



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 Switzerland**

This report is submitted on behalf of the Government of Switzerland 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	UNESCO Section Federal Department of Foreign Affairs
Submission date	30.07.2012

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?	Mark all that apply
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input type="checkbox"/>
Others (please mark and specify below)	<input checked="" type="checkbox"/>
<p>Federal Department of Economic Affairs FDEA Federal Office for Professional Education and Technology OPET (Office fédéral de la formation professionnelle et de la technologie OFFT) Theres Kuratli weiterbildung@bbt.admin.ch 031 324 20 86 www.bbt.admin.ch/formation-continue</p>	
Civil society organisations	<input type="checkbox"/>
National non-governmental organisations	
Swiss Federation for Adult Learning - SVEB	
Oerlikonerstrasse 38	<input checked="" type="checkbox"/>
8057 Zürich	
+41 848 33 34 33	<input type="checkbox"/>
+41 44 319 71 77	<input type="checkbox"/>
www.alice.ch	<input type="checkbox"/>
United Nations agencies	<input type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>

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?</p> <p><i>If Yes, please provide it in the space below:</i></p> <p>There is no official definition of adult education. Currently various definitions are under discussion.</p> <p>The draft law on continuing education issued 2011, which is in the legislative process contains no definition but the notions formal, non-formal and informal education/learning. This lack of definition results in unclear distinctions between officially recognised formal education and non-formal education and thus in controversy between the stakeholders.</p> <p>The Swiss Federation for Adult Learning SVEB provides an integral definition of adult education: "Continuing education is the prosecution or reopening of organised learning after having completed school, university or vocational education with the objective of renewing, deepening, enlarging or acquiring new knowledge, skills and competencies. Continuous education is intended and directed learning covering the wide range from self-study with specialist literature to institutionalised learning in a course. Continuous education occurs in informal settings at the workplace, during leisure time and during social or cultural activities" (Schläfli, Gonon 19998, S11).</p>		x
<p>1.1.1 Are other definitions used in practice?</p> <p><i>If Yes, please provide them in the space below:</i></p> <p>Formation de rattrapage / formation professionnelle initiale pour adultes [régé par l'Ordonnance sur la formation professionnelle art. 32 (SR 412.101)]</p> <p>Nachholbildung / Berufliche Grundbildung für Erwachsene</p> <p>Formation des adultes / Erwachsenenbildung [régé au niveau cantonal, en règle générale il s'agit de cours de formation culturelle; recensement à travers ESPA.]</p> <p>Formation continue / Weiterbildung [recensement à travers ESPA]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of literacy?</p> <p><i>If Yes, please provide it in the space below:</i></p> <p>The term literacy is generally defined in a deficiency oriented way as illiteracy: "Illiteracy is the inability to read and understand a simple text or to utilize and circulate a written information in everyday life" (Federal Department of Internal Affairs EDI in its act about the "Concept of promoting the Fight against Illiteracy 2012-2015" http://www.admin.ch/ch/d/sr/442_126/index.html).</p> <p>In its trend report 2002 the Swiss Coordination Centre for Research in Education SCCRE (an institution under the auspices of the Swiss federal government and the Swiss Conference of Cantonal Ministers of Education EDK defines "illiteracy" as follows: "The notion illiteracy paraphrases the fact that adults speaking the local language and having followed regular school education do not dispose of sufficient basic skills in reading, writing and mathematics which they should have acquired in obligatory school" (SKBF (2002), Illetrismus: Wenn Lesen ein Problem ist, Trendreport 5. S33).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2.1 Are other definitions used in practice?</p> <p><i>If Yes, please provide them in the space below:</i></p> <p><u>En français:</u> Illétrisme / Illetrismus [apparaît au niveau fédéral dans la loi sur l'encouragement de la culture art. 15]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>1.3 How is literacy data obtained in your country?</p> <p style="text-align: center;"><i>Please select the option(s) below</i></p> <p style="text-align: center;">National census</p> <p style="text-align: center;">School administrative data (years of schooling completed/primary certificate)</p> <p style="text-align: center;">Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)</p> <p style="text-align: center;">Household surveys</p> <p style="text-align: center;">Other methodology (<i>please describe below</i>):</p> <p style="text-align: center;">Schweizerische Arbeitskräfteerhebung SAKE; IALS (1994/1998) und ALL (2003)</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p style="text-align: center;"><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p style="text-align: center;">New conceptual definition on literacy in place (for policy)</p> <p style="text-align: center;">New conceptual definition on literacy in place (for data collection only)</p> <p style="text-align: center;">New assessment of youth and/or adults' literacy skills</p> <p style="text-align: center;">Increase in the periodicity without significant conceptual changes</p> <p style="text-align: center;">Other changes (<i>please provide details below</i>):</p>	<p style="text-align: center;"><input type="checkbox"/> <input checked="" type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>1.5 Has your country faced challenges in collecting literacy data?</p> <p style="text-align: center;"><i>If Yes, please describe them briefly in the space below:</i></p>	<input type="checkbox"/> <input checked="" type="checkbox"/>
<p>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.</p>	

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><u>The Swiss constitution</u> <i>Art. 64a BV continuing education</i> 1 The federal state determines the principles of continuing education 2 The federal state may promote continuing education 3 The law defines category groups and criteria</p> <p><i>Art. 67 Abs. 2 BV Promotion of children and youth</i> The federal state may in addition to cantonal measures, support extracurricular work with children and youth</p> <p><i>Art. 63a Abs. 5 BV Universities</i> Federal state may introduce provisions regarding continuous education and recognition of institutions and certificates</p> <p><u>Federal laws</u> Currently the most relevant law is the one on vocational education (Loi fédérale sur la formation professionnelle/Berufsbildungsgesetz BBG, 2004) although only covering the vocational sector and continuous education in this field. http://www.admin.ch/ch/d/sr/c412_10.html The cantons provide tailor-made vocational education offers. <ul style="list-style-type: none"> • The federal state promotes vocational education by supporting continuance of persons in employment in case of structural changes on the labour market • re-entry into the labour market • measures promoting coordination, transparency and quality of continuing education offers </p> <p>The Federal Council issued an act on vocational education (Berufsbildungsverordnung BBV, 2003) setting the frame for the participation of the Federal state in the field of continuing education.</p> <p>A draft law on continuing education (Weiterbildungsgesetz) issued 2011 is currently in the consultation process www.news.admin.ch/NSBSubscriber/message/attachments/24799.pdf</p> <p>Law on foreign nationals (Ausländergesetz AuG (2005) relevant articles concern language and education www.admin.ch/ch/d/sr/1/142.20.de.pdf</p>	
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Draft law on foreign nationals and integration (Ausländer- und</p>	

Adult literacy	<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Integrationsgesetz AuIG issued 2011 http://www.ejpd.admin.ch/ejpd/de/home/dokumentation/mi/2011/2011-11-232.html</p> <p>Federal law on the reduction of discrimination of persons with disabilities (Bundesgesetz über die Beseitigung von Benachteiligungen von Menschen mit Behinderungen BehiG 2002) www.admin.ch/ch/d/sr/151_3/index.html</p> <p>The draft law on continuing education introduces literacy as major area of activity.</p> <p>The Federal law on culture promotion (Kulturförderungsgesetz 2009) contains in Art. 15 the promotion of literacy (reading skills) (fighting illiteracy through the promotion of reading skills).</p>
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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	low qualified people women planning to re-enter the labour market unemployed persons youth and sports persons with disabilities	800'000 people – 16% of the Swiss population (ALL 2003)
Adult literacy	low literacy and basic skills of adults (age 15-65)	

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	x		Augmenter la participation à la formation continue / apprentissage tout au long de la vie des personnes sans formation au secondaire II.	
Adult literacy	<input type="checkbox"/>	x		

2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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
	<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>Loi fédérale sur la formation professionnelle/Berufsbildungsgesetz BBG regulates that access to federal certification for adults is possible for those who are able to prove their qualification without following a formal education. EVD/BBT (2012), Leitfaden für die Validierung von Bildungsleistungen. Bern (Verwaltungsverordnung) lays the ground for the process and preconditions to follow (at least five years of professional experience in the area). The federal state assures the quality and development of the system of validation, the cantons implement the validation process following criteria which are defined in the above mentioned document. The organisation called "Organisation der Arbeitswelt (OdA)" is responsible for the basic content of vocational education by providing qualification profiles.</p> <p>EVD/BBT (2012), Leitfaden für die Validierung von Bildungsleistungen. Bern (Verwaltungsverordnung) http://www.bbt.admin.ch/themen/berufsbildung/01183/01184/index.html?lang=de</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 type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>Based on the decree of the Federal Department of Internal Affairs providing a concept for the fight against "illettrism" several objectives are formulated: Networking of actors and knowhow-transfer, awareness raising especially among the agents of persons concerned as well as assuring the quality of offers through further education of trainers. The relevant department is providing funding for national organisation working in the field being able to support the implementation of the objectives above mentioned .</p> <p>Verordnung des EDI über das Förderkonzept 2012 - 2015 zur Bekämpfung des Illettrismus (29. Nov. 2011)</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 type="checkbox"/>		Gesamtschweizerische Strategie zur Armutsbekämpfung - Swiss Poverty Reduction Strategy - www.bsv.admin.ch
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>		

<p>Education strategy <input checked="" type="checkbox"/></p> <p>Skills development (including vocational education and training) strategy <input checked="" type="checkbox"/></p> <p>Education For All Fast Track Initiative (EFA FTI) Education Sector Plan <input type="checkbox"/></p> <p>Sustainable development strategy <input type="checkbox"/></p> <p>Other (specify in the space below) <input type="checkbox"/></p>		<p>Planification de la législature</p> <p>Planification de la législature</p>	
<p>Adult literacy:</p>	<p><i>Mark all that apply</i></p>	<p><i>Timeframe</i></p>	<p><i>References</i></p>
<p>National Development Plan <input checked="" type="checkbox"/></p> <p>Poverty Reduction Strategy Paper <input type="checkbox"/></p> <p>Education strategy <input type="checkbox"/></p>		<p>2010-2015</p>	<p>Verordnung des EDI über das Förderkonzept 2012 - 2015 zur Bekämpfung des Illetrismus</p> <p>Office fédéral de la Communication (OFCOM) : Stratégie du Conseil fédéral pour une société de l'information en Suisse en ce qui concerne les compétences ICT.</p>
<p>Skills development (including vocational education and training) strategy <input checked="" type="checkbox"/></p> <p>Education For All Fast Track Initiative (EFA FTI) Education Sector Plan <input type="checkbox"/></p> <p>Sustainable development strategy <input type="checkbox"/></p> <p>Other (specify in the space below) <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"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

If Yes, please elaborate how they have been involved.

Par processus démocratique : comme dans tout projet de loi, dans le cadre du projet de loi sur la formation continue les milieux intéressés ont été consultés et plusieurs organisations d'apprenants ont formulé leurs avis.

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.

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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
Swiss Federal Assembly including its Committee on Science, Education and Culture (WBK)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Swiss Federal Council	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cantonal Ministries of Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Department of Economic Affairs (EVD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Office for Professional Education and Technology (BBT)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Department of Internal Affairs (EDI)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
State Secretariat for Education and Research SER/SBF	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Office for Migration (BFM)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Bundesamt für Sozialversicherung (BSV)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Swiss Conference of Cantonal Ministers of Education (EDK)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Office of Culture (BAK)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Office of Communications (BAKOM)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
State Secretariat for Economic Affairs (SECO)				
Intercantonal Conference on Continuing Education (IKW)				
Cantonal Conferences on Continuing Education				

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
Swiss National Federation Read and Write	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Swiss Federation for Adult Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Network Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Elternbildung Schweiz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Swiss Federation of Trade Unions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Travailleur.Suisse	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Swiss Association of Employers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Arbeitskreis Deutsch als Fremdsprache (AkDaF)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Verband der Schweizerischen Volkshochschulen (VSV)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> BBT/SBF, SVEB, IKW, EDK		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> BAK, SVEB, Dachverband Lesen und Schreiben, IKW, EDK		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	X	
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i> <i>Lernfestival</i>		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i> OFC (Netzwerk zur Bekämpfung von Illettrismus); OFFT (Projektverbund Grundkompetenzen)		

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 type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i>		
...adult literacy?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i>		

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.
Lernfestival / cooperation between policy-makers, IKW, regions, providers

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"/>
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4.2 Please indicate the name of the currency used for reporting:

Swiss Franks

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
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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>	1401.2		http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/17/blank/01.indicator.402101.4052.html?open=520#520
<i>Sub-national governments</i> ⁵	28302.1		http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/17/blank/01.indicator.402101.4052.html?open=520#520
<i>Total</i>	29703.3		http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/17/blank/01.indicator.402101.4052.html?open=520#520

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

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>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	*1357		<input type="checkbox"/>
<i>Sub-national governments⁵</i>	*6631.2		<input 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>	4700		<input 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 checked="" type="checkbox"/>
<i>Sub-national governments⁵</i>			<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"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
		<input type="checkbox"/>
<i>If Yes, please provide a brief description:</i>		

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.
* 4.5. <i>Chiffres comprenant l'éducation des adultes (niveau tertiaire).</i>

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
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	adults, migrants, unemployed (l'apprentissage fait partie du système de formation; toute personne qui a des compétences insuffisantes en la matière est visée par les programmes de lutte contre l'illettrisme)	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	70% des jeunes sortants de l'école obligatoire.	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Cf. Stratégie OFCOM	<input type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	migrants	<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	(l'apprentissage fait partie de la formation à l'école obligatoire et au niveau secondaire II)	<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	youth, adults (l'apprentissage fait partie de la formation à l'école obligatoire et au niveau secondaire II)	<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"/>

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

<i>cultural)</i>		
<i>Other</i> <i>(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 type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input 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 type="checkbox"/>		<input type="checkbox"/>
<i>Other</i> <i>(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 type="checkbox"/>
On adult literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i> - "GOKantone" www.alice.ch/GO		

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>
German	<input checked="" type="checkbox"/>
Italian	<input checked="" type="checkbox"/>
French	<input checked="" 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"/>
<i>If Yes, please provide a brief description and references:</i>		

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>	
		<i>Yes</i>	<i>No</i>
<i>National level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please provide references or attach documents on local community participation:</i>			

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...?	<i>Mark all that apply</i>
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 checked="" type="checkbox"/>
Attendance in literacy programmes	<input type="checkbox"/>
Completion of literacy programmes	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	
Recolte de données sur le système éducatif formel. http://www.bfs.admin.ch/bfs/portal/fr/index/themen/15.html	

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adult literacy programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				
Les examens et parcours de formation professionnelle supérieure (niveau tertiaire) statuent des compétences définis.				
Les adultes dans une formation de rattrapage se soumettent en principe aux mêmes examens que les jeunes en parcours normal.				

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

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.

Les taux de participation dépendent de / diffèrent selon l'offre de formation.

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	x <input type="checkbox"/>	1996	AdA Baukastensystem
Learning materials	x <input type="checkbox"/>		
Facilitators' training	x <input type="checkbox"/>	1996	
Teaching/ learning methods	x <input type="checkbox"/>		
Assessment of learning outcomes	x <input type="checkbox"/>		

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	x <input type="checkbox"/>		Par ex. Eduqua
Learning materials	x <input type="checkbox"/>		
Facilitators' training	x <input type="checkbox"/>		
Teaching/ learning methods	x <input type="checkbox"/>		
Assessment of learning outcomes	x <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 type="checkbox"/>		<input checked="" type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>		<input checked="" 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 checked="" type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>		<input checked="" 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)		Cantons
Adult literacy		Cantons

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>

Please provide a brief description and references:

www.bildungsmonitoring.ch Federal Office of Vocational Education and Technology (BBT) introduced monitoring of education in 2006 (pilot report). First national report published in 2010 focusing on effectiveness and efficiency of Swiss education system including adult education.

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 type="checkbox"/>
<i>If one or more of the boxes is marked, please provide a brief description and references:</i> P.ex. dans le cadre de l'élaboration d'une loi fédérale sur la formation continue www.bbt.admin.ch/formation-continue	

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*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input 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.

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 checked="" type="checkbox"/>	<input type="checkbox"/>					
Media campaigns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input checked="" 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...?

	Yes	No
... 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>		

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 checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please specify how they have changed below and provide evidence.</i>		
Loi fédérale sur l'encouragement à la culture (art. 15) et élaboration d'une loi fédérale sur la formation continue		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input type="checkbox"/>	<input 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?
Identification et contact avec le public cible

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
It is quite difficult to combine the different target groups.

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?
Companies are not eager to support literacy.

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?
It depends from the new law.