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 Netherlands

This report is submitted on behalf of the Government of the Netherlands 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 Culture and Science, Directorate of Vocational and Adult Education
Submission date	7 February 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.

In the Netherlands, adult education and literacy programmes take shape involving many stakeholders at national, regional and local level. The ministry of Education Culture and Science is well in touch with these stakeholders. It can account for the sector as a whole, on a systems level as well as in regard to policy developments.

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:* Adult education is aiming to promote personal development for the purpose of social participation of adults (aged over 18) by developing knowledge, understanding, skills and attitudes in a way that fits their needs as well as the needs of society. Possibly adult education links up with the entrance level of vocational education. Adult education does not include activities on the level of higher education.	☒	☐
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:* Literacy comprises listening, speaking, writing, numeracy and within this scope the use of commonplace technology to communicate and to deal with information.	☒	☒
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*): ☐		
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:* The number of illliterates in the Netherlands (about 1,5 million people) is derived from international (OECD-)research. As definitions tend to shift a little bit and aspiration levels rise, it is hard to define and quantify subcategories in an operational manner.	☒	☐

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

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	If Yes: name of legal/policy instrument and references (add as many lines as needed)	Year
Lifelong learning	☒	☐	Recognition of Prior Learning (RPL): Quality Code (2006), Learning Certificate (tv-campaign; 2008)	2006
Adult education	☒	☐	Act on Vocational and Adult Education	1996
Adult literacy	☒	☐	Action plans on literacy 2003-2006, 2006-2010, 2012-2015	2003

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 Adult literacy	low skilled people migrants (courses Dutch as a second language) adults that need a second chance to complete their secondary education People at work - f.i. at risk of losing their job or for security reasons Unemployed people (that need to re-integrate) People that want to improve their ability to read and write - f.i. to help their (grand)children	130.000 12.500 pupils at regional training centres and 1,2 mln. having a learning account at www.etv.nl

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	☐	☒	(targets on municipal level to be considered)	
Adult literacy	☐	☒	12.500 people attending literacy courses at regional training centres	2006-2010

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:
According to the Act on Vocational and Adult Education (1996) teaching should be in Dutch, unless the target group (partially) requires otherwise.

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:
See above: since 2006 (Quality Code on RPL). Within this framework and under intensified quality control, RPL in the Netherlands is essentially a market activity.

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:

	Adult literacy	☒	☐

If Yes, please provide a brief explanation and references:
The Action Plan 2006-2010 was extended for one year and has now been replaced by a new Action Plan 2012 - 2015.

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	☐		Education wide Action plans on literacy have been part of the overall education strategy.
Education strategy	☒	From 2006	Various policy documents concerning vocational and adult education (one sector, education provided in over 40 regional training centres). The latest (2011) is called 'Working on skills'.
Skills development (including vocational education and training) strategy	☒	From 1996	
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☐		
Sustainable development strategy	☐		

Other (specify in the space below)	☐		

Adult literacy:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☒	From 2003	Long-range plan on literacy 2003-2006; Action plans on literacy 2006-2010 / 2012-2015
Poverty Reduction Strategy Paper	☒	From 2006	National Plan on Poverty Reduction
Education strategy	☒	From 2006	See above
Skills development (including vocational education and training) strategy	☒	From 2009	See above (policy document 'Working on skills')
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☐		
Sustainable development strategy	☐		
Other (specify in the space below)	☐		

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	*No*	*Specify policy/plan (add as many lines as needed)*	*References*
Adult education	☐	☒		
Adult literacy	☒	☐	Foundation ABC	via Stichting Lezen & Schrijven (Foundation Read & Write) and research centre CINOP

If Yes, please elaborate how they have been involved.

Occasionally, people representing illiterates (so called ambassadors of illiteracy) have been involved in policy debates - also at national level.

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*
Ministry of Education Culture and Science (policy; partner illiteracy covenant)	☒	☒	☒	☒
Association of VET Colleges (since 2012: Foundation VET and the Business World)	☒	☐	☒	☒
All municipalities	☐	☒	☒	☐
Many municipalities	☐	☒	☐	☒
Regional training centres	☐	☒	☒	☒
Ministry of Social Affairs and Employment (partner illiteracy covenant)	☒	☐	☐	☒
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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*
Stichting Lezen & Schrijven (Foundation Read& Write)	☒	☒	☐	☒
Foundation ETV.nl (educational tv)	☒	☒	☐	☒
Foundation ABC	☒	☒	☐	☒
Dutch Employers Organisations (VNO/NCW; MKB) (partners illiteracy covenant)	☒	☐	☐	☒
Dutch Unions (FNV) (partners illiteracy covenant)	☒	☐	☐	☒

CINOP Research	☒	☒	☐	☒
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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 Culture and Science (see contact information)		
Adult literacy	☒	☐
If Yes, please provide name and contact details: Ministry of Education Culture and Science; Stichting Lezen & Schrijven (Foundation Read & Write) as initiator of the covenant on illiteracy, CINOP research, Stichting ETV.nl (Foundation ETV.nl) All contacts can be reached via Stichting Lezen & Schrijven (Foundation Read & Write): www.lezenenschrijven.nl		

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:

	Yes	*No*
...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
On the basis of the latest Action Plan on Literacy 2012 - 2015, via Stichting Lezen & Schrijven (Foundation Read & Write) and Steunpunt Taal, rekenen en volwasseneneducatie (Supporting platform on languages, math and adult education). Central contact: www.lezenenschrijven.nl.

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:

	Yes	*No*
...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
Via activities of Stichting Lezen & Schrijven (Foundation Read & Write) and Steunpunt Taal, rekenen en volwasseneneducatie (Supporting platform on languages, math and adult education) which are subsidized by the Ministry of Education Culture and Science. Central contact: www.lezenenschrijven.nl.

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:

€

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	26734,4	27016	Key Figures Education Culture and Science 2006 - 2010 (derived from the National Budget)
Sub-national governments[5]			
Total	26734,4	27016	Ibidem

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	200,4	150,4	☐
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	4	4	☐
Sub-national governments[5]			☒

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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.

Civil society organisations			☒
Donors/international aid (not loans)			☒
Private companies			☒
Learners/households			☒

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)	☒	Indigenous illiterates, migrants	☒
Vocational (technical, income-generation-related)	☒	Adults in work based learning	☒
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)	☒	Low skilled workers	☒
Vocational (technical, income-generation-related)	☐		☐
Life skills and/or health issues	☐		☐
Use of information and communication technologies	☐		☐
Official/local languages	☐		☐
Foreign languages	☐		☐
Human rights/civic education	☐		☐
Liberal education/personal growth (i.e. artistic, cultural)	☐		☐
Other (please provide a brief description below:)	☐		☐

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	Illiterates	☒
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).
Yes, publications can be found at www.lezenenschrijven.nl, www.cinop.nl and www.etv.nl

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*
Dutch	☒
	☐
	☐
	☐
	☐
	☐

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
In the 1990's, the Dutch government decided to put an end to teaching in the original languages of migrants. Dutch as a second language is tought in Dutch only (using the migrant's language only complementary if necessary).

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 leve	☒	☐	☒
l Sub-national level	☒	☐	☒

Please provide references or attach documents on local community participation:
Digital learning materials for 'learning at home' have been developed by Stichting (Foundation) ETV.nl (www.etv.nl) and every training institute is responsible for the development of its own material.

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:
The websites where this information can be found are www.lezenenschrijven.nl, www.cinop.nl and www.etv.nl.

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:
At the moment the ministry of Education, Culture and Science is developing standardized tests for literacy.

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	☐	☒
If yes: Who participates more?	Adult education	Adult literacy
Women	☐	☐
Men	☐	☐
If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?	*Yes*	*No*
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	☒	1996	In the Act on Vocational and Adult Education (f.i on the quality of examination / diplomas)
Learning materials	☐		
Facilitators' training	☒	1996	In the Act on Vocational and Adult Education (art. 4.2a.1 on eligiblelity; art. 4.2.3 - 5 on training demands)
Teaching/ learning methods	☐		
Assessment of learning outcomes	☒	1996	Courses in secondary education for adults shall meet the same requirements as regular secondary education (laid down in the Act on Secondary Education).

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	☐	6 - 18 (Dutch as 2nd Language)	☐	
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)	€ 2700	Wages for teachers in secondary, vocational or adult education
Adult literacy	€ 2700	Ibidem

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:
The Inspectorate of Education reports on (the quality of) adult learning at regional training centres. Yearly in April findings on all sectors of education are sent to Parliament in the so called Education Report.

The ministry of Education Culture and Science is monitoring literacy activities and yearly sends the results to Parliament.

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:
See 6.5

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.

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:

(We have been using the UNESCO Literacy Day on the 8th of September as the capstan of many activities.)

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.

More emphasis has been laid the own responsibility of the learners, employers, etc.

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

If yes, please provide below a brief explanation:

In the latest Action Plan, we decided to focus less on the enrollment figures at regional training centres and continue to broaden the approach by the use of a renewed covenant with social partners tot tackle the problem.

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

Due to demographic factors, we expect that within 5 years from now it will be 'all aboard' on the labour market. This implicates that we simply cannot afford ourselves to leave people behind that are lacking reading and writing skills. Although the sense of urgency has improved, it is still difficult to reach them.

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

Evaluation by the Central Planning Agency (CPB) and, in view of this, standardization of input and outcomes.

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

At this moment we are investigating research gaps. We will try to bridge existing gaps within the next four years.

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

See 8.8. We have developed a new Actionplan for 2012-2015.