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 Denmark

This report is submitted on behalf of the Government of Denmark 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 Chiildren and Education
Submission date	1 April 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.

The reporting process has been conduted by the Ministry of Children and Education and have including consultation of relevant national education authorities, a broard range of non-gov. organisations including the social partners and institutions etc represented in the National Council on Adult Education and Training. The consultation has finnaly included members of the National UNESCO Committee.

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 and contiuing training	☒	☐
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* Formal, non-formal and informal adult learning Definitions exits for more specific fields/sectors for adult education and contiuing training.	☒	☐
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:*	☐	☒

1.3 How is literacy data obtained in your country?

<div align="right">

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*): ☐

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	Yes	No
1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?	☐	☒

<div align="right">

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*): ☐

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	Yes	No
1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:* For non-state funded acticvities diffcult to collect data.	☒	☐

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.

Denmark is participating in the OECD PIAAC - programme and are collecting dat in 2012 on literacy.

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	☒	☐	Lov om almen voksenuddannelse Lov om folkeoplysning Lov om folkehøjskoler Lov om anerkendelse af realkompetence Lov om arbejdsmarkedsuddannelser m.v., Lov om erhvervsrettet grunduddannelse og videregående uddannelse for voksne,	2008 2011 2011 2007 2010 2011 2009
Adult education	☒	☐	Lov om åben uddannelse (also lifelong learning)	
Adult literacy	☒	☐	Lov om forberedende voksenundervisning	2011

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	Specific target groups, including age range (add as many lines as needed)	Total number of individuals in the group
Adult education	adult citizens in general all target groups by educational level in the labour market unskilled, skilled and learners with a higher education	In principle all adults in the population aged 18- and beyond no updated figures exists
Adult literacy	all people with inadequeate literacy skills	

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	Specify goal	Specify timeframe
Adult education	☐	☒		
Adult literacy	☒	☐	the objective is 40.000 persons annually participates in literacy courses	annually

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

If Yes, please provide a brief explanation and references in the space below including when it was put in place:
The language of teaching in adult educaton is danish

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:

Policy framework by law in 2007 in place given citizens a rigth to validation of non-formal and in formal learning within the public adult education and continuing training system including general adult education, vocational education and training and higher education up til bahelors/diploma level.

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:

Action plans promoting validation of non-formal and in formal learning within adult formal education and continuing training system and within non-formal (third sector) has been updated.

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	☒	2011	1) Plan for government objectives and initiatives 2)National Reform Plan summited to the Eurpean Commission
Poverty Reduction Strategy Paper	☐		
Education strategy	☒	2007	The Danish strategy on lifelong learning 1) The welfare aggrement 2) The agreement on the golablisation pool
Skills development (including vocational education and training) strategy	☒	2006-12	
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	☒	2011	
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	☒	☐	1) The welfare aggrement	
Adult literacy	☒	☐	1) The welfare aggrement	

If Yes, please elaborate how they have been involved.

Representatives for learners including social partners and associations has been involved inn policy development and implementation.

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.

Information can be found on www.uvm.dk - selected fact sheets and documents in english

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*
Ministeriet for Børn og Undervisning	☒	☐	☒	☒
Ministeriet for Forskning, Innovation og Videregående Uddannelser	☒	☐	☒	☐
Kulturministeriet	☒	☐	☒	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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*
	☐	☐	☐	☐
Rådet for Voksen - og Efteruddannelse	☒	☐	☒	☒
Efteruddannelsesudvalg	☒	☐	☒	☐
Danmarks Evalueringsinstitut	☒	☐	☒	☒
Nationalt Center for Kompetenceudvikling	☒	☐	☒	☒
ACE Denmark	☒	☐	☒	☐
Dansk Folkeoplysnings Samråd	☒	☐	☒	☒
Employers organisations	☒	☐	☒	☒
Trade unions	☒	☒	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐

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 children and education			
	Adult literacy	☒	☐
If Yes, please provide name and contact details: Ministry of Children and Education, Fredriksholms Kanal 26, 1220 København K			

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:

National council and committees

Cross cutting cooeration at local and regional level between adult education and traning providers and stakeholders in adult education though committes and project activitites.

...adult literacy?	☒	☐

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

National council and committees

Cross cutting cooeration at local and regional level between adult education and traning providers and stakeholders in adult education though committes and project activitites.

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:

Conferences and information services

...adult literacy?	☒	☐

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

Conferences and information services

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:

   Danish Kroner - DKR

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	6200	5900	National budget law 2009 and 10
Sub-national governments[5]	?	?	Figures on expenditure/budget of local governments can not be provided.
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	6200	5900	☐
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	120	200	☐
Sub-national governments[5]			☒
Civil society organisations			☒

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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.

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.
National and sub-national government funding for non-formal adult education is provided, but no overall figures is available.

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)	☒	low skilled	☒
Vocational (technical, income-generation-related)	☒	low skilled -skilled workers	☒
Life skills and/or health issues	☒	all	☒
Use of information and communication technologies	☒	all	☒
Official/local languages	☒	refuges, immigrants	☒
Foreign languages	☒	all	☒
Human rights/civic education	☒	all	☒
Liberal education/personal growth (i.e. artistic, cultural)	☒	all	☒
Other (please provide a brief description below:)	☐		☐

Private companies	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒		☒
Vocational (technical, income-generation-related)	☒		☒
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)	☒		☒
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).		

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*
Danish	☒
	☐
	☐
	☐
	☐
	☐

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: www. uvm.dk statistical publication: Facts and figures 2009:	

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	☒	☐
	Yes	*No*
If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?		
Adult education	☒	☐
Adult literacy	☒	☐
If measures have been undertaken please provide a brief description and references:		

Measures have been taken to create better link between adult vocational training and literacy courses in order to motivate more men to participate in literacy courses including also programmes combining the two.

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	☒		
Learning materials	☐		
Facilitators' training	☒		
Teaching/ learning methods	☐		
Assessment of learning outcomes	☒		

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☒		
Learning materials	☐		
Facilitators' training	☒		
Teaching/ learning methods	☐		
Assessment of learning outcomes	☒		

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

Adult education

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

Adult literacy

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

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

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

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? *(If yes, mark all that apply)*		
	Monitoring	Evaluation
Adult education	☒	☒
Adult literacy	☒	☒

Please provide a brief description and references:

Reporting systems on activities and results
Web-based evaluation system in adult vocational training used by providers is implemented
external evaluations by the Danish Evaluationsinstitute - ww.eva.dk
Evaluation and research by the National Research Center on Competence development - ww. ncfk.dk - established ion 2008.

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:

Evaluation of adult vocational training, validation of nonformal and informal learning and evaluation of VEU-centres (The Danish Evaluationsinstitute - ww.eva.dk)
Impact studies on effects of vocational education and training (The National Research Center on Competence development - ww. ncfk.dk)

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.

Implementation of new infrastracture to promote more tageted and effective promotion and provison of adult education and continuing training by setting up 13 regional centres including all providers of public adult education and continuning training. The centres main focus is creation of transperent access to adult education and training, guidance and couselling to SME's and employees and to develop better interplay with local and regional actors within the field of employment and buisiness policies.

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.

New policy objectives in place by 2007

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?
Improve cooperation among providers of adult education and literacy courses in order to provide more and better information, guidance and counselling on literacy to low skilled and companies and in order to promote development of flexilbe offers.

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
Motivation of adult s who lack basic literacy skills seems to be the main challenges to achieve the targets set out at political level.

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?
Sustaining efforts on literacy beyond 2013 is expected.