and extension.

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:
Women in rural areas
The aim of these measures is to motivate (regional) disadvantaged women and women not used to learning to further training and accelerate the acquisition of IT and other key skills. Innovative learning models involving e-learning have been developed and tested, adult education institutions have been sensitized for this special target group, strategies for reaching the target group and increasing the participation in training have been developed and implemented, analyzes of potential to identify existing skills and competences and further teacher training courses have been undertaken. Proven learning models and models of good practice for teaching women with low basic skills have been transferred to other regions and educational institutions.
Reference: www.learnforever.at

Measures for migrant women in six Austrian provinces (Tyrol, Salzburg, Vienna, Lower Austria, Burgenland, Upper Austria; see EIF, NAP)

... other excluded/ under-represented/underprivileged groups?	☒	☐

If yes, please provide a brief description and reference:
Measures for migrants
A key policy goal of the Austrian adult education is to offer people regardless of their ethnic or social origin, access to education and counseling programs.
ESF co-financed projects are working on quality development and insurance of literacy and basic education programs, the networking of institutions involved in literacy work with migrants as well as innovative methodological and didactic concepts that take into account the potential of the target group. New competence assessment models and teacher training measures are being developped for trainers working in the field of literacy, basic education and second language acquisition for migrant people.
Reference: www.mika.at

Measures for persons entitled to asylum and subsidiary protection, third country nationals in all nine Austrian provinces (see EFF, NAP)

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:

The "Decade" put political impetus mainly by the activities of the Austrian Commission for UNESCO by raising the awareness of the problem (even in a welfare state like Austria) by appropriate media work. Mediately, this broadening of public awareness also had impact on the education policy awareness of the problem and by this means helped to devise appropriate programs and priorities.

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.

Within the Initiative for Adult Education and its program (between the Federal Ministry for Education, the Arts and Culture and the nine Austrian provinces) common education policy goals and indicators for literacy and consistent quality standards (like qualification of trainers, pedagogical issues and institutional infrastructure, e.g. learning materials, computers etc.) have been defined for the first time.

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

If yes, please provide below a brief explanation:

Within the Initiative for Adult Education and its program (see 8.4) quantitative goals for each year and province have been defined for the first time. These objectives are legal part of the agreement that has been ratified after passing the National Council and the nine provincial diets, e.g. obtaining for and successful passing of literacy/basic education programs free of charge by around 6.500 persons till the end of 2014.

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

In the current situation it is essential to intensify the already existing networking of adult education and learning institutions and NGO's, to continue to test new approaches such as community education, to perform transfer of models developed, and to carry out the implementation of already developed quality standards. Another important step to provide literacy/basic education in Austria is to build permanent structures that support the work of the institutions, e.g. it is planned to establish a platform with the key players for literacy/basic education, where common themes such as quality, materials development, professionalisation could be discussed and negotiated, and where know-how exchange and development of joint projects could take place.
As the community shows great willingness to cooperation, the challenge is to make sufficient financial resources available.

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

The major challenge consists in adequate and sufficient funding for literacy/basic education programs and for the already existing infrastructure such as the nationwide operating guidance and service center with the Alfa-phone and for the above mentioned plans (see 8.6).

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?
One challenge still consists in reaching the target group (persons with literacy/basic skills needs) and motivating to take up and finish courses and qualifications in general education and further training. Another task is to raise awareness and open up adult education and learning institutions, as well as to raise public awareness of this issue. Other challenges: creating common standards, securing eligibility and connectivity of literacy/basic education qualifications to the NQF.

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 securing and continuation of the Austrian Initiative for Adult Education with its nation wide literacy/basic education services for free beyond the year 2014, the promoting of the establishment of permanent structures for the literacy/basic education sector.