



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 FINLAND**

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

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

| | |
|--|-----------------------------------|
| Institution responsible for submitting this report | Ministry of Education and Culture |
| Submission date | 5.4.2012 |

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? | <i>Mark all that apply</i> |
|---|----------------------------|
| <p>Government Ministries</p> <p style="text-align: right;">Agriculture <input type="checkbox"/></p> <p style="text-align: right;">Defence <input type="checkbox"/></p> <p style="text-align: right;">Education <input checked="" type="checkbox"/></p> <p style="text-align: right;">Foreign Affairs <input type="checkbox"/></p> <p style="text-align: right;">Health <input type="checkbox"/></p> <p style="text-align: right;">Interior/Home affairs <input type="checkbox"/></p> <p style="text-align: right;">Labour <input type="checkbox"/></p> <p style="text-align: right;">Others (<i>please mark and specify below</i>) <input type="checkbox"/></p> <p style="text-align: right;">Civil society organisations <input type="checkbox"/></p> <p style="text-align: right;">National non-governmental organisations <input type="checkbox"/></p> <p style="text-align: right;">International non-governmental organisations <input type="checkbox"/></p> <p style="text-align: right;">Educational or research institutions/Universities <input type="checkbox"/></p> <p style="text-align: right;">Private sector companies <input type="checkbox"/></p> <p style="text-align: right;">United Nations agencies <input type="checkbox"/></p> <p style="text-align: right;">Non-UN bilateral or multilateral organisations <input type="checkbox"/></p> <p style="text-align: right;">Others (<i>please mark and specify below</i>) <input type="checkbox"/></p> | |

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 |
| <p>1.1 Does your country have an official definition of adult education? <i>If Yes, please provide it in the space below:</i> No official definition, but commonly used definition states that adult education is designed and arranged to provide study opportunities for adults. In Finland, adult education is considered to encompass three categories: self-motivated education, staff (or in-service) training and labour market training. The Ministry of Education is responsible for self-motivated education, the Ministry of Employment and the Economy for labour market training and employers for staff training.</p> | <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> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p>1.2 Has your country adopted or developed an official definition of literacy? <i>If Yes, please provide it in the space below:</i></p> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p>1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i></p> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p>1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i></p> <p style="padding-left: 40px;">National census <input type="checkbox"/></p> <p style="padding-left: 40px;">School administrative data (years of schooling completed/primary certificate) <input checked="" type="checkbox"/></p> <p style="padding-left: 40px;">Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) <input type="checkbox"/></p> <p style="padding-left: 40px;">Household surveys <input type="checkbox"/></p> <p style="padding-left: 40px;">Other methodology (<i>please describe below</i>): <input checked="" type="checkbox"/> See 1.6.</p> | | |
| <p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p style="padding-left: 40px;">New conceptual definition on literacy in place (for policy) <input type="checkbox"/></p> <p style="padding-left: 40px;">New conceptual definition on literacy in place (for data collection only) <input type="checkbox"/></p> <p style="padding-left: 40px;">New assessment of youth and/or adults' literacy skills <input checked="" type="checkbox"/></p> <p style="padding-left: 40px;">Increase in the periodicity without significant conceptual changes <input type="checkbox"/></p> <p style="padding-left: 40px;">Other changes (<i>please provide details below</i>): <input type="checkbox"/></p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>1.5 Has your country faced challenges in collecting literacy data? <i>If Yes, please describe them briefly in the space below:</i></p> | <input type="checkbox"/> | <input 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.

In Finland compulsory education was imposed in 1921. Separate statistics on literacy have not been compiled since 1930. Children permanently living in Finland have a statutory right and obligation to complete the comprehensive school syllabus. Nearly all children (99.7%) do this.

However, national assessments on learning outcomes in mother tongue are done regularly. Finland also has taken part in all PISA studies.

Finland is engaged in systematic work to promote literacy and the level of Finnish skills of students is continuously monitored. Results have consistently been positive. Evaluations conducted in 2007 on skills in the Finnish language and in literature of those passed the sixth grade indicated that 65% of girls and for 42% of boys had good or excellent skills.

Results in international comparison (OECD PISA) have confirmed the results of national studies: young Finns (15-year-olds) are highly and relatively equally literate.

Finland also participated in the Second International Adult Literacy Survey (SIALS), which was implemented during xxxx. At the moment (spring 2012) the data collection for PIAAC (Programme for Assessment of Adult Competencies) is under way (thus the mark in 1.4)

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> | <i>Year</i> |
|--------------------|-------------------------------------|-------------------------------------|--|-------------|
| Life long learning | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Government Decree on the Council for Lifelong Learning 340/2009 | 2009 |
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Vocational Adult Education Act 631/1998, Vocational Adult Education Decree 812/1998, Liberal Adult Education Act 632/1998, Liberal Adult Education Decree 805/1998 | 1998 |
| Adult literacy | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |

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 | Those who have no post-compulsory education. Also adult education for migrants and graduates will be developed. http://www.minedu.fi/OPM/Julkaisut/2012/Kehittamissuunnitelma.html?lang=fi&extra_locale=en | 600, 000 aged 25-64 - |
| Adult literacy | | |

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 checked="" type="checkbox"/> | <input type="checkbox"/> | Measures will be taken to halve the effect of the social status and educational background on participation in adult education and training by 2020. The long-term aim is to do away with these differences altogether. | |

| | | | |
|----------------|--|---|--|
| Adult literacy | <input type="checkbox"/> <input checked="" type="checkbox"/> | <p>The aim for 2016 is that 27 per cent of the 25-to-64-year-olds will have participated in adult education and training during the preceding four weeks, 60 per cent of the 18-to-64-year-olds during the preceding 12 months and 80 per cent during the preceding two years. The aim is that no section of the adult population will be permanently outside adult education and training</p> <p>http://www.minedu.fi/OPM/Julkaisut/2012/Kehittamissuunnitelma.html?lang=fi&extra_locale=en</p> | |
|----------------|--|---|--|

| | |
|--|--|
| 2.4 Does your country have a policy on the language of instruction in adult education? | <p style="text-align: center;">Yes No</p> |
| | <p style="text-align: center;"><input type="checkbox"/> <input checked="" type="checkbox"/></p> |
| <p><i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i></p> | |

| | | |
|--|-------------------------------------|--------------------------|
| 2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning? | Yes | No |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>Finland has been developing competence-based qualifications since 1994. It is now regulated by Vocational Adult Education Act (631/1998). This system is intended to enable working-age adults to gain qualifications without necessarily attending formal training. It is possible to take competence-based vocational qualifications, further vocational qualifications and special vocational qualifications or only parts of them through the competence test system, within which competence acquired through various ways is recognised and validated. The competence test is completed by demonstrating competence required in the profession. Although taking part in competence tests does not require formal preparation, about 95% of candidates attend some training, in which they are provided with individual learning programmes. Upper secondary vocational education and training provides preparation for upper secondary vocational qualifications and additional vocational training prepares for further and specialist vocational qualifications.</p> <p>According to an amendment made in 2005 to the Vocational Education Act 630/1998, prior learning acquired in training, working life or other learning environments has to be recognised as part of the qualification. When necessary the prior learning has to be demonstrated.</p> <p>According to the Universities Act (558/2009), in studying for a degree, the student may, as determined by the university, have studies completed in another Finnish or foreign higher education institution or other educational establishment counted towards the degree and substitute studies in the degree syllabus with other studies of the same level. The student may, as determined by the university, have knowledge and skills attested in some other manner counted towards the degree or substitute studies in the degree syllabus with knowledge and skills attested in some other manner.</p> <p>Also, according to the Polytechnics Act (351/2003, amendment made in 2009) a student may have studies completed elsewhere or otherwise substantiated recognised.</p> | | |

| | | |
|--|-------------------------------------|-------------------------------------|
| 2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level? | Yes | No |
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please provide a brief explanation and references:</i></p> <p>In accordance with the Decree on the Development Plan for Education and University Research (987/1998), the Government adopts a plan for the development of education and university research within the administrative sector of the Ministry of Education and Culture every four years for the year of adoption and the following five calendar years.</p> <p>Education and Research 2011-2016. A development plan. Adopted by the Government on 15th December 2011. Reports of the Ministry of Education and Culture, Finland 2012:3 http://www.minedu.fi/OPM/Julkaisut/2012/Kehittamissuunnitelma.html?lang=fi&extra_locale=en</p> | | |
| Adult literacy | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p><i>If Yes, please provide a brief explanation and references:</i></p> | | |

| 2.7 Have adult education and adult literacy been included in other national plans/strategies? | | | |
|---|-------------------------------------|------------------|---|
| Adult education: | <i>Mark all that apply</i> | <i>Timeframe</i> | <i>References</i> |
| National Development Plan | <input checked="" type="checkbox"/> | 2011-2016 | Education and Research 2011-2016. A development plan. Adopted by the Government on 15th December 2011. Reports of the Ministry of Education and Culture, Finland 2012:3. http://www.minedu.fi/OPM/Julkaisut/2012/Kehittamissuunnitelma.html?lang=fi&extra_locale=en |
| Poverty Reduction Strategy Paper | <input type="checkbox"/> | | |
| Education strategy 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"/> | | |
| | | | |

| <p><i>Other (specify in the space below)</i> Programme of the Finnish Government, 22 June 2011</p> | <input checked="" type="checkbox"/> | 2011- | http://valtioneuvosto.fi/hallitus/hallitusohjelma/en.jsp |
|--|---|------------------|---|
| Adult literacy: | <i>Mark all that apply</i> | <i>Timeframe</i> | <i>References</i> |
| <p>National Development Plan</p> <p>Poverty Reduction Strategy Paper</p> <p>Education strategy Skills development (including vocational education and training) strategy</p> <p>Education For All Fast Track Initiative (EFA FTI) Education Sector Plan</p> <p>Sustainable development strategy</p> <p><i>Other (specify in the space below)</i></p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> | | |

| 2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans? | | | |
|--|-------------------------------------|--------------------------|--|
| | Yes | No | |
| | | | <i>Specify policy/plan (add as many lines as needed)</i> |
| | | | <i>References</i> |
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Education and Research 2011-2016. A development plan. Adopted by the Government on 15th December 2011. Reports of the Ministry of Education and Culture, Finland 2012:3. |
| Adult literacy | <input type="checkbox"/> | <input type="checkbox"/> | |
| <i>If Yes, please elaborate how they have been involved.</i> | | | |
| The Ministry of Education asked for comments about the draft for the development plan for education and research 2011-2016 (see 2.7.). 260 comments were received, among them many from e.g. associations of education providers, students and teachers. | | | |

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:

| <i>Institution (add as many lines as needed)</i> | <i>Geographical scope (mark all that apply)</i> | | <i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i> | |
|---|---|-------------------------------------|--|--------------------------|
| | National | Sub-national | On adult education | On adult literacy |
| Ministry of Education and Culture | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Finnish National Board of Education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ministry of Employment and the Economy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ministry of Social Affairs and Health | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ministry of Finance | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Regional State Administrative Agencies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Centres for Economic Development, Transport and the Environment | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Non-Governmental:

| <i>Institution (add as many lines as needed)</i> | <i>Geographical scope (mark all that apply)</i> | | <i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i> | |
|--|---|-------------------------------------|--|-------------------------------------|
| | National | Sub-national | On adult education | On adult literacy |
| Municipalities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Finnish Education Evaluation Council | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Finnish Higher Education Evaluation Council | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| See 3.3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|-------------------------------------|--------------------------|
| 3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities? | Yes | No |
| <p style="text-align: right;">Adult education</p> <p><i>If Yes, please provide name and contact details:</i></p> <p>The Ministry of Education has the overall responsibility for education policy and for self-motivated adult education. The Ministry has a Division for Adult Education and training, whose tasks include formulating the entire national adult education policy together with other divisions. The Ministry is responsible for the division of work in the adult education sector, finances, operation licences and legislation as well as the structure of vocational education and qualifications. It negotiates annually concerning the appropriations available for adult education policy issues and allocates the resources.</p> <p>The Ministry and its Division for Adult Education and Training have an important role in implementing the Government's adult education policies defined in the Education and Research Development Plan. The Division for Adult Education and Training and key co-operation partners prepare the implementation of the policies within the framework of available resources and the education and training steering system.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p style="text-align: right;">Adult literacy</p> <p><i>If Yes, please provide name and contact details:</i></p> <p>See above</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | | |
|---|-------------------------------------|--------------------------|
| 3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in... | Yes | No |
| ...adult education? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>The different stakeholders (social partners, interest groups) play an active role in adult education matters, they participate in committees and working groups on education and training.</p> | | |
| ...adult literacy? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>The different stakeholders (social partners, interest groups) play an active role in adult education matters, they participate in committees and working groups on education and training.</p> | | |

| | | |
|---|-------------------------------------|--------------------------|
| 3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in... | Yes | No |
| ...adult education? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>The government has constant dialogue with stakeholders, these include participation in working groups, seminars, workshops etc.</p> | | |
| ...adult literacy? | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>As above</p> | | |

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

| |
|--|
| 3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
| In 3.1. it is not exactly clear what is meant by "Implementation". |

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

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

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

| |
|------|
| Euro |
|------|

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"/> |
|--|---|--|--|

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

| | <i>Amount (2009)</i> | <i>Amount (2010)</i> | <i>Source</i> |
|--|----------------------|----------------------|---|
| <i>National government</i> | | | |
| <i>Sub-national governments</i> ⁵ | | | |
| <i>Total</i> | 10851 | | Statistics Finland http://www.tilastokeskus.fi/til/kotal/index_en.html |

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> | 444 | 498 | <input type="checkbox"/> |
| <i>Sub-national governments</i> ⁵ | | | <input checked="" type="checkbox"/> |
| <i>Civil society organisations</i> | | | <input checked="" type="checkbox"/> |
| <i>Donors/international aid (not loans)</i> | | | <input checked="" type="checkbox"/> |
| <i>Private companies</i> | | | <input checked="" type="checkbox"/> |
| <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 type="checkbox"/> |
| <i>Sub-national governments</i> ⁵ | | | <input type="checkbox"/> |
| <i>Civil society organisations</i> | | | <input type="checkbox"/> |

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

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

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

If Yes, please provide a brief description:

The financial aid intended for mature students was raised substantially in 2010 (Act amending the Act on adult education allowance 127/2010). This has meant a considerable increase in the number of applicants. Eligible for the adult education allowance is an employed person who has worked for eight years; the grant is intended for self-financed vocational/professional education for a maximum period of 18 months.

Since the beginning of 2010 (Act amending the Unemployment Security Act (1199/2009) it has also been possible for persons 25 and older to study full-time in an area of personal interest, perhaps completing unfinished studies, and to receive unemployment allowance. Assistance with self-motivated study is available for the duration of the course of study, but not for more than 24 months for each course of study.

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.

Figures in 4.4. are based on Statistics Finland (http://www.tilastokeskus.fi/til/kotal/index_en.html , also attached) report (next release for the year 2010 in May 2012). Administration is taken off. Report does not include other than Ministry of Education and Culture sector, e.g labour market training (265,1 million euros in 2010.), military training etc. Information on financing can be found also in annual reports 2009-2010 and 2010 submitted as PDF, links below

http://www.minedu.fi/OPM/Julkaisut/2010/vuosikatsaus.html?lang=fi&extra_locale=en

http://www.minedu.fi/OPM/Julkaisut/2011/vuosikatsaus.html?lang=fi&extra_locale=en

The Ministry of Education and Culture government transfers to adult education were 444 million in 2009 an 498 million in 2010.

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

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

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

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

| Civil society or non-governmental organisations | <i>Mark all that apply</i> | <i>Target group(s)</i> | <i>Use of ICT</i> |
|--|-------------------------------------|------------------------|-------------------------------------|
| <i>Literacy (reading, writing, numeracy)</i> | <input type="checkbox"/> | | <input type="checkbox"/> |
| <i>Vocational (technical, income-generation-related)</i> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| <i>Life skills and/or health issues</i> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| <i>Use of information and communication technologies</i> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| <i>Official/local languages</i> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| <i>Foreign languages</i> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| <i>Human rights/civic education</i> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |

| | | | |
|--|-------------------------------------|--|-------------------------------------|
| <i>Liberal education/personal growth (i.e. artistic, cultural)</i> | <input checked="" type="checkbox"/> | | <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?

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

Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).
 Statistics Finland carries out European wide Adult Education Survey (AES) in 2012. Finland also takes part in Programme for the International Assessment of Adult Competencies (PIAAC) organised by the OECD. Annual information on participation in lifelong learning is received from Labour Force Survey of the European Union.

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> |
|--------------------------------------|---|
| Mostly in Finnish and Swedish | <input 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"/> |

If Yes, please provide a brief description and references:

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

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

Please provide references or attach documents on local community participation:

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.

There is some illiteracy among migrants and ethnic groups and specially among adults. Literacy training will be developed as part of a temporary project (Osallisena Suomessa), which will improve integration training by testing new training models and ways to organise training. The experiment will end 31.12.2013.

The National Board of Education has approved the national core curriculum for integration education of adult immigrants and illiterate adult immigrants 1.2.2012.

| 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"/> |
| <p><i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i> Annual reports http://www.minedu.fi/OPM/Julkaisut/2010/vuosikatsaus.html?lang=fi&extra_locale=en http://www.minedu.fi/OPM/Julkaisut/2011/vuosikatsaus.html?lang=en</p> | |

| 5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply) | Only by teachers/facilitators | Standardised tests for statistical purposes | Standardised tests for certification purposes | Other |
|--|-------------------------------------|---|---|-------------------------------------|
| Adult education programmes (other than literacy) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Adult literacy programmes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i></p> | | | | |

| 5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes? | Mark all that apply | |
|---|-------------------------------------|--------------------------|
| | Yes | No |
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Adult literacy | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>If yes: Who participates more?</i> | Adult education | Adult literacy |
| Women | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Men | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|---|--|---|
| | | <input type="checkbox"/> |
| <i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes? Adult education Adult literacy | Yes <input checked="" type="checkbox"/> <input type="checkbox"/> | No <input type="checkbox"/> <input checked="" type="checkbox"/> |
| <i>If measures have been undertaken please provide a brief description and references:</i> See 5.11 below | | |

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.

According to the development plan for education and research 2011-2016 the Ministry of Education and Culture will prepare an action programme to promote equal opportunity in education. The aim is to lower gender differences significantly in competencies and education, to lessen the effect of the socio-economic background on participation in education, and to improve the situation of disadvantaged groups in education. The programme will enhance the possibilities of every individual to learn and to develop creativity, knowledge and different talents, prevent gender segregation and promote gender sensitivity in education. A research project will be initiated in support of the action programme. The Government will adopt the action programme for equal opportunity in education by the end of 2012.

Concerning especially adult education and training, measures will be taken to halve the effect of the social status and educational background on participation in adult education and training by 2020. The long-term aim is to do away with these differences altogether.

Education and Research 2011-2016. A development plan. Adopted by the Government on 15th December 2011. Reports of the Ministry of Education and Culture, Finland 2012:3
http://www.minedu.fi/OPM/Julkaisut/2012/Kehittamissuunnitelma.html?lang=fi&extra_locale=en

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"/> | 2008 | The Quality Management Recommendation for Vocational Education and Training is designed to serve as a strategic tool for developing quality management among all types of VET providers' organisations, their units and forms of action. The publication consists of both the quality management recommendations and the relevant introductory texts. The publication also contains a glossary. http://www.oph.fi/download/47655_quality_management_recommendation_for_vocatinal_education_and_training.pdf |
| Learning materials | <input type="checkbox"/> | | |
| Facilitators' training | <input checked="" type="checkbox"/> | | Same as above |
| Teaching/ learning methods | <input checked="" type="checkbox"/> | | Same as above |
| Assessment of learning outcomes | <input checked="" type="checkbox"/> | | Same as above |

Adult literacy

| Area | Mark when quality criteria are in place | Indicate year when quality criteria were introduced | Specify quality criteria in place |
|---------------------------------|---|---|-----------------------------------|
| Curricula | <input type="checkbox"/> | | |
| Learning materials | <input type="checkbox"/> | | |
| Facilitators' training | <input type="checkbox"/> | | |
| Teaching/ learning methods | <input type="checkbox"/> | | |
| Assessment of learning outcomes | <input type="checkbox"/> | | |

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

| Adult education | | | | |
|-------------------------------|-------------------------------------|---------------------------|-------------------------------------|---------------------------|
| Provider | Pre-service | | In-service | |
| | Mark if yes | Typical duration (months) | Mark if yes | Typical duration (months) |
| Governmental institution | <input type="checkbox"/> | | <input type="checkbox"/> | |
| University | <input checked="" type="checkbox"/> | See 6.7 | <input checked="" type="checkbox"/> | |
| Private company | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Non-governmental organisation | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Adult literacy | | | | |
| Provider | Pre-service | | In-service | |
| | Mark if yes | Typical duration (months) | Mark if yes | Typical duration (months) |
| Governmental institution | <input type="checkbox"/> | | <input type="checkbox"/> | |
| University | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Private company | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Non-governmental organisation | <input type="checkbox"/> | | <input type="checkbox"/> | |

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

| Programme | Monthly average remuneration if available | Remarks/source |
|--|---|----------------|
| Adult education (excluding literacy programmes) | | |
| 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 | <input checked="" type="checkbox"/> |
| Adult literacy | <input type="checkbox"/> |

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

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

Please provide a brief description and references:

The Finnish Education Evaluation Council serves as an expert body for educational evaluation in connection with the Ministry of Education and Culture. The Council's task is to evaluate education and learning, to contribute to the development of external evaluation, and to co-operate with international stakeholders. Evaluation serves the needs of the Ministry of Education and Culture, education providers, and schools. www.edev.fi

The Finnish Higher Education Evaluation Council is an independent expert body assisting higher education institutions and the Ministry of Education and Culture in matters relating to evaluation. The Council members represent universities, universities of applied sciences, students and working life. Decisions made by the Council are prepared and implemented by the Secretariat, led by Secretary General. www.kka.fi

The Finnish National Board of Education produces national evaluation information on the quality and outcome of education by evaluating learning achievements and by comparing the results of education in Finland with those in other countries. www.oph.fi

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

| | |
|---|-------------------------------------|
| Lifelong learning Adult education Adult literacy | <i>Mark all that apply</i> |
| | <input checked="" type="checkbox"/> |
| | <input checked="" type="checkbox"/> |

If one or more of the boxes is marked, please provide a brief description and references:
The Education Evaluation Council (www.edev.fi) has conducted evaluations concerning adult education. There have been for example working groups for both vocationally oriented adult education and liberal adult education, which have commissioned studies (only in Finnish).

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.

Adult educators are get their education among other teacher students. Different education organisers also arrange further training courses for especially adult ecucators.

Subject specialists are qualified to teach years 7–9 in compulsory schooling and in upper secondary schools and, depending on their education, also in vocational schools and adult education. There are two ways of becoming a secondary school teacher. The majority of students complete an MA in their chosen subject and apply separately for teacher education, while some choose to apply directly for teacher education when applying to study their subject.

Teachers of vocational subjects must have a suitable Master's degree (university or polytechnic), or another appropriate degree, determined by the education provider. Teachers of vocational subjects must have at least three years' work experience in a field compatible with the teaching post before they begin their pedagogical studies, which they complete either before they take up teaching or as a distance learning programme while teaching. The duration of pedagogical studies varies depending on the form of studies, but take typically 12-18 months.

http://www.oaj.fi/pls/portal/docs/PAGE/OAJ_INTERNET/01FI/05TIEDOTTEET/03JULKAISUT/OPEKOULUTUSENG.PDF

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 checked="" 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 checked="" type="checkbox"/> |
| Adult Learners Week/Learning festivals | <input checked="" type="checkbox"/> |
| Creation of learners' networks and/or fora | <input type="checkbox"/> |
| Translation of the <i>Belém Framework for Action</i> into the national language | <input type="checkbox"/> |
| Presenting the <i>Belém Framework for Action</i> to parliament | <input type="checkbox"/> |
| Elaboration of a funding plan | <input type="checkbox"/> |
| Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i> | <input type="checkbox"/> |
| Other (<i>please specify below</i>) | <input type="checkbox"/> |

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

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.

During the Finnish presidency in the Nordic Council of Ministers the The Nordic cooperation for adult learning (SVL) in cooperation with the Nordic network for Adult Learning (NVL) organized a Nordic back-to-back seminar during the World Assembly - Adult learning and education. The aim of the Nordic seminar was to link the conference themes to the Nordic priorities and the issues relevant for the region as a follow-up on Confintea VI (held 2009) and Belem Framework. The seminar identified Nordic challenges in a global perspective.

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 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 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (please specify below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

| | | |
|--|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> |
| ... women and girls? | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>If yes, please provide a brief description and references:</i> | | |
| ... other excluded/ under-represented/underprivileged groups? | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>If yes, please provide a brief description and reference:</i> | | |
| At the end of 2010, there were 248,135 people living in Finland who were born abroad. There is some illiteracy among migrants and ethnic groups specially among adults. Literacy training will be developed as part of a temporary project (Osallisena Suomessa), which will improve integration training by testing new training models and ways to organise training. The experiment will end 31.12.2013 | | |

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 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? |
| |

| |
|--|
| 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? |
| |