Follow-up of CONFINTEA VI:

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

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

This report is submitted on behalf of the Government of the Republic of Bulgaria 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	Ministry of Education, Youth and Science
Submission date	27 March 2012

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

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

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

Report elaboration process

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

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

1. Definitions and data collection on adult learning and education

	Yes	No
1.1 Does your country have an official definition of **adult education**? *If Yes, please provide it in the space below:* Education provided to adults and taking into accounts their specific characteristics as learners. It includes a set of activities used by teachers, trainers and other specialists to assist adult learners in studying by themselves, in a group and in education institutions (National Strategy for LLL for the period 2008-2013, adopted by Protocol No.42 of a meeting og the Council of Ministers on 30 October 2008).	☒	☐
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:*	☐	☐
1.2 Has your country adopted or developed an official definition of **literacy**? *If Yes, please provide it in the space below:* Education for acquiring reading, writing, mathematics knowledge and skills as well as elementary knowledge in the field of the humanities and sciences.	☒	☐
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:*	☐	☐

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*):	☐

Vocational Training of the emploees, Adult Education and Training, Eurostat collects annual data on Education, Training and LLL through a joint action carried out with the UIS and OECD. Acording to the Regulation (EC) 452/2008 of the EP and the Council:

"Education" means organisae and sustained communication desingned about learning;

"Lifelong learning" means all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.

The Regulation applies to the production of statistics in three domains:

a)   Domain 1 covers satitstics on education and training systems;

b)   Domain 2 covers statistics on the participation of adults in LLL;

c)   Domain 3 covers other statistics on eduction and LLL, such as statistics on human capital and on the social and economic benefits of education, not covered by Domains 1 and 2.

The National Statistical Institute publishes data on "Education and LLL" in the following sectors: Pre-primery Education, Basic and Secondary Education (primary, lower secondary and upper secondary, tertiary education), Vocational Training in Vocational Training Centers, Continuing etc.

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:*	☐	☐

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.

The National Statistical Institute (NSI) presents the publication "Adult Education and training" (2010). The publication is bilingual (Bulgarian/English) and contains general results from the carried out by NSI inquiry statistical survey (interview) in the households.

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 for the period 2008-2013. Adopted by Protocol No.42 of a meeting of the Council of Ministers on 30 October 2008 www.mon.bg Action Plan I for the implementation of National Strategy for the period 2010-2011, adopted by Protocol No.38 of a meeting of the Council of Ministers on 27 October 2010 www.mon.bg Action Plan II for the implementation of National Strategy, adopted by Protocol No. 3 of a Council of Ministers on 25 January 2012 www.mon.bg Updated Employment Strategy for the period 2008 – 2013 　www.mlsp.government.bg National Youth Strategy, adopted by the Council of Ministers on 6 October 2010 www.mon.bg The National Programme for Literacy and Qualification of Roma http://www.az.government.bg/Projects/Prog/Roma/Frame_Roma.htm Vocational Education and Training Act, published Gazette 68/30.07.1999, last amended Gazette 97/10.12.2010 www.mon.bg Labour Code, published Gazette 26/01.04.1986, last amended Gazette 57/14.07.2006 　www.mlsp.government.bg	2008
Adult education	☒	☐	Employment Promotion Act, published Gazette 112/29.12.2001, last	

		amended Gazette 59/31.07.2010		
		www.az.government.bg		
		Associations Act, published Gazette 81/06.10.2000, last amended Gazette 42, 05.06.2009		
		www.mjeli.government.bg		
		Cultural Centres Act, published Gazette 89/22.10.1996, last amended Gazette		
		97/10.12.2010 www.chitalishta.mc.government.bg		

Adult literacy	☒	☐	

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	Employed individuals; Unemployed people; Adolescents above 16 not completed secondary education and professional qualifications; Early school-leavers; Elderly people, before and after retirement age; People with very low income, living in geographic and social isolation; People with special needs; Prisoners; Illiterate; People with alcohol and drug addictions mployed individuals; Unemployed people; Adolescents above 16 not completed secondary education and professional qualifications; Early school-leavers; Elderly people, before and after retirement age; People with very low income, living in geographic and social isolation; People with special needs;	
Adult literacy	Prisoners;	

| | Illiterate; | |
| | People with alcohol and drug addictions | |

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	☐	☐		
Adult literacy	☐	☐		

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

If Yes, please provide a brief explanation and references in the space below including when it was put in place:
The language of the instruction is Bulgarian, the official language of the Republic of Bulgaria.

Education Act, www.mon.bg The project of a new Education Act is under discussion

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:
The process of building a system of identification and recognition of informally acquired knowledge, skills and competencies is started as a project under the Operational Programme Human Resources Development. The validation of nonformal and informal learning will be implemented by the Ministry of Education, Youth and Science, the nationally represented employers' organizations and the social partners.The project of a new Act for Preschool and School Education creates a new normative base for the elaboration and implementation of new mechanisms for recognition, equalization and validation of the learning outcomes

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:
Two Action Plans for the implementation of the National Strategy of LLL were elaborated:

• Action Plan I for the implementation of National Strategy for the period 2010-2011, adopted by Protocol No.38 of a meeting of the Council of Ministers on 27 October 2010;

• Action Plan II for the implementation of National Strategy, adopted by Protocol No. 3 of a Council of Ministers on 25 January 2012

www.mon.bg

Adult literacy	☒	☐

If Yes, please provide a brief explanation and references:
The same as above mencioned.

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 Poverty Reduction Strategy Paper	☒ ☐		Updated Employment Strategy for the period 2008 – 2013
			National Strategy for lifelong learning for the period 2008-2013. Adopted by Protocol No.42 of a meeting of the Council of Ministers on 30 October 2008
Education strategy Skills development (including vocational education and training) strategy Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒ ☐ ☐		www.mon.bg
Sustainable development strategy	☒		Project of Sustainable Development Strategy

Other (specify in the space below)	☐		

Adult literacy:	Mark all that apply	Timeframe	References
National Development Plan	☒		Updated Employment Strategy for the period 2008 – 2013
Poverty Reduction Strategy Paper	☐		
	☒		National Strategy for lifelong learning for the period 2008-2013. Adopted by Protocol No.42 of a meeting of the Council of Ministers on 30 October 2008
Education strategy			www.mon.bg
Skills development (including vocational education and training) strategy	☐		
Education For All Fast Track Initiative (EFA FTI)			
Education Sector Plan	☐		
Sustainable development strategy	☒		Project of Sustainable Development Strategy
Other (specify in the space below)	☐		

	Yes	No	Specify policy/plan (add as many lines as needed)	References

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?

	Ye s	N o	Specify policy/plan (add as many lines as needed)	References
Adult educatio n	☐	☐		
Adult literacy	☐	☐		

If Yes, please elaborate how they have been involved.

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

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

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

Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
Council of Ministers	☒	☐	☒	☒
Ministry of Education, Youth and Science	☒	☐	☒	☒
National VET Agency	☒	☐	☒	☐
Ministry of Labour and Social Policy	☒	☐	☒	☒
Employment Agency	☒	☐	☒	☒
Regional Employment Committees	☐	☒	☒	☒
Other Ministries	☒	☐	☒	☐
Licensed Vocational Training Centres	☐	☒	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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*
Trade Unions	☒	☒	☒	☐
Craft Trades	☒	☒	☒	☐
Cultural Centres "Čitálišta	☒	☒	☒	☒
Znanie	☒	☒	☒	☒
Scientific-technical	☒	☐	☒	☐

Associations				
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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: Ministry of Education, Youth and Science. The recently nominated National Coordinator on Adult Learning is in the staff of this Ministry.		
Adult literacy	☐	☐
If Yes, please provide name and contact details: Ministry of Education, Youth and Science. The recently nominated National Coordinator on Adult Learning is in the staff of this Ministry.		

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:
Work Groups, rounde tables, sessions, projects, international cooperation, etc.

	Yes	*No*
...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
Work Groups, rounde tables, sessions, etc.

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:
Creation of a new Directorate in the Ministry of Education, Youth and Science "Policy Development, Analisis and Assessment", including LLL Deprtment.

Development of European partnerships as instrument for implementation of good practices;

Modernisation of the vocational education system;

Guaranteeing and maintainance of quality training of the academic staff;

Improvement of the curriculum and teaching methods in adult education;

Application of mechanism for guaranteeing the quality and the control of adult education

	Yes	*No*
...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
Creation of a new Directorate in the Ministry of Education, Youth and Science "Policy Development, Analisis and Assessment", including LLL Deprtment.

Development of European partnerships as instrument for implementation of good practices;

Modernisation of the vocational education system;

Guaranteeing and maintainance of quality training of the academic staff;

Improvement of the curriculum and teaching methods in adult education;

Application of mechanism for guaranteeing the quality and the control of adult education.

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

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

4. Financing: investment in adult education and adult literacy

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

Actual expenditure	*Budget allocation*
☐	☒

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

lev

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	4 854 900	8 749 381	National Budget
Sub-national governments[5]			
Total			

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

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

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

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

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

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

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:		

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

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

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

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

Private companies	*Mark all that apply*	*Target group(s)*	*Use of ICT*
Literacy (reading, writing, numeracy)	☐		☐
Vocational (technical, income-generation-related)	☒	Workers, unemployed	☐
Life skills and/or health issues	☐		☐
Use of information and communication technologies	☐		☐
Official/local languages	☐		☐
Foreign languages	☒	Employed individuals	☐
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).
The National Statistical Institute (NSI) presents the publication "Adult Education and training" (2010). The publication is bilingual (Bulgarian/English) and contains general results from the carried out by NSI inquiry statistical survey (interview) in the households.

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*
Bulgarian language	☒
	☐
	☐
	☐
	☐
	☐

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

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	*Yes*	*No*
	☐	☐
If Yes, please provide a brief description and references:		

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

Please provide references or attach documents on local community participation:
The project "New chance for success", implemented by the Ministry of Educationq Youth and Science in the HRD OP and the financial support of the European Social Fund, the national methodology was developed for adult literacy and educational resources are prepared for literacy target group - poorly literate and illiterate persons over 16 years - age who have not completed certain grades of primary

education. For the purposes of training will be disseminated 10,500 training packages for the students and 1050 teachers methodical books.

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.

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:	

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:

The "New chance for success," performed by Ministry of Education, Youth an Science in the framework of OPHRD, forsees the creation of tools for assessment and certification of trainees and the opportunity for further validation of learning outcomes. An electronic register of documents issued for participation and recognized results of informal learning will be set up in the project framework.

In 2008 is elaborated a Curriculum for Adult Literacy, approved by the Minister of Education, Youth and Science. It defines the basic knowledge and skills for the subjects "Bulgarian language and Literature", "Mathematics", "Nature and Man" and "Man and Society". Their achievement ensures the achievement of the state educational requirements for the initial stage of basic education. This allows that the study's results of subjects included in the courses for adults' literacy enrich the life experience and form the competences required for further training in the next grade of primary education.

In the framework of the project "New chance for success" were developed curricula and syllabi for the courses in which is taught the curriculum of 5, 6 and 7grades.

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

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	☐		State Educational Requirements
Learning materials	☐		State Educational Requirements
Facilitators' training	☐		
Teaching/ learning methods	☐		State Educational Requirements
Assessment of learning outcomes	☐		State Educational Requirements

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	☐		
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	☐		☐	
University	☐		☐	
Private company	☐		☐	
Non-governmental organisation	☐		☐	

Adult literacy

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

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/ facilitator in the following programmes? *(academic year ending in 2010)*		
Programme	Monthly average remuneration if available	*Remarks/source*
Adult education (excluding literacy programmes)		
Adult literacy		

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.	
	Mark all that apply
Adult education	☐
Adult literacy	☐

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? *(If yes, mark all that apply)*		
	Monitoring	Evaluation
Adult education	☐	☐
Adult literacy	☐	☐
Please provide a brief description and references:		

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:	

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.

The project "New chance for success" validates a new model for adult literacy, integrating informal learning in the institutions of formal education. It allows, depending on the educational status of the individuals over 16 years, involved in literacy courses, to achieve mobility in the implementation of the process of a primary or functional literacy in the learning content set for the initial educational stage, and to build a set of key competencies included in the learning content of the classes of lower The bigger possibilities for validating of the results of formal training of the individuals involved in literacy courses, allow to build on their competences and to create real conditions for the completion of primary education as a prerequisite for participation in training for higher qualification.

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

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

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

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

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

	Yes	*No*
... women and girls?	☐	☐

If yes, please provide a brief description and references:

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

If yes, please provide a brief description and reference:

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:

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

	Yes	*No*
	☐	☐

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

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

If yes, please provide below a brief explanation:

The project "New chance for adults" is applied to redefine the term 'adult literacy' by its saturation with the key competencies required by the contemporary citizen to build the economy based on knowledge. This is related with the approach of the realized pattern of non-formal education to the purpose and content of the basic general and compulsory education.

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?

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?