



**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 Malta**

This report is submitted on behalf of the Government of Malta in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)<sup>1</sup> as laid down in the *Belém Framework for Action*<sup>2</sup>, 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<sup>3</sup>, which are meant to provide further clarification.

Institution responsible for submitting this report	Directorate for Lifelong Learning
Submission date	5th February 2012

<sup>1</sup> For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

<sup>2</sup> Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

<sup>3</sup> The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

## Report elaboration process

Which institutions and stakeholders provided input to this report?	<i>Mark all that apply</i>
<b>Government Ministries</b>	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input type="checkbox"/>
Others ( <i>please mark and specify below</i> )	<input type="checkbox"/>
Civil society organisations	<input type="checkbox"/>
National non-governmental organisations	<input type="checkbox"/>
International non-governmental organisations	<input type="checkbox"/>
Educational or research institutions/Universities	<input type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
Others ( <i>please mark and specify below</i> )	<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.*

Directorate for Lifelong Learning, entity within the Ministry of Education and Employment responsible for Adult Education.

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of <b>adult education</b>?  <i>If Yes, please provide it in the space below:</i>            The Draft Lifelong Learning Strategy identifies adult education with the education of 25 to 64 age-bracket.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i>            It is the policy of the Directorate for Lifelong Learning to provide Lifelong Education and thus, while in some of our centres we provide classes for persons 15 years and over, in other centres we provide classes for all ages.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of <b>literacy</b>?  <i>If Yes, please provide it in the space below:</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.2.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i>            The Directorate for Lifelong Learning follows the European Qualifications Framework in the writing up of its programme of courses. For practical purposes we align literacy courses with EQF level 1.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.3 How is literacy data obtained in your country?  <i>Please select the option(s) below</i>            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 (<i>please describe below</i>):</p>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?  <i>If Yes, please select the option(s) below that best describe the change(s)</i>            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 (<i>please provide details below</i>):</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.5 Has your country faced challenges in collecting literacy data?  <i>If Yes, please describe them briefly in the space below:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Setting up of the Lifelong Learning Directorate	2009
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Draft Lifelong Learning Strategy Agreement between Department for Local Councils and the Directorate for Lifelong Learning to provide for the teaching of basic skills (Maltese, English, Numeracy at EQF level 1) and of a number of other languages (including Italian, French, German and Spanish at EQF level 1) in decentralised locations in local communities. Maltese, English and Numeracy EQF1 are offered free of charge while the other courses are offered at a highly subsidised price.	2011
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2009

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	people seeking second chance education or people seeking job mobility through better qualifications	9,119
Adult literacy	Illiterate adults (with regards to language, numeracy and ICT)	27,000

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

	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	To reduce the number of early school leavers to less than 10%	2015
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>		

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:*

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2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input 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>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i>          The Directorate for Lifelong Learning is piloting a Draft Lifelong Learning Strategy which aims at bringing together the various stakeholders involved in Lifelong Learning provision in Malta. The Draft Strategy is currently being discussed with interested stakeholders. Annual report of the Ministry of Education.</p>		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i>          In 2009 the Directorate for Lifelong Learning has entered into an agreement with the Department for Local Councils to provide Basic skills education in decentralised locations in local communities, focusing mainly but not exclusively on Maltese, English and Numeracy at EQF level 1. These courses are offered at no charge. Annual report of the Ministry of Education.</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
<b>Adult education:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	National Reform Programme 2011-2020	Malta National Reform Programme 2011, Malta: Ministry of Finance
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	National Reform Programme 2011-2020	Malta National Reform Programme 2011, Malta: Ministry of Finance
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		

<i>Other (specify in the space below)</i> <input type="checkbox"/>			
<b>Adult literacy:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		
<i>Other (specify in the space below)</i>	<input type="checkbox"/>		

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>
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<i>If Yes, please elaborate how they have been involved.</i>			

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

### 3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

#### Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
Directorate For Lifelong Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Malta College of Arts, Science and Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Employment and Training Corporation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Institute of Tourism Studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sedqa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Non-Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
Paulo Freire Institute	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Caritas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?

Yes      No

**Adult education**



<i>If Yes, please provide name and contact details:</i>		
<b>Adult literacy</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide name and contact details:</i>		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
<b>...adult education?</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i> A Draft Lifelong Learning Strategy is currently being discussed with relevant stakeholders. Annual report Ministry of Education		
<b>...adult literacy?</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i>		

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

#### 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 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:

EURO
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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 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)?<sup>4</sup>

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	320,387,000	357,664,000	National Office of Statistics Malta
<i>Sub-national governments</i> <sup>5</sup>			
<i>Total</i>	320,387,000	357,664,000	National Office of Statistics Malta

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

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	70,000	70,000	<input type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input checked="" type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>

<sup>4</sup> 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.).

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

<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"/>	<input checked="" 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.

## 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.

<b>Public sector organisations</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Illiterate Adults	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	general population	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	general population	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	general population	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	general population, non-native Maltese/English speakers, Third country nationals.	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	general population	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	general population	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input checked="" type="checkbox"/>	The courses offered by the Directorate for Lifelong Learning are offered at highly subsidised prices and therefore aim at facilitating access to second chance education in the various sectors to people who might otherwise find it difficult to avail themselves of education and training opportunities offered by private companies.	<input type="checkbox"/>

<b>Private companies</b>	<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,</i>	<input type="checkbox"/>		<input type="checkbox"/>

<i>cultural)</i>			
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<b>Civil society or non-governmental organisations</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Disadvantaged/unemployed	<input checked="" 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 checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
<b>On adult education</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>On adult literacy</b>	<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>		
The first Adult Education Survey was carried out in 2009 with year of reference 2008. National Office of Statistics Malta.		

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>
Maltese	<input checked="" type="checkbox"/>
English	<input checked="" type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
<p>The difficulty to gauge demand and to provide tailor made supply for different target groups</p> <p>The difficulty to find suitably qualified adult educators</p> <p>Funding for capacity building</p>

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>	
		Yes	No
<i>National level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input 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.

A number of asylum seekers are making use of various education and training opportunities offered by the Directorate for Lifelong Learning. Third Country Nationals who have a refugee status, subsidiary protection status or temporary protection status are eligible to pay Maltese/EU citizens charges. A number of foreigners who have settled in Malta for various reasons (marriage, work...) are making use of language courses in English and Maltese offered by the Directorate for Lifelong Learning. Women who wish to invest in second chance education are availing themselves of course offered both in the evening classes centres and also in the day courses offered at the Directorate for Lifelong Learning's Lifelong Learning Centre which is open from 8 in the morning to 7 in the evening.

5.8 Does the government collect information on the following items...?	Mark all that apply
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input 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 checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	
In all, 13,580 persons enrolled for Lifelong Learning courses in October 2011.	
Out of these,	
770 persons enrolled for Maltese EQF1	
867 persons enrolled for English EQF1	
500 persons enrolled for Numeracy EQF1	
208 persons enrolled for Computer awareness EQF1	

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
<b>Adult education</b> programmes (other than literacy)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b> programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				

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

<i>If yes: Who participates more?</i> Women Men	Adult education	Adult literacy
	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
<i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes? <b>Adult education</b> <b>Adult literacy</b>	Yes  <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	No  <input type="checkbox"/> <input type="checkbox"/>

*If measures have been undertaken please provide a brief description and references:*  
Consciously and strategically, marketing during the summer of 2011 has been directed also towards men in two ways. First, during promotion of courses on radio programmes, where possible, male adult educators and male adult learners were invited to promote the courses and to entice more adult males to participate in the courses for 2011/2012. Secondly, when choosing photos for the published prospectus of courses for 2011/2012 offered by the Directorate for Lifelong Learning it was agreed to choose photos of past courses where both male and female adult learners could be seen participating in adult education classes. Ministry of Education, Employment and the Family, Directorate for Lifelong Learning, Prospectus Adult Courses 2011-2012.

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	<input checked="" type="checkbox"/>	2010	standardised course descriptions based on EQF levels
Learning materials	<input type="checkbox"/>		
Facilitators' training	<input type="checkbox"/>		
Teaching/ learning methods	<input checked="" type="checkbox"/>	2010	Specialised personnel makes class visits to ensure teaching/learning methods being adopted in class.
Assessment of learning outcomes	<input checked="" type="checkbox"/>	2010	standardised tests based on EQF levels

### Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	2011	standardised course descriptions based on EQF levels
Learning materials	<input checked="" type="checkbox"/>	2011	Specialised personnel provide support learning material to adult educators.
Facilitators' training	<input checked="" type="checkbox"/>	2011	Adult educators receive CPD
Teaching/ learning methods	<input checked="" type="checkbox"/>	2011	Specialised personnel makes class visits to ensure teaching/learning methods being adopted in class.
Assessment of learning outcomes	<input checked="" type="checkbox"/>	2011	standardised tests based on EQF levels

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.

<b>Adult education</b>				
Provider	Pre-service		In-service	
	<i>Mark if yes</i>	Typical duration (months)	<i>Mark if yes</i>	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input checked="" type="checkbox"/>	6 hours per year
University	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>	36 months	<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	
<b>Adult literacy</b>				
Provider	Pre-service		In-service	
	<i>Mark if yes</i>	Typical duration (months)	<i>Mark if yes</i>	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? ( <i>academic year ending in 2010</i> )		
Programme	Monthly average remuneration if available	Remarks/source
<b>Adult education</b> (excluding literacy programmes)		The Directorate for Lifelong Learning does not employ full-time adult educators except for a small number of teachers in three of its schools of visual and performing arts. These are paid at the standard rate of full-time teachers in compulsory schooling which reaches a maximum of EUR19,400 annually. All the other adult educators are paid at a fixed rate of EUR 11.65 per hour. Annual report Ministry of Education
<b>Adult literacy</b>		The Directorate for Lifelong Learning does not employ full-time adult literacy educators. It buys the services of adult educators who are paid at a fixed rate of EUR 11.65 per hour. Annual report Ministry of Education.

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.	
	<i>Mark all that apply</i>
<b>Adult education</b>	<input type="checkbox"/>
<b>Adult literacy</b>	<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
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>Please provide a brief description and references:</i></p> <p>The Directorate for Lifelong Learning has employed a number of coordinators whose specific job description entails the monitoring of of adult education and adult literacy provision in the Directorate's different centres. A specific coordinator for each of the following areas has been appointed: ICT, Basic Skills, English/Maltese as a foreign language. Adult learning centres managed by the Directorate also have a coordinator whose job description includes the monitoring of course delivery in the various subject areas provided in each centre. Feedback is given to adult learners to help them improve their delivery. Monthly meetings are also held for all the coordinators in order to discuss the feedback received from every centre, aiming at coordinating and harmonising the delivery and quality of service. Annual Report Ministry of Education.</p>		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	<i>Mark all that apply</i>
<b>Lifelong learning</b>	<input checked="" type="checkbox"/>
<b>Adult education</b>	<input type="checkbox"/>
<b>Adult literacy</b>	<input type="checkbox"/>
<p><i>If one or more of the boxes is marked, please provide a brief description and references:</i></p> <p>An annual report is compiled to outline the operations of the Directorate for Lifelong Learning. The Draft Lifelong Learning Strategy compiled by Mr Mario Azzopardi, Director of the Directorate for Lifelong Learning, has been specifically commissioned by the Ministry of Education in order to take stock of what has been achieved so far and what can be the way forward in the area of Lifelong Learning in Malta. Annual report Ministry of Education.</p>	

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.
<p>The Draft Lifelong Learning Strategy is currently being discussed with interested stakeholders. Discussions have so far been held with the Employment and Training Corporation, the Malta Employers Association and with the Malta Council for Economic and Social Development.</p>

**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 type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input checked="" type="checkbox"/>
Adult Learners Week/Learning festivals	<input type="checkbox"/>
Creation of learners' networks and/or fora	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and references:</i>                      The Lifelong Learning Centre run by the Directorate for Lifelong Learning provides adult education courses, including adult literacy, during the day. These courses are particularly patronised by women. Services at the Centre have been well marketed in the Summer of 2011 and the result was that the population of adult learners at the Centre in October 2011 doubled that of the previous October. Annual report Ministry of Education.</p>		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and reference:</i>                      The Directorate for Lifelong Learning employed the services of a Coordinator for English as a foreign language and Maltese as a foreign language. A good number of Third country nationals make use of these courses which help them to integrate themselves better in Maltese society and also to better position themselves to avail themselves of mutual resettlement programmes signed between the Maltese government and other EU and non-EU governments for the hosting of asylum seekers currently settled in Malta. Also, Asylum seekers usually have their fees waived. They either do not pay any fees or else pay the highly subsidised standard fee for Maltese/EU nationals. Annual report Ministry of Education.</p>		

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 checked="" type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<p><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></p> <p>The Directorate for Lifelong Learning has been specifically created in 2009 to focus on the better coordination of adult education provision.</p>			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please specify how they have changed below and provide evidence.</i></p> <p>More local government authorities are engaged in providing adult literacy courses to their communities in liason with the Directorate for Lifelong Learning. In 2011/2012 there are 22 local authorities which are offering such classes in Maltese, English, Numeracy, Italian, Spanish, German, French and Energy Saving In The Home.</p>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If yes, please provide below a brief explanation:</i></p>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
<p>We need properly trained adult educators in different fields to offer courses that are tailor made for the needs of adults, not only in content but also in pedagogic methods.</p>

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
<p>The major challenges are to develop proper quality assurance tools and to find properly trained adult educators.</p>

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?

The current EU-wide financial crisis means that the budget for Lifelong Learning in Malta will have to share the burden of austerity measures together with other sectors of the Maltese economy in line with EU policy to bring EU economy and finances to a higher level of sustainability. However, it is very likely that with the current level of rationalising of the available finances the Directorate will be able to maintain and sustain the current pace of making its courses available to an ever widening segment of the Maltese population. The current agreement between the Directorate for Lifelong Learning and the Department for Local Councils (local government) is very likely to be maintained and developed to offer a wider range of courses in the local communities in a way which better responds to the needs of local communities. The Draft Lifelong Learning Strategy will be discussed further with other interested stakeholders and it is very likely that there will be a national Lifelong Learning coordinator to coordinate Lifelong learning provision in Malta and Gozo, including adult literacy. The national coordinator will help to streamline and rationalise available resources for a better quality provision of lifelong learning by the various institutions on the islands, especially within the state sector. A government notice of the 4th November 2011 has recognised the profession of Adult Educator as a specific profession as distinct from compulsory school teacher. The Directorate for Lifelong Learning is also applying for EU funds in order to provide specialised training for its adult educators operating in various areas.