



**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 Sweden**

This report is submitted on behalf of the Government of Sweden in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)<sup>1</sup> as laid down in the *Belém Framework for Action*<sup>2</sup>, 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<sup>3</sup>, which are meant to provide further clarification.

Institution responsible for submitting this report	National Agency for Education (Skolverket)
Submission date	28 February 2012

<sup>1</sup> For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

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

<sup>3</sup> 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 checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input checked="" type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>
Civil society organisations	<input type="checkbox"/>
National non-governmental organisations	<input checked="" 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.*

1. The National Agency for Education, AE unit (Skolverket), the National Council of Adult Education (Folkbildningsrådet), the Nordic Network for Adult Learning (Nordvux)
2. Ongoing cooperation and share of knowledge between stakeholders/NGOs, national agencies and government.
3. official statistics, national/international reports, legal documents, AE experts within GO and NGO

1. Definitions and data collection on adult learning and education		
	Yes	No
1.1 Does your country have an official definition of <b>adult education</b> ? <i>If Yes, please provide it in the space below:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i></p> <p>Formal municipal adult education is divided in 3 sub groups:</p> <p>1. Adult basic education with the aim of providing adults with skills at levels equivalent to 9-year compulsory school education and upper secondary level with the aim to give individuals 20 years of age or more the chance to take both theoretical/academic and vocationally-oriented courses. Such courses may then allow the learner to either continue to post-secondary VET forms, higher education, apprenticeship-like training leading to certification at sectoral level or direct labour market entry.</p> <p>2. Adult education for the intellectually disabled. The scheme, which is divided into basic adult education and upper secondary level education, is intended for adults with intellectual disabilities, acquired brain injuries, autism or autism-related conditions.</p> <p>3. Education in Swedish for immigrants. The education should result in basic knowledge of Swedish. Sfi is also aimed at giving adult immigrants who can't read and write the possibility to gain this knowledge.</p> <p>Formal higher vocational education (HVE) is also a part of the adult education. HVE is a post-secondary form of education combining theoretical studies with a strong practical approach embedded in the workplace. The largest number of programmes offered is in the field of business finance and administration, along with sales and manufacturing technology. Other prominent areas include IT, hospitality and tourism, health care and agriculture.</p> <p>Non formal adult education</p> <p>Study associations and folk high schools (folkbildning) are important parts of the non-formal education system. The government provides financial support, but the organisations are free to shape their own activities based on overall objectives. This freedom is of central importance to understanding the role of folkbildning in Swedish society. Freedom from governmental control and the strong ties to the non-profit sector make folkbildning a force for societal change. The common concepts of folkbildning are noticeable not least in its practical activities in a dynamic interaction with the participants. Folkbildning has the following characteristics:</p> <ul style="list-style-type: none"> <li>* It is always voluntary for the individual to participate in folkbildning.</li> <li>* The participants have considerable opportunities to influence the content of the activities.</li> <li>* Folkbildning is characterised by an environment in which learning and social interaction go hand in hand. The circumstances and experiences of every participant are taken into account.</li> <li>* Folkbildning contributes to strengthening civil society through close co-operation</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

with volunteer organisations, associations and various types of networks.	
1.2 Has your country adopted or developed an official definition of <b>literacy</b> ? <i>If Yes, please provide it in the space below:</i>	<input type="checkbox"/> <input checked="" type="checkbox"/>
1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his (sic) group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development (UN definition)	<input checked="" type="checkbox"/> <input type="checkbox"/>
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> ):	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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> ):	<input type="checkbox"/> <input checked="" type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.5 Has your country faced challenges in collecting literacy data?  <i>If Yes, please describe them briefly in the space below:</i>	<input type="checkbox"/> <input checked="" type="checkbox"/>
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	<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 (2010:800)	2011
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Education act (2010:800)	2011
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Education act (2010:800)	2011

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 adults without educational level equivalent to 9-year compulsory school education or without equivalent to upper secondary level and swedish for immigrants, age 20+	300000
Adult literacy	All adults without educational levels equivalent to 9-year compulsory school education (adult basic education and swedish for immigrants) age 20+	130000

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
	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*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
	<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>  Definition of validation included in the Education act (2010:800) and instructions to AE providers how to support accreditation of prior learning</p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
<b>Adult education</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief explanation and references:</i>		
<b>Adult literacy</b>	<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?			
<b>Adult education:</b>	<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 type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input 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"/>		
<b>Adult literacy:</b>	<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 type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		

Sustainable development strategy <input type="checkbox"/>	
Other (specify in the space below) <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	Specify policy/plan (add as many lines as needed)	References
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

*If Yes, please elaborate how they have been involved.*

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

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*If Yes, please provide name and contact details:*

National Agency for Education (Skolverket), Stockholm, tel: +46 8 527 332 00

**Adult literacy**



*If Yes, please provide name and contact details:*

National Agency for Education (Skolverket), Stockholm, tel: +46 8 527 332 00

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
<b>...adult education?</b>	<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>  ongoing cooperation with stakeholders. Important task for the national agency for education to coordinate and develop the contacts with stakeholders ie employer associations, the trade unions, different kind of NGOs, student associations aso.</p>		
<b>...adult literacy?</b>	<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>  ongoing cooperation with many stakeholders. Important task for the national agency for education to coordinate and develop the contacts with stakeholders ie employers association, the trade unions, different kind of NGOs, student associations aso.</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
<b>...adult education?</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p>		
<b>...adult literacy?</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p>		
3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>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.</p> <p>The Act of education and adult education curriculum states national quality criterias and goals. Local AE providers are responsible for that the education is conducted in accordance with the national regulations.</p>		

#### 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"/>
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4.2 Please indicate the name of the currency used for reporting:

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

<i>Units</i> <input type="checkbox"/>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
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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)?<sup>4</sup>

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	5700	5900	2009: <a href="http://www.skolverket.se/polopoly_fs/1.136303!Menu/article/attachment/Samtliga%2520verksamheter_Kostnader_Riks_Tab1webb.xls">http://www.skolverket.se/polopoly_fs/1.136303!Menu/article/attachment/Samtliga%2520verksamheter_Kostnader_Riks_Tab1webb.xls</a>  2010: <a href="http://www.skolverket.se/polopoly_fs/1.154726!Menu/article/attachment/Samtliga%20verksamheter_Kostnader_Tab1_Riks_2010webb.xls">http://www.skolverket.se/polopoly_fs/1.154726!Menu/article/attachment/Samtliga%20verksamheter_Kostnader_Tab1_Riks_2010webb.xls</a>
<i>Sub-national governments</i> <sup>5</sup>			
<i>Total</i>	5700	5900	

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>			<input checked="" type="checkbox"/>

<sup>4</sup> 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.).

<sup>5</sup> Control for the potential double-counting effect of transfers across different government levels.

<i>Sub-national governments</i> <sup>5</sup>			<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"/>
<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>			<input checked="" type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<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"/>
<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.
Information in 4.4 refers to the Formal municipal adult education (3 groups) described in question 1.1.

## 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
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	All adults without educational level equivalent to 9-year compulsory school education or without equivalent to upper secondary level and Swedish for immigrants	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Private companies	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input 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 type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>

<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	All adults (20+)	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
<b>On adult education On adult literacy</b>	Provision	Demand
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i>		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
swedish	<input checked="" type="checkbox"/>
	<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).

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"/>
<i>If Yes, please provide a brief description and references:</i>		

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>	
		Yes	No
<i>National level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>/ Sub-national level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Please provide references or attach documents on local community participation:*

AE/literacy learning materials based on the national curriculum for AE are mainly produced by commercial publishers and local communities adapt the material to local conditions.

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.

Local development of AE includes combinations of VET and Swedish for immigrants or ABE.

In January 2010 a new measure was implemented aiming to help unemployed young people who have not finished upper secondary school, back to studies. The initiative included 1 000 places in folk high schools each year 2010-2011. In the Budget Bill for 2012, the Government proposed a two-year extension of the programme until the end of 2013.

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 type="checkbox"/>
Attendance in literacy programmes	<input type="checkbox"/>
Completion of literacy programmes	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i> www.scb.se (Statistics Sweden)	

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
<b>Adult education</b> programmes (other than literacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Adult literacy</b> programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i> www.scb.se (Statistics Sweden), www.skolverket.se (National agency for education)				

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
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
	Women	<input checked="" type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>



<p><i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</p> <p><b>Adult education</b> <b>Adult literacy</b></p>	<p>Yes</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>No</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p>
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*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.

## 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"/>	1985	Quality criterias as described in the AE curriculum and Act of education. Local AE providers are obliged to document quality assurance
Learning materials	<input checked="" type="checkbox"/>	1985	Quality criterias as described in the Act of education and AE curriculum. Local AE providers are obliged to document quality assurance and to reach the national goals
Facilitators' training	<input checked="" type="checkbox"/>	1985	Quality criterias as described in the AE curriculum and Act of education. Local AE providers are obliged to document quality assurance
Teaching/ learning methods	<input checked="" type="checkbox"/>	1985	Quality criterias as described in the AE curriculum and Act of education. Local AE providers are obliged to document quality assurance
Assessment of learning outcomes	<input checked="" type="checkbox"/>	1985	Quality criterias as described in the AE curriculum and Act of education. Local AE providers are obliged to document quality assurance

### Adult literacy

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"/>	1985	Quality criterias as described in the AE curriculum and Act of education. Local AE providers are obliged to document quality assurance
Learning materials	<input checked="" type="checkbox"/>	1985	Quality criterias as described in the AE curriculum and Act of education. Local AE providers are obliged to document quality assurance
Facilitators' training	<input checked="" type="checkbox"/>	1985	Quality criterias as described in

			the AE curriculum and Act of education. Local AE providers are obliged to document quality assurance
Teaching/ learning methods	<input checked="" type="checkbox"/>	1985	Quality criterias as described in the AE curriculum and Act of education. Local AE providers are obliged to document quality assurance
Assessment of learning outcomes	<input checked="" type="checkbox"/>	1985	Quality criterias as described in the AE curriculum and Act of education. Local AE providers are obliged to document quality assurance

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.

<b>Adult education</b>				
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"/>	12
University	<input checked="" type="checkbox"/>	48	<input checked="" type="checkbox"/>	12
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	
<b>Adult literacy</b>				
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"/>	12
University	<input checked="" type="checkbox"/>	48	<input checked="" type="checkbox"/>	12
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
<b>Adult education</b> (excluding literacy programmes)	27000 SEK	2010 (www.scb.se)
<b>Adult literacy</b>	27000 SEK	2010 (www.scb.se)

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
<b>Adult education</b>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (If yes, mark all that apply)		
	Monitoring	Evaluation
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Please provide a brief description and references:</i> National school inspectorate (Skolinspektionen) National evaluation and follow up (National agency for education) PIAAC, International evaluation (Ministry of education and research and Statistics Sweden, www.scb.se)		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	<i>Mark all that apply</i>
<b>Lifelong learning</b>	<input checked="" type="checkbox"/>
<b>Adult education</b>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>
<i>If one or more of the boxes is marked, please provide a brief description and references:</i> Ongoing activity for the National Agency for Education-one of their main tasks	

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*.

	<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 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.

State support to municipalities to offer initial VET and apprenticeship for adults. Possible to combine with ABE, upper secondary level general subjects, Swedish for immigrants

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.

CONFINTEA VI has not increased the focus on adult education as there are, since many years, laws concerning the right for adults to get primary education and obligations for municipalities to offer that education.

**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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below) se 8.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i> State support for persons belonging to the sami minority to get literate in sami languages.		

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?

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
Every municipality must seek out illiterate subjects, mostly immigrants, and motivate them to attend adult education.

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?
see 7.3