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 Czech Republic

This report is submitted on behalf of the Government of the Czech Republic 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 sports
Submission date	22.2.2012

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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:* Further education occurs after attaining a certain level of education or following the first entrance of the learner into the labour market. Further education can emphasize a diverse spectrum of knowledge, skills and competences important for participation in the working, civic and personal life	☒	☐
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:*	☐	☒
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* There are more different definitions used in practice in the Czech Repulbic	☒	☐

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*): PIAAC	☒

	Yes	No
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*):	☐

	Yes	No
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.

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	☒	☐	The national LLL Strategy was approved by the government in June 2007. The document addresses both initial and continuing education. It contains the present state analysis (including SWOT analysis) and sets out main strategic aims for lifelong learning development: recognition/permeability (including recognition of non-formal and informal outcomes), equal access, functional literacy, matching educational opportunities to labour market needs, stimulation of education demands, education quality assurance and development of information and counselling services. The strategy also involves links of the proposed aims with priorities of operational programmes of the Czech Republic for the period 2007-2013.	2007
Adult education	☒	☐	Act no 179/2006, on Verification and Recognition of Further Education Results and on the Amendment to Some Other Acts (the Act on the Recognition of Further Education Results)	2006
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	professional groups, unemployed, early schools leavers, imigrants, people in prison	
Adult literacy	early schools leavers, imigrants, people in prison	

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	☒	☐	Currently (2010), the Ministry of Education, Youth and Sports (Ministerstvo školství, mládeže a tělovýchovy – MŠMT) together with other ministries, institutions and social partners work on the implementation of the LLL Strategy. It should be completed by 2015.	

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:

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:
Act on the Verification of Further Education Results (Zákon o ověřování a uznávání výsledků dalšího vzdělávání) adopted in 2006 (its major provisions became effective on 1 August 2007). The law creates a legislative framework for the recognition of qualifications acquired through non-formal and informal learning. Adults can acquire upper secondary or tertiary ISCED 5B qualifications by means of acquiring all partial qualifications that testify to the professional competence required for carrying out all working activities within a profession, and by means of passing the final examination (ISCED 3C), maturita (ISCED 3A) or absolutorium (ISCED 5B). At the same time, work has been launched on the establishment of the necessary institutional conditions for the law to be effective. This includes, above all, the development of a National Register of Qualifications - NQS (Národní soustava kvalifikací – NSK) - a list of national qualifications including qualification and assessment standards, the setting up of a network of institutions authorised to validate the qualifications and issue the relevant certificates.

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	*Yes*	*No*
Adult education	☐	☒

If Yes, please provide a brief explanation and references:

	Yes	*No*
Adult literacy	☐	☒

If Yes, please provide a brief explanation and references:

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	☐		

	Mark all that apply	Timeframe	References
Poverty Reduction Strategy Paper	☐		
Education strategy	☒	2011-2015	
Skills development (including vocational education and training) strategy	☒	2011-2015	
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	☐		
Poverty Reduction Strategy Paper	☐		
Education strategy	☐		
Skills development (including vocational education and training) strategy	☐		
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	☐	☒		

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*
Ministry of Education	☒	☐	☒	☒
Ministry of Labour and Social Affairs	☒	☐	☒	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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*
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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 sports together with Ministry of Labour and Social Affairs cooperate their activities concerning of adult education. Other ministries are under the MoE co-ordonation role.

Adult literacy	☐	☒

If Yes, please provide name and contact details:

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:
Sector councils (from outside of the education system) and the Field groups (from the inside of the education system) have been established and pursue the development of qualifications (modificataion, updating).

...adult literacy?	☐	☒

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

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:
The financial ressources for activities of the above Sector councils and Field groups are provided by the Ministry of Education with the support form the ESF.

...adult literacy?	☐	☒

If Yes, please indicate what activities are undertaken and provide references:

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:

   CZK

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	?	?	
Sub-national governments[5]	x	x	
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	388 131	582 261	☐
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)	☒	imigrants, early schools leavers, prisoners	☒
Vocational (technical, income-generation-related)	☒	professional groups, unemployed, migrants, early schools leavers, prisoners	☒
Life skills and/or health issues	☒	professional groups, migrants, early schools leavers, prisoners	☒
Use of information and communication technologies	☒	professional groups, migrants, early schools leavers, prisoners	☒
Official/local languages	☒	migrants, early schools leavers, prisoners	☒
Foreign languages	☒	professional groups, migrants, early schools leavers, prisoners	☒
Human rights/civic education	☒	professional groups, migrants, early schools leavers, prisoners	☒
Liberal education/personal growth (i.e. artistic, cultural)	☒	professional groups, migrants, early schools leavers, prisoners	☒
Other (please provide a brief description below:)	☐		☐

Private companies	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	migrants, early schools leavers, prisoners	☒
Vocational (technical, income-generation-related)	☒	professional groups, migrants, early schools leavers, prisoners	☒
Life skills and/or health issues	☒	professional groups, migrants, early schools leavers, prisoners	☒
Use of information and communication technologies	☒	professional groups, migrants, early schools leavers, prisoners	☒
Official/local languages	☒	migrants, early schools leavers, prisoners	☒
Foreign languages	☒	professional groups, migrants, early schools	☒

	Mark all that apply	Target group(s)	Use of ICT
		leavers, prisoners	
Human rights/civic education	☒	professional groups, migrants, early schools leavers, prisoners	☒
Liberal education/personal growth (i.e. artistic, cultural)	☒	professional groups, migrants, early schools leavers, prisoners	☒
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)	☒	migrants, early schools leavers, prisoners	☒
Vocational (technical, income-generation-related)	☒	professional groups, migrants, early schools leavers, prisoners	☒
Life skills and/or health issues	☒	professional groups, migrants, early schools leavers, prisoners	☒
Use of information and communication technologies	☒	professional groups, migrants, early schools leavers, prisoners	☒
Official/local languages	☒	migrants, early schools leavers, prisoners	☒
Foreign languages	☒	professional groups, migrants, early schools leavers, prisoners	☒
Human rights/civic education	☒	professional groups, migrants, early schools leavers, prisoners	☒
Liberal education/personal growth (i.e. artistic, cultural)	☒	professional groups, migrants, early schools leavers, prisoners	☒
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).
Šetření akreditovaných programů MŠMT za rok 2010 (2009, 2007 a 2008)
Mapování dalšího vzdělávání v regionálním školství 2011
Další vzdělávání na vysokých školách 2011

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*
czech 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:

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:
Data are available only for formal education. Are collected annually and can be found in the Statistical Yearbook of Education of the school year (the latest data are for 2010/11).
Data on participation in non formal and informal education are available only within the Labour Force Survey.

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	☒	☐	☐	☐
Adult literacy programmes	☐	☐	☐	☐

If this information is available please attach the corresponding figures and documentation, or provide the references:

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	*Mark all that apply*	
	Yes	*No*
Adult education	☒	☐
Adult literacy	☐	☐

	Adult education	Adult literacy
If yes: Who participates more?		
Women	☒	☐
Men	☐	☐

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

If measures have been undertaken please provide a brief description and references:
The proportion of adults participating in education in the Czech population has been, over the long term, below the EU-27 average. Unfortunately, there is no clear positive trend in this respect. The ČR lags behind the European average in terms of participation in both formal and non-formal education. Women have a higher rate of participation than men, which is true of the EU-27 as well as the ČR, although the differences in the ČR are not so high. The lower overall participation in adult education in the ČR is caused mostly by lower participation of inactive and unemployed people. The participation of employed people is above the EU average.4 Most of the adult training is initiated by employers; the investments of individuals in their own education are much lower.

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	☒		under construction
Learning materials	☐		
Facilitators' training	☒	2006	qualification standards
Teaching/ learning methods	☐		
Assessment of learning outcomes	☒	2006	assessment standards

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	☒	36	☐	
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: Ministry of Education is implementing the system of monitoring of adult education and preparing system of rating of the educational institutions.		

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.

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:

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
Financial literacy - at this time of economic crisis it is necessary to increase thefinancial literacy of citizens and to prevent debt. Our effort is also to increase legal literacy, consumer literacy and information literacy in the CR.

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
The major challenge is to increase participation of citizens in adult education/literacy programmes.

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?
Ministry of Educatin is preparing a project focused on basic civic literacy. Our aim is mainly to increase finantial literacy, legal literacy, consumer literacy and information literacy in the CR.