



**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 England**

This report is submitted on behalf of the Government of England in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)<sup>2</sup> as laid down in the *Belém Framework for Action*<sup>3</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>4</sup>, which are meant to provide further clarification.

Institution responsible for submitting this report	BIS/ NIACE
Submission date	30 May 2012

<sup>2</sup> For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

<sup>3</sup> Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

<sup>4</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?	Mark all that apply
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input checked="" type="checkbox"/>
Interior/Home affairs	<input checked="" type="checkbox"/>
Labour	<input checked="" type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>
Civil society organisations	<input checked="" type="checkbox"/>
National non-governmental organisations	<input checked="" 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 (please mark and specify below)	<input checked="" 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.*

\* Department for Culture Media and Sport DCMS, Skills Funding Agency, HEFCE, the UK Commission on Employment and Skills, the YPLA, the Local Government Association, and with Ofsted.

\* NIACE team will make written and telephone contact with named officials in BIS and with representatives of DWP, CG, DCMS, the Department of Health, and the Home Office; and with key staff in the Skills Funding Agency, HEFCE, the UK Commission on Employment and Skills, the YPLA, the Local Government Association, and with Ofsted. In addition, NIACE will seek contributions to the report from the Learning and Skills Improvement Service, the CBI, the TUC, AOC, AELP, IFL and UCU, as well as from its own diverse membership base

1. Definitions and data collection on adult learning and education		
	Yes	No
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>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i></p> <p>In practice, the working definitions of adult learning and education in England focus on three dimensions: the level of learning, the place where the learning occurs and the nature of the learning.</p> <p>Types of learning</p> <p>Adult learning is also defined by where the learning occurs and the nature of the learning. This includes, for example, distinct types of learning such as formal, non-formal and informal education for adults and work-based learning e.g. Apprenticeships.</p> <p>The Government is keen to strengthen opportunities for adults to learn at work, particularly towards qualification-bearing courses, and has made the increase in Apprenticeships, including adult Apprenticeships a major policy priority.</p> <p>As the 2010 White Paper, Skills for Sustainable Growth makes clear:</p> <p>“Apprenticeships are at the heart of the system that we will build. They bring together individuals, motivated and working hard to develop themselves; employers, investing in their own success but supporting a programme with wider social, environmental and economic value; and Government, providing public funding and building the prestige and reputation of the programme .”<sup>1</sup></p> <p>As part of its 2011 review of Informal Adult and Community Learning<sup>2</sup> (IACL) the Government published new aims, objectives and underpinning principles <sup>3</sup> for BIS-funded non-formal learning and clarified its role, value, purpose and impact:</p> <p>“Informal adult and community learning (IACL) has a critical role in providing learning opportunities for everyone, regardless of age or background.</p> <p>IACL offers personal choice, personal responsibility and personal empowerment. It takes place in accessible community venues and takes account of individual needs and learning</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup>BIS (2010) *Skills for Sustainable Growth* page 7 <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/s/10-1274-skills-for-sustainable-growth-strategy.pdf>

<sup>2</sup> BIS funded non-formal learning was renamed from ‘informal adult and community learning’ to ‘community learning’ following BIS (2011) *New Challenges, New Chances Further Education and Skills System Reform Plan: building a world class skills system*

<sup>3</sup> <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan.pdf>

<p>styles. Without this kind of learning, many people would never get started in learning or realise their full potential.</p> <p>IACL is a vital element of the lifelong learning continuum. By developing people's self-esteem and confidence, it has a proven track record in transforming attitudes and abilities to prepare them for further learning or to take an active role in their communities.”<sup>4</sup></p> <p>There is a range of legislation and there is guidance from the Skills Funding Agency which sets out the eligibility criteria for adult learners for publicly funded provision in England. You can find out the 2011 and 2012 guidance at <a href="http://www.idxtra.com/media/pdfs/learner_eligibility_and_contribution_rules_2011_12_-_published_may_2011-v1.pdf">www.idxtra.com/media/pdfs/learner_eligibility_and_contribution_rules_2011_12_-_published_may_2011-v1.pdf</a></p>	
<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> <p>No, but National Standards do exist for literacy and numeracy (now referred to as English and Maths) against which qualifications, such as Functional Skills, are developed. In addition, there is a national curriculum against which GCSE qualifications are developed, and these qualifications are now also funded for adults who did not obtain them at school.</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></p>	<input type="checkbox"/> <input checked="" type="checkbox"/>
<p>1.3 How is literacy data obtained in your country?</p> <p style="text-align: right;"><i>Please select the option(s) below</i></p> <p>National census <input type="checkbox"/></p> <p>School administrative data (years of schooling completed/primary certificate) <input type="checkbox"/></p> <p>Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) <input type="checkbox"/></p> <p>Household surveys <input type="checkbox"/></p> <p>Other methodology (<i>please describe below</i>): <input checked="" type="checkbox"/></p> <p>In England there have been large scale government surveys to identify levels of literacy, numeracy, and information technology in relation to adults. The surveys were conducted in 2003 and 2010-11 and based on the 16-65 age group cohort. A weighted sample was used which involved administering a test to respondents face-to-face using a computer programme.</p> <p>Administrative data is also collected at the individual learner level through the Individualised Learner Record (ILR) which records basic demographic, enrolment and output data about all learners supported by state funding.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>

<sup>4</sup> BIS (2011) *New Challenges, New Chances: Next steps in implementing the Further Education Reform Programme – Reform of Informal Adult and Community Learning*, p.3 <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/n/11-1213-new-challenges-new-chances-implementing-further-education-reform>

<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p>New conceptual definition on literacy in place (for policy)</p> <p>New conceptual definition on literacy in place (for data collection only)</p> <p>New assessment of youth and/or adults' literacy skills</p> <p>Increase in the periodicity without significant conceptual changes</p> <p>Other changes (<i>please provide details below</i>):</p> <p>Since 2006 England and Northern Ireland have joined the Organisation for Economic Co-operation and Development's (OECD) Programme for International Assessment of Adult Competences (PIAAC). PIAAC comprises core components giving some continuity with earlier international surveys:</p> <ul style="list-style-type: none"> <li>• direct testing for functional literacy skills;</li> <li>• direct testing for numeracy skills;</li> <li>• a background questionnaire on individual characteristics and other contextual information.</li> </ul> <p>Other areas newly developed for PIAAC are:</p> <ul style="list-style-type: none"> <li>• literacy component skills (i.e. which aspects of literacy are problematic);</li> <li>• "problem solving in a technology rich environment", using ICT skills such as using a web browser, email or spreadsheets to solve everyday problems;</li> <li>• questions on the skills requirements of respondents' current/last job.</li> </ul> <p>PIAAC fieldwork has taken place in 2011-12 with international results being reported in October 2013.</p>	<p><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/></p>
<p>1.5 Has your country faced challenges in collecting literacy data?</p> <p><i>If Yes, please describe them briefly in the space below:</i></p> <p>The 2003 and 2011 surveys covered people normally resident in England with 7,873/6,049 (2003/2011) respondents completing literacy tests and 8,041/6,053 completing numeracy tests. The 2010-11 survey was limited to the same parameters as 2003 in order to be able to assess progress/difference over time, with a new, fuller assessment of ICT skills.</p> <p>There were three main challenges highlighted in the 2003 survey report: the scope of the research in terms of age; the linkage between numeracy and literacy which may have led to some learners with poor literacy scoring less well in the numeracy tests; the difficulty of assessing particular skills such as writing and listening. These challenges were recognised by the researchers and clearly identified in the final report published by the former Department for Education and Skills (DfES)<sup>5</sup>. The 2011 report<sup>6</sup> is not yet published although data is available in a 'highlight report'.</p>	<p><input checked="" type="checkbox"/> <input type="checkbox"/></p>

<sup>5</sup> DfES (2003) Research Report 490 *'The Skills for Life survey: A national needs and impact survey of literacy, numeracy and ICT skills'* The Stationery Office, Norwich

<sup>6</sup> BIS (2011) *'BIS Research Paper Number 57, 2011 Skills for Life Survey: Headline findings'* BIS, London (<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/0-9/11-1367-2011-skills-for-life-survey-findings.pdf>).

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

--

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

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

	Yes	No	<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"/>	The Further Education and Training Act	2007
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Apprenticeships, Skills, Children and Learning Act	2009
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Education Act (additional information on all the acts and additional policies can be found in section 2.9)	2011

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

	<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	<p>As set out in <i>Skills for Sustainable Growth</i>, Government funding will be concentrated on supporting students where it believes it can have most impact. These decisions will draw upon the local labour market intelligence of local government and Local Enterprise Partnerships (LEPs).</p> <p>As stated in <i>Skills for Sustainable Growth</i>, the Government provides financial support for those:</p> <ul style="list-style-type: none"> <li>• who did not achieve basic English and Maths in school. The Skills for Life programmes which enable adults to improve their basic literacy and numeracy skills will be expanded to include and fund those who need GCSE English and / or Maths Level 2 (ISCED 3C);</li> <li>• young people aged 19 up to 24 to access full funding for Foundation Learning where they need that to progress into further learning or to get a job. They can also access full funding for their first qualifications at Level 2 (or 3), including an opportunity to get GCSE English and Maths;</li> <li>• unemployed people on benefits who are looking for work to access labour market relevant courses, which help them improve their skills or re-train to help them get a job;</li> <li>• at risk of social exclusion to support them to access community learning. Government remains committed to safeguarding a range of learning opportunities that support access and progression for people who are</li> </ul>	

disadvantaged and least likely to participate.

In partnership with employers and individuals, the Government also supports those:

- who wish to undertake an Apprenticeship framework. The Apprenticeship programme has been refocused to target public funding more sharply where returns are greatest;
- in small and medium-sized enterprises (SMEs) who need further management training and workplace training to support their growth plans;
- individuals over 24 who want to retrain or up-skill at Level 2 in order to secure different employment and/or improve their life-chances.
- Those who did not achieve basic English and Maths in school. The Skills for Life programmes which enable adults to improve their basic literacy and numeracy skills will be expanded to include and fund those who need GCSE English and / or Maths Level 2 (ISCED 3C);

Through FE loans, to be introduced in 2013-2014, the Government also supports those over 24 who wish to do full Level 3 (2 A-Levels or the vocational equivalent) or Level 4 (Higher Vocational Education) in order to qualify for a professional job and/or progress to higher education.

The Government also promotes innovation and enterprise by supporting FE colleges and providers to draw down funding for programmes that meet a particular employer skills need whilst they are simultaneously developed for the Qualifications and Credit Framework (QCF). This “Innovation Code” was a recommendation from Baroness Sharp’s Report on Colleges in their Communities and will operate on the understanding that colleges and providers will work with appropriate partners to develop the programme to fit the specifications of the QCF so that over time it can become part of a nationally regulated offer.

In partnership with the Ministry for Justice, the Department for Business, Innovation and Skills (BIS) published a new strategy for offender learning in 2011. *Making prisons work – skills for rehabilitation*<sup>7</sup> sets out plans to reform offender learning, giving local managers more control over the curriculum delivered, organising delivery around clusters of jails between which prisoners move, and focusing vocation learning on the important period leading up to release.

---

<sup>7</sup>BIS and Ministry of Justice (2011) *Making Prisons Work: Skills for rehabilitation*.  
<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/m/11-828-making-prisons-work-skills-for-rehabilitation>



Adult literacy	as outlined in sections 2.2 adult education above.	
----------------	--	--

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

	Yes	No	Specify goal	Specify timeframe
Adult education Adult literacy	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p>The Government has moved away from a focus on nationally set targets in order to emphasise the responsibility of local providers to respond to need effectively within the parameters of budget guidelines. The Government has set headline targets for the number of Apprenticeships (including Apprenticeships at higher levels) to increase by 250,000 over the next four years.</p> <p>The Government has set out a vision for radical reform in the Further Education and Skills system to deliver skills for sustainable growth, with apprenticeships as the central pillar. The Apprenticeship programme does not have targets, yet in the 2010/11 academic year delivered a record number of people starting an apprenticeship (457,200). The Government continues to focus on delivering high quality apprenticeships and has introduced policies to drive up quality; maintain high levels of participation; make it easier for employers to recruit apprentices; and develop frameworks at higher levels.</p>	

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:*

There is no explicit policy. However, the language of instruction in England is overwhelmingly English – though there are some foreign language courses where immersion policies require them to be taught solely through the medium of the language being studied, and a modest volume of bi-lingual courses where English for Speakers of Other Languages (ESOL) is taught alongside practical skills.

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>There is a framework available, which is used by some providers. It is not compulsory but it is supported across the Further Education and Skills sector. The Recognition and Recording of Progress and Achievement (RARPA) process consists of two interlinked processes:</p> <ol style="list-style-type: none"> <li>1. the application of an explicit and common staged process to the recognition and recording of progress and achievement;</li> <li>2. the validation of the consistent and effective application of this staged process through a range of judgements about the application of the staged process.</li> </ol> <p>For example, in family learning and family literacy programmes, the Skills Funding Agency recently advised<sup>8</sup> providers delivering Family programmes with Skills Funding Agency funding to 'use RARPA where there is no external accreditation for a short family learning programme.'</p> <p>Similarly, RARPA is used to some extent as a process for provision designed for adults and young people with learning difficulties and/or disabilities when they are following courses that are not accredited<sup>9</sup> and in national development programmes in adult and community learning e.g. the Neighbourhood Learning in Deprived Communities programme<sup>10</sup>; the Transformation Fund programme<sup>11</sup> and the Foundation Learning Curriculum for adults<sup>12</sup>.</p>	

<sup>8</sup> Skills Funding Agency (2011) *Requirements for Funding - Family Programmes 2011/12*.  
[http://readingroom.skillsfundingagency.bis.gov.uk/sfa/RequirementsforFundingFamilyProgrammes\\_May2011\\_V1.pdf](http://readingroom.skillsfundingagency.bis.gov.uk/sfa/RequirementsforFundingFamilyProgrammes_May2011_V1.pdf)

<sup>9</sup> LSN (2011) *Final Report Impact Assessment - Non-Regulated Provision and the Qualifications and Credit Framework (QCF)*. [http://readingroom.skillsfundingagency.bis.gov.uk/sfa/Impact\\_Assessment\\_-\\_Non\\_Regulated\\_Provision\\_and\\_the\\_Qualifications\\_and\\_Credit\\_Framework\\_-\\_Published\\_31\\_August\\_2011.pdf](http://readingroom.skillsfundingagency.bis.gov.uk/sfa/Impact_Assessment_-_Non_Regulated_Provision_and_the_Qualifications_and_Credit_Framework_-_Published_31_August_2011.pdf)

<sup>10</sup> Skills Funding Agency (2010) *Neighbourhood Learning in Deprived Communities Guidance 2010/11 – Requirements for Funding*.  
[http://readingroom.lsc.gov.uk/SFA/COMMENTS\\_Requirements\\_for\\_Funding\\_-\\_NLDC\\_2010-11\\_F.pdf](http://readingroom.lsc.gov.uk/SFA/COMMENTS_Requirements_for_Funding_-_NLDC_2010-11_F.pdf)

<sup>11</sup> <http://www.transformationfund.org.uk/>

<sup>12</sup> Skills Funding Agency (2010) *Fact Sheet 1 – Foundation Learning Curriculum for Adults*.  
<http://www.excellencegateway.org.uk/node/13105>

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"/>
<i>If Yes, please provide a brief explanation and references:</i>		
Policies, priorities and action plans for both adult education and adult literacy have been updated since 2009, as outlined in sections 2.1 and 2.2 above.		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide a brief explanation and references:</i>		
Policies, priorities and action plans for both adult education and adult literacy have been updated since 2009, as outlined in sections 2.1 and 2.2 above.		

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 type="checkbox"/>		
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input checked="" 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 checked="" type="checkbox"/>		

Some examples have been set out already under the answers to question 2.1 and 2.2., particularly the education strategies and development plans published by BIS. Other Government departments also include adult education and adult literacy in their plans. These include:

**Department of Health (DH)**

The Department of Health maintains substantial health promotion activity, much of which contains elements of active adult learning (for example pre-natal classes, and behaviour change programmes like those designed to help adults to stop smoking, or to manage a chronic condition). In the cross-government strategy “*No Health without Mental Health*”<sup>13</sup> it is recognised that other Government objectives including those for education, training, employment cannot be achieved without improvements in mental health. One of the six cross-government objectives is for more people with mental health problems to recover and have: “...a greater sense of purpose, the skills they need for living and working, improved chances in education, better employment rates and a suitable and stable place to live.” The strategy recognises that inequalities that result from poor mental health include low level skills. This policy builds on the work reported in the 2008 Foresight report on *Mental Capital and Well-Being*<sup>14</sup>, which identified learning as one of five key components to maintaining good mental health.

**Department of Work and Pensions (DWP)**

The Department of Work and Pensions is responsible for welfare and pension policy across all parts of the United Kingdom. In terms of lifelong learning, its impact is greatest in assisting people of working age to move from welfare into work where training and education complement a range of support strategies. Much of this activity is managed through an executive agency (‘Jobcentre Plus’) and a range of contracted service providers including ones from the private and third sectors.

**Ministry of Defence (MoD)**

The Ministry of Defence (comprising the Army, Air Force and Navy) has long been committed to the professional and personal development of its workforce (both military and civil service) and to enabling all its personnel to maximise their individual potential. This commitment is delivered through Departmental policy and implementation strategies with performance targets and supporting quality assurance measures. Ensuring Armed Forces personnel have the necessary literacy, language and numeracy (LLN) skills to carry out their particular roles during their careers is central to workforce development.

<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 checked="" type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI)			
Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		

<sup>13</sup> HM Government (2011) *No health without mental health: A cross-government mental health outcomes strategy for people of all ages.*

[http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/documents/digitalasset/dh\\_124058.pdf](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_124058.pdf)

<sup>14</sup> The Government Office for Science (2008) *Mental Capital and Wellbeing: making the most of ourselves in the 21<sup>st</sup> century.* [http://www.bis.gov.uk/assets/biscore/corporate/migratedD/ec\\_group/116-08-FO\\_b](http://www.bis.gov.uk/assets/biscore/corporate/migratedD/ec_group/116-08-FO_b)

*Other (specify in the space below)*  
Some examples have been set out already  
under the answers to question 2.1 and 2.2 and  
2.7



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"/>		
<i>If Yes, please elaborate how they have been involved.</i>				
<p>In England the Government has led a variety of consultations about policy and plans related to adult learners, including adult education and adult literacy learners. It is good practice for government policy to be subject to consultation before it passes through the parliamentary processes to become law. Where this takes place, the National Union of Students, on behalf of all students, responds to these documents, as do other forums for learners. However, some specific Government actions go further than this.</p> <p>Learner Satisfaction Surveys were introduced in 2008 to encourage providers to improve their quality through benchmarking the data. The Surveys became properly incorporated into the national quality measures to which colleges and other providers have to work, known as the 'Framework for Excellence' in 2008-9<sup>15</sup> now replaced by FE Choices footnote. Learner governors were introduced for colleges of further education, learner engagement strategies and learner satisfaction surveys continue and are used by all providers.</p> <p>In January 2012 a new 'Learners' Voice' national group for England was set up as part of a strategy between the Learning and Skills Improvement Service (LSIS) and the National Union of Students. There is a Forum for Adult Learners in England, supported by NIACE, and an electronic Learners' Network supported by the Learning and Skills Improvement Service.</p> <p>The Further Education and Skills Ministerial Advisory Group now includes the National Union of Students as a sitting member. This Group is chaired by the Minister for Further Education, Skills and Lifelong Learning and has representation from all key agencies in the sector.</p>				

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.
<p>Additional information for section 2.1</p> <p>The Further Education and Training Act (2007) this established the Learning and Skills Council and established the concept of providing reasonable and proper facilities for certain learners.</p> <p>The Apprenticeships, Skills, Children and Learning Act (2009) established the entitlements and commitment to fund first level 2 qualifications for learner's post 19 and to fund first level 3 qualifications for those aged between 19-25, as well as fully subsidising English and maths provision.</p> <p>The level 2 and level 3 entitlements were amended by the Education Act (2011). The Government now funds specific first level 2 and 3 qualification for those aged between 19-24 year olds. A full list of entitlements can be found on page 2 of the following document.  <a href="http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/s/11-1374-skills-investment-statement-2011-2014.pdf">http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/s/11-1374-skills-investment-statement-2011-2014.pdf</a></p>

<sup>15</sup> LSC (2008) *Framework for Excellence: Provider Guide 2008/09*.  
[http://readingroom.lsc.gov.uk/lsc/National/Framework for Excellence-Provider Guide.pdf](http://readingroom.lsc.gov.uk/lsc/National/Framework%20for%20Excellence-Provider%20Guide.pdf)

The Government has undertaken widespread and regular consultation on FE and skills policy, and set out its policy in the 2010 White Paper, *Skills for Sustainable Growth*. The major features of the policy outlined in *Skills for Sustainable Growth*, were commitments to:

- undertake a major expansion of Apprenticeships for young people and adults;
- close the *Train to Gain* programme;
- maintain the budget and to reform what is now called community learning such that it builds the Big Society, engages the disadvantaged and offers progression routes of different kinds, including to formal learning and employment;
- introduce an all age careers service;
- introduce Learning Accounts for all, and loans for adults pursuing studies leading to Level 3 (ISCED 3A) qualifications;
- maintain a commitment to adult literacy and numeracy;
- decentralise decision making, and enhance provider freedoms.

Building on its *Skills for Sustainable Growth* strategy the Government published *New Challenges, New Chances Further Education and Skills System Reform Plan: Building a World Class Skills System* (2011).

This built on:

- the success of the WorldSkills London 2011 international vocational skills competition hosted in the UK in 2011, and its legacy;
- the findings of the independent inquiry into adult literacy, chaired by Lord Boswell, (sponsored by NIACE)<sup>16</sup>; and
- the independent Commission on Colleges in their Communities, chaired by Baroness Sharp, and sponsored by the Association of Colleges, the 157 Group, and NIACE<sup>17</sup>.

*New Challenges, New Chances Further Education and Skills System Reform Plan: Building a World Class Skills System* (2011) set out the following commitments and priorities as summarised below:

1. To empower learners—from basic through to higher-level skills—to shape the system through their participation. First-class information will inform their choices, with Government funding focused on supporting students where it can have most impact.
2. To launch a national careers service in April 2012 to provide information, advice and guidance which both informs and stimulates demand for further education, work-based training and higher education. Lifelong learning accounts will equip learners with the information they need to make the most of their learning opportunities.
3. To create a vocational pathway as navigable, rigorous and attractive as the academic route, so recalibrating the character of higher learning.
4. To develop and promote excellent teaching, by establishing an independent commission on adult education and vocational pedagogy to develop a sector-owned strategy and delivery programme. The Government will also facilitate an independent review of professionalism in the FE and skills workforce.
5. To take further action to ensure that qualifications are of high quality and comprehensible, by improving awareness of the qualifications and credit framework—consulting employers on their engagement in qualification development—and by consulting on the character and function of national occupational standards.
6. To take action to remove restrictions and controls on college corporations, creating new roles for governors, working closely with other educational providers in post-14 learning, with local stakeholders taking the lead in developing delivery models to meet the needs of their communities.

<sup>16</sup> Independent Commission on Adult Literacy (2011) *Work, Society and Lifelong Literacy: Report of the Inquiry into Adult Literacy in England* [http://shop.niace.org.uk/media/catalog/product/l/i/literacy\\_inquiry\\_-\\_full\\_report\\_web.pdf](http://shop.niace.org.uk/media/catalog/product/l/i/literacy_inquiry_-_full_report_web.pdf)

<sup>17</sup> Independent Commission on Colleges in their Communities (2011) *A Dynamic Nucleus: Colleges at the heart of their communities* [http://shop.niace.org.uk/media/catalog/product/d/y/dynamic\\_nucleus\\_-\\_full\\_-\\_final.pdf](http://shop.niace.org.uk/media/catalog/product/d/y/dynamic_nucleus_-_full_-_final.pdf)

7. To continue the programme to free the FE system from central control, building upon the successes already achieved, including further work by the Skills Funding Agency with colleges to remove bureaucratic burdens.
8. To provide £3.8 billion public funding to the sector in the 2012-13 financial year and to create a simple transparent funding system that is both robust in ensuring funding enables high-quality provision that delivers good value for money, and which responds to local needs.
9. To empower students by providing better access to quality information to make informed choices, determined by a better understanding of opportunities for further learning and employment destinations. Simultaneously, to assure quality, Government intends to take swift action in relation to failing provision, providing intensive support and, if necessary, intervening to ensure that alternative and innovative delivery approaches are secured for the future.
10. To build on the growing international demand for practical, technical and higher-level vocational skills. Inspired by the legacy of its achievements at WorldSkills 2011, Government will stimulate and support the sector to take advantage of opportunities in the global market.<sup>18</sup>

---

<sup>18</sup> Hansard HC, Vol 536 Col. 65WS (1 December 2011)

<http://www.publications.parliament.uk/pa/cm201011/cmhansrd/cm111201/wmstext/111201m0001.htm>



### 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>
Department for Business, Innovation and Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Department for Work and Pensions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ofsted England only	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estyn Wales only	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HMIE Education Scotland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E&T Inspectorate Northern Ireland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills Funding Agency England only	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other Government departments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Department for Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Her Majesty's Treasury	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Local Government Association (England; Wales; NI; Convention of Scottish Local Authorities)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Higher Education Funding Council for England (HEFCE)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training and Development Agency for Schools (teacher education)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Young People's Learning Agency (funding for disabled people to the age of 25)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
UK Commission for Employment and Skills	<input checked="" 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>
Learning and Skills Improvement Service	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Institute of Adult Continuing Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institute for Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Association of Colleges	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Association of Employment and Learning Providers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
157 Group	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Association of Teachers and Lecturers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Association of School and College Leaders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universities and Colleges Union	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education Institute Scotland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Union of Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Learning providers: 412 further education colleges; 144 local authorities who manage adult education services; over 1,000 training organisations; publicly funded workplace training provision; higher education institutions delivering adult education; third sector organisations providing education and training for adults (see separate submissions from NI, Wales, Scotland)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foundation Degree Forward	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher Education Academy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Assurance Agency for Higher Education (QAA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universities Council for	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

the Education of Teachers				
Joint Information Systems Committee (JISC)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guild HE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universities and Colleges Employers Association	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universities Association of Lifelong Learning (UALL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A number of research bodies and organisations, e.g. The British Academy; Community Research and Development Information Service; National Research and Development Centre; National Endowment for Science, Technology and the Arts (NESTA); Research councils...	<input checked="" 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
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i>		
<p>Overall responsibility for UK policy sits with the Department for Business Innovation and Skills, although education is a devolved responsibility. In England the Skills Funding Agency is responsible for coordinating the funding. In England, from the 2011/12 academic year, FE colleges and providers have been given a single Adult Skills Budget providing them with flexibility to respond to local learner and employer needs. The Department's web site address is: <a href="http://www.bis.gov.uk">http://www.bis.gov.uk</a>.</p> <p>The Minister responsible is John Hayes MP, Minister for Further Education, Skills and Lifelong Learning: <a href="http://www.bis.gov.uk/ministers/john-hayes">http://www.bis.gov.uk/ministers/john-hayes</a>. John Hayes is also Minister of State in the Department for Education with particular responsibility for apprenticeships, careers guidance and vocational education (aged pre 19).</p> <p>The executive agency responsible is the Skills Funding Agency: <a href="http://www.bis.gov.uk/policies/further-education-skills/sfa">http://www.bis.gov.uk/policies/further-education-skills/sfa</a></p> <p>The official responsible for linking with this report from BIS is Susan Pember (<a href="mailto:susan.pember@bis.gsi.gov.uk">susan.pember@bis.gsi.gov.uk</a>) or Lisa Capper (<a href="mailto:lisa.capper@bis.gsi.gov.uk">lisa.capper@bis.gsi.gov.uk</a>).</p> <p>The UK Commission for Employment and Skills, an agency of BIS, supports the Government, bringing the employer view to policy debate and development.</p> <p>The Learning and Skills Improvement Service, an independent organisation owned and managed by the further education sector, supports the development of quality across the sector, by 'building the sector's own capacity to design, commission and deliver improvement and strategic change.'</p>		

The national civil society body for adult education and adult literacy in England is the National Institute of Adult Continuing Education (England and Wales). NIACE is a voluntary body with a wide membership, core funding from BIS, the Welsh Assembly Government (WAG) and the Skills Funding Agency and a written compact with the Government.

**Adult literacy**



*If Yes, please provide name and contact details:*

Please see section 3.2 relating to adult education for contact details.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p>		
<p>The education, training and skills field is large and complex with over 1500 organisations delivering learning funded by the Government. There is a large amount of activity, much of it informal and consultative, to foster collaboration between providers in learners' interests. There are, too, a large number of formal mechanisms to secure feedback on developments, and advice on new initiatives. Some examples of this include:</p>		
<p>In Government there are a number of inter-departmental advisory groups, involving external stakeholders, (e.g. the DWP/BIS Welfare to Work joint advisory group). In BIS there is a Further Education and Skills Ministerial Advisory Group, with representation from the principal representative bodies of providers, unions, and employers.</p>		
<p>BIS works closely with and engages with a range of sector bodies in developing and implementing policy. Organisations consulted by BIS in the development of its most recent policy document, New Challenges: New Chances included:</p>		
<p>157 Group (The 157 Group is a membership organisation that represents 27 large, successful and regionally influential Further Education colleges in England); 3SC (3SC unites a range of innovative organisations across civil society to bid for and deliver public service contracts);</p>		
<p>Action with Communities in Rural England; Age UK; Alliance of Sector Skills Councils; Association of Chief Executives of Voluntary Organisations; Association of Colleges ; Association for Education and Ageing; Association of Employment and Learning Providers;</p>		
<p>British Chambers of Commerce; Business in the Community;</p>		
<p>Cabinet Office - Office for Civil Society; Campaign for Learning; Confederation of British Industry; Co-operatives UK; the Chartered Institute of Personnel and Development;</p>		
<p>The Development Trusts Association;</p>		
<p>Further Education colleges; Federation of Awarding Bodies; Federation for Community Development Learning; Federation of Small Businesses;</p>		
<p>Industry Training Boards; Institute of Directors; Institute for Learning; Joint Council for Qualifications;</p>		
<p>HOLEX, the national network of local adult learning providers</p>		
<p>Learning and Skills Improvement Service; Local Education Authorities' Forum for the Education of Adults; Local Government Association; London Language and Literacy Unit (since closed) ;</p>		
<p>Museums, Libraries and Archives Council;</p>		
<p>National Apprenticeship Service; National Association for Teaching English &amp; Community Languages to Adults; National Association for Voluntary and Community Action; National Employer Service; National Federation of Women's Institutes; National Institute of Adult Continuing Education; National Skills Academies;</p>		

Office for Disability Issues;

Private training organisations;

Regional Development Agencies;

Sector Skills Councils; Social Enterprise Coalition; Skills Funding Agency;

The Third Sector National Learning Alliance; The Homeless Link network of providers; Trades Union Congress;

Unionlearn: UK Commission for Employment and Skills; UK Skills / WorldSkills;

Workers' Educational Association.

The Skills Funding Agency and Young People's Learning Agency share an advisory group exploring the impact of regulatory and funding changes as they impact on different groups of providers.

The National Improvement Partnership Board 'is a self selecting group of senior representatives from national agencies, provider representative bodies and government departments'.

The group provides a forum for members to discuss the strategic issues affecting the further education and skills sector and enables members to coordinate and deliver collaborative action to address, influence and support those providers to respond to those needs.

The principal mechanism for bringing industry and the education and training system together is the UK Commission for Employment and Skills (UKCES) – an employer led agency of government, which advises the four national administrations on skills policy, and oversees the functioning of 24 sector skills councils – publicly supported sectoral bodies that identify the training needs of industries within each sector.

Providers, employment interests and local government also come together in the work of Local Enterprise Partnerships, which seek to embed learning and skills initiatives in the wider context of local and sub-regional development.

Across further and higher education mechanisms are in place for institutions to collaborate to secure effective progression for learners.

In the voluntary sector several umbrella bodies co-ordinate on major policy and partnership initiatives, the largest membership body being the National Council for Voluntary Organisations (NCVO). NCVO works closely with most government departments.

...adult literacy?



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

Please see section 3.3 relating to adult education for further details

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...

Yes

No

...adult education?



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

In England the Government financially supports a number of agencies to do this such as:

- the Institute for Learning (IfL) to support teachers' professional development;
- the Learning and Skills Improvement Service (LSIS) to develop improved quality among providers; and
- NIACE to support the education of adults through its membership and range of activities.

The Government expects and supports education and training providers to take the leadership in relation to quality improvement and professional development. Providers are expected to design, support and evaluate their own quality improvement provision through shared ownership of LSIS, the improvement body for the sector and other sources of support and help. LSIS and the Institute for Learning will be supporting the independent commission on adult vocational learning to improve outcomes of teaching and learning for adults in vocational subjects and courses.

...adult literacy?



*If Yes, please indicate what activities are undertaken and provide references:*  
Please see section 3.4 relating to adult education for further details

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...

Yes

No

...adult education?



...adult literacy?



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

Additional information to section 3.5

The Government welcomed the recent report<sup>19</sup> of the Independent Commission on Colleges in their Communities, which was supported by NIACE, AoC and 157 Group. This promoted a stronger role for colleges to engage with their communities in planning the learning which they offer. Work is underway to support the Inquiry recommendations.

Local communities and small community organisations will play a strong role in planning, implementation and evaluation of new 'community learning trust' pilots for BIS-funded community learning, as announced in *New Challenges, New Chances Further Education and Skills System Reform Plan: building a world class skills system*<sup>20</sup>.

<sup>19</sup> Independent Commission on Colleges in their Communities (2011) *A Dynamic Nucleus: Colleges at the heart of their communities*

<sup>20</sup> BIS (2011) *New Challenges, New Chances Further Education and Skills System Reform Plan: building a world class skills system*

#### 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 checked="" type="checkbox"/>
--	---

4.2 Please indicate the name of the currency used for reporting:

UK Pounds.

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

<i>Units</i> <input type="checkbox"/>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input checked="" type="checkbox"/>	<i>Millions</i> <input type="checkbox"/>
--	---	---	---

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>21</sup>

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>			
<i>Sub-national governments</i> <sup>22</sup>	<b>4,620,326</b>	<b>5,125,945</b>	BIS Annual Report 2010-2011 please see 4.7 for additional information
<i>Total</i>			

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>			<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"/>
<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"/>

<sup>21</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>22</sup> these figures relate to England only - Control for the potential double-counting effect of transfers across different government levels.



<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 checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief description:</i>  From the 2011/12 academic year FE colleges and providers have been given a single Adult Skills Budget providing them with flexibility to respond to local learner and employer needs.</p>		

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.

Additional information for section 4.4

The figures for BIS further education and skills spending for 2008/9 and 2009/10, includes adult literacy spending, are outlined in the tables below. Resource Departmental Expenditure Limits (DEL) refers to recurrent expenditure, and Capital DEL to the allocations for spending on capital projects. Administrative costs for the Learning and Skills Council (LSC) and for Non Departmental Public Bodies (NDPB) are also shown (figures are in £000s):

Type of Expenditure	2008-09	2009-10
Resource DEL	4,182,417	4,371,098
less LSC Admin	(185,030)	(188,913)
other NDPB Admin	(10,177)	(12,420)
<b>TOTAL "Programme" RDEL</b>	<b>3,987,210</b>	<b>4,169,765</b>
Capital DEL	633,116	956,180
<b>GRAND TOTAL</b>	<b>4,620,326</b>	<b>5,125,945</b>

(Source: BIS Annual Report 2010-2011<sup>23</sup>)

Type of Expenditure	2008-09	2009-10
<b>Adult Literacy ("first steps" type learning - not the entire adult literacy spend which is not reported on separately) *</b>	<b>93,141</b>	<b>91,544</b>

(Source LSC Annual Report 2008/09 2009/10)

[ \* Adult "literacy" spend as described above includes the following initiatives which are "first step" type provision First Steps Provision, Neighbourhood Learning, Family Language Literacy & Numeracy, Family Learning. ]

Additional information for section 4.5

The UK Commission for Employment and Skills suggest that:

"UK employers spend an estimated £20 billion annually on the non-wage costs of staff training and development; alongside government expenditure across the UK of £12 billion on adult learning and

<sup>23</sup> BIS (2011) *Annual Report and Accounts 2010-11*.

<http://www.bis.gov.uk/assets/biscore/corporate/docs/b/11-p102-bis-annual-report-and-accounts-2010-11>

skills.”<sup>24</sup>

The National Employer Skills Survey (NESS) which also takes into the account the labour costs of those receiving, delivering and managing training estimates that:

“Total employer expenditure on training is estimated to have been £39.2bn over the course of the 12 months prior to NESS09, an increase of just over £500m or 1.3 per cent since 2007. After accounting for inflation<sup>25</sup>, this is equivalent to a decrease in real terms of five per cent.”<sup>26</sup>

Additional information for section 4.6

National government spending on literacy is not published separately from the overall totals of spend.

---

<sup>24</sup> UKCES (2009) *Five Year Strategic Plan 2009-2014*, p.20.

<http://www.ukces.org.uk/assets/bispartners/ukces/docs/corporate-publications/strategic-plan-0914.pdf>

<sup>25</sup> Inflation is calculated here and elsewhere in the same report using the Consumer Prices Index (CPI) for August 2007 to August 2009. The total compound inflation over this period is 6.4 per cent.

<sup>26</sup> UKCES (2009) *National Employers Skills Survey 2009: Key findings report*

<http://www.ukces.org.uk/assets/bispartners/ukces/docs/publications/evidence-report-13-ness-key-findings-2009.pdf>

## 5. articpation: 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	<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"/>	•Adults with English and maths skills below level 2 (i.e. Entry Levels 1,2,3 and Level 1). Priority is being given to young adults who lack English and maths skills and those adults not in employment.	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>• 16-24 year olds</li> <li>• Apprenticeships</li> <li>• Small businesses</li> <li>• Unemployed people</li> <li>• Young people not in employment, education or training</li> <li>• Those with skill levels below Level 2 (see note on vocational learning below)</li> </ul>	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Young people aged 16-25 with learning difficulties and/or disabilities</li> <li>• Adults with mental health problems</li> <li>• A 'healthy colleges' strategy is in place</li> </ul>	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Those below Level 2	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Unemployed people	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	general	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	general	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	general	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

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

<i>technologies</i>			
<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 (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"/>	National priorities are those with disabilities; those without employment or on low wages, etc, as set out in the <i>Transformation Fund</i> .	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	National priorities are those with disabilities; those without employment or on low wages, etc, as set out in the <i>Transformation Fund</i> .	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	National priorities are those with disabilities; those without employment or on low wages, etc, as set out in the <i>Transformation Fund</i> .	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	National priorities are those with disabilities; those without employment or on low wages, etc, as set out in the <i>Transformation Fund</i> .	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	National priorities are those with disabilities; those without employment or on low wages, etc, as set out in the <i>Transformation Fund</i> .	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	National priorities are those with disabilities; those without employment or on low wages, etc, as set out in the <i>Transformation Fund</i> .	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	National priorities are those with disabilities; those without employment or on low wages, etc, as set out in the <i>Transformation Fund</i> .	<input checked="" type="checkbox"/>

<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	National priorities are those with disabilities; those without employment or on low wages, etc, as set out in the <i>Transformation Fund</i> .	<input checked="" 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 type="checkbox"/>
<b>On adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i></p> <p><b>Adult Literacy surveys</b></p> <p>On adult literacy there have been two Skills for Life surveys, reporting in 2003 and 2011, which identify the level of literacy, numeracy and ICT skills in the population in England aged 16-65 years. The UK also buys into the OECD's international surveys. The most recent of these is the Programme for the International Assessment of Adult Competencies (PIACC), which is a comparative international study looking at the literacy, numeracy and 'key work' skills of 16-65 year olds in over 20 countries, including the United Kingdom.<sup>27</sup> It builds on the work of the Adult Literacy and Lifeskills (ALL) survey and the International Adult Literacy Survey (IALS) which were conducted by the OECD from 2003 – 2006 and 1994 – 1998 respectively.</p> <p><b>Adult Participation surveys</b></p> <p>The National Adult Learning Survey (NALS) takes place periodically and is commissioned by the Government to identify the levels of adult learning participation in England. NALS has taken place in 1997, 2001, 2002, 2005 and the 2010 data will be published this year.</p> <p>Also on overall adult participation, NIACE undertakes a participation survey each year which covers the United Kingdom, including England. The first survey took place in 1996 and every three years NIACE publishes a more extensive and detailed coverage, with additional questions. For more information, see <i>Tough Times for Adult Learners</i><sup>28</sup>. Copies of the questionnaires, details of the methodology and sampling framework, and SPSS data files are available on request<sup>29</sup>.</p> <p><b>Labour Force Survey (LFS)</b></p> <p>The Labour Force Survey, which measures levels of UK employment, is conducted quarterly by the Office for National Statistics, with a view to assessing the long-term effectiveness of labour market policies. As well as recording the level of adult educational attainment it includes information on wellbeing indicators, migration and internet access, all of which impact on adult education policy.</p> <p>Studies of both employers and individuals characterise UK participation by adults in education and training as being relatively extensive, but less intensive<sup>30</sup>. The total volume of lifelong learning is below the</p>		

<sup>27</sup> [http://www.oecd.org/document/35/0,3746,en\\_2649\\_201185\\_40277475\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/35/0,3746,en_2649_201185_40277475_1_1_1_1,00.html)

<sup>28</sup> Aldridge, F. and Tuckett, A. (2011) *Tough Times for Adult Learners: The NIACE survey on adult participation in learning in 2011*. Leicester: NIACE.

<sup>29</sup> Contact: fiona.aldridge@niace.org.uk

<sup>30</sup> Eurostat, Continuing Vocational Training Survey 3, 2005; Eurostat, Adult Education Survey, 2005-8

averages seen in other EU and OECD countries with the UK spreading this learning more thinly across more participants.

The UK performs around the EU average in terms of employer investment in continuing adult training (i.e. excluding initial training such as apprenticeships). Whilst a relatively high proportion of employers provide training, this is typically of shorter duration and translates into relatively low levels of investment per employee. When asked about the barriers to investing more in training, UK employers were more likely to report that 'existing skills meet their needs', and less likely to report cost or time as a limiting factor<sup>31</sup>.

Adults in the UK (along with the Nordic countries) have relatively high rates of participation in formal and non-formal learning. However, the number of instruction hours spent on such learning by each participant was lower in the UK than in any other EU country. This contrast between participation and intensity is partly explained by the UK having comparatively more short courses in formal institutions, e.g. in Basic Skills<sup>32</sup>.

Under the EU's Europe 2020 strategy a benchmark on Adult Lifelong Learning Participation envisages that 15% of the adult population should participate in lifelong learning, as measured by the Labour Force Survey, which asks about participation in formal and non-formal learning in the 4 weeks prior to the survey. The best performers are the Nordic countries (Denmark, Sweden Finland and Iceland) and the UK where the participation rate is 20%<sup>33</sup>.

---

<sup>31</sup> Eurostat, Continuing Vocational Training Survey 3, 2005

<sup>32</sup> Eurostat, Adult Education Survey, 2005-8

<sup>33</sup> Eurostat, European Labour Force Survey, 2009

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>
The main language for all literacy work in the UK is English	<input checked="" type="checkbox"/>
In parts of the country English is a second or third language for some citizens and English for speakers of other languages is provided. ESOL (English for Speakers of Other Languages) materials which are sometimes in minority languages are published.	<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).

Not applicable.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Please provide references or attach documents on local community participation:</i>			
<p>Literacy learning materials have been produced nationally in line with the national adult literacy, numeracy and ESOL curricula since 2001 and are available at <a href="http://www.excellencegateway.org.uk/sfcurriculum">http://www.excellencegateway.org.uk/sfcurriculum</a>. However, locally produced materials are also important. Materials have been developed at all levels. An individual learning plan is expected for each learner<sup>34</sup>. It is the intention that teachers use materials related to learners' own voice, lives and experience.</p>			

<sup>34</sup> <http://archive.excellencegateway.org.uk/page.aspx?o=108288>



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.

None

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 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 checked="" type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>

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

Data is collected on enrolment, attendance and completion rates for all publicly funded courses.

*New Challenges, New Chances* sets out the Department's intention to work in partnership with the sector, over the next one-two years, to develop a new Public Information framework. This aims to strengthen the information that is made available to the public, so that learners and employers can make better informed choices about where to learn or train.

The aim is to provide consistent and comparable information for learners and employers to help them make informed choices about post-16 education and training and to provide consistent management information on key performance indicators for all post-16 providers. Called *FE Choices* (formerly Framework for Excellence) the performance indicator scores for 2010/11 were published on 26 January 2012. This publication updates the information available on Success Rates, Learner Satisfaction and Employer Satisfaction. The views of over 400,000 learners have fed in to calculating a Learner Satisfaction performance indicator for providers relating to the 2010/11 academic year. In addition, the data from different providers can be compared using a publicly available website.<sup>35</sup>

The latest BIS Statistical First Release (Jan 2012)<sup>36</sup> does not list enrolment, attendance and completion of adult education programmes as separate statistics. Instead, it records participation and achievement. The 2010/11 figures show the following:

Participation in Government-funded Further Education	4,264,900
Achievement in Government-funded Further Education	3,091,300
Participation in adult Government-funded literacy programmes	643,100
Achievement in adult Government-funded literacy programmes	332,300

5.9 Does the government measure the learning outcomes of the following programmes...?

<sup>35</sup> <http://fechoices.skillsfundingagency.bis.gov.uk/>

<sup>36</sup> The Data Service (January 2012) *Quarterly Statistical First Release*.

[http://www.thedataservice.org.uk/NR/rdonlyres/B57FF1DE-40C8-4CBB-B91F-B4F733DD1A16/0/SFR\\_Commentary\\_January2012.pdf](http://www.thedataservice.org.uk/NR/rdonlyres/B57FF1DE-40C8-4CBB-B91F-B4F733DD1A16/0/SFR_Commentary_January2012.pdf)

(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) <b>Adult literacy</b> programmes	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" 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>				
<p>In England, the Government expects providers to measure learning outcomes in the form of qualifications. In England, the Skills Funding Agency (SFA) guidance on Minimum Levels of Performance. There is a 2010 (for 2011/12) guidances document available on the 'Measuring Quality' section of the Skills Funding Agency's website with a December 2011 addendum for 2012/13. For further details go to: <a href="http://skillsfundingagency.bis.gov.uk/providers/quality/http://skillsfundingagency.bis.gov.uk/providers/quality/">http://skillsfundingagency.bis.gov.uk/providers/quality/http://skillsfundingagency.bis.gov.uk/providers/quality/</a>.</p> <p>For adult education programmes (i.e. for all programmes full and part-time over the age of 19) and for all adult literacy programmes the learning outcomes by success rate is measured in order to be able to see how each curriculum area is performing. Where there is no external qualification many providers use the Recognising and Recording Progress and Achievement (RARPA) staged process or similar. This is successfully used to provide both qualitative and quantitative data on non-accredited courses. In the best practice such processes are validated internally or externally through an independent assessor. This gives reassurance that non-accredited programmes are assessed for success just as rigorously as for any other programme.<sup>37</sup></p>				

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
<b>Adult education</b> <b>Adult literacy</b>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
Women	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Men	<input 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
<b>Adult education</b> <b>Adult literacy</b>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

*If measures have been undertaken please provide a brief description and references:*

The difference between men and women in terms of their participation in adult education and/or adult literacy programmes is very hard to measure. Taking adult education first, if we assume that 'adult education' includes full-and part-time courses, some with both vocational and personal benefit aims (as in Floristry or Ceramics), some of which will be paid for by the individual and some by the State, then the differences are not evident. However, there is evidence of female dominated cohorts in (for example) floristry, social care, arts; and male dominated cohorts (for example) in engineering, sciences, mathematics. Many steps have been taken to move these stereotypes. For example, the Government's

<sup>37</sup> <http://archive.niace.org.uk/projects/RARPA/Default.htm>

strategy *New Challenges: New Chances* makes it clear that a drive to enhance the numbers of women learning maths is a priority<sup>38</sup>.

Elsewhere, there are major programmes on women into science and engineering, with specialist Access Courses designed to assist mature students to enter university through part-time study of maths, science and medicine at FE college<sup>39</sup>.

Through the Adult and Community Learning Fund and Transformation Fund programmes (short-term funding to develop innovative adult learning opportunities, especially non-formal learning), the Government has encouraged local authorities, colleges, the Third Sector and other providers to assist men and women to take up programmes in non-traditional contexts.

The NALS surveys and other surveys (such as the NIACE participation surveys referenced earlier) show that gender differences do exist with women less likely to participate in informal learning and in vocational learning.

In relation to adult literacy, in 2009/10, **485,810** (50.5%) women and **475,760** (49.5%) men participated in a Skills for Life Literacy course<sup>40</sup>.

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.

None.

---

<sup>38</sup> See: <http://www.bis.gov.uk/Consultations/fe-and-skills-new-challenges-new-chances?cat=open>

<sup>39</sup> <http://www.accesstohe.ac.uk/>

<sup>40</sup> <http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/>

## 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"/>	in place for many years	Please see additional information in section 6.7
Learning materials	<input checked="" type="checkbox"/>	in place for many years	In relation to learning materials quality criteria are in place and have been since at least 2001. The key question here for providers is, 'Quality of provision: How effectively do teaching, training and assessment support learning and development?' Again, evaluative statements are used to summon evidence which allows providers to show the extent to which the quality, appropriateness and use made of materials meet these goals.
Facilitators' training	<input checked="" type="checkbox"/>	in place for many years	In relation to 'facilitators' training' which we take to mean teacher/trainer/instructor initial education and continuing professional development, this has been in place since 2001 and there are quality criteria in place. Again, under 'Capacity to Improve' the self assessment process asks,  'What is the provider's capacity to make and sustain improvements?'  The capacity to make further improvements is a judgement about the ability of a provider to continue improving standards and progress based on what it has accomplished so far or to maintain exceptionally high standards.  Since 2001 quality criteria have been in place in relation to

			teaching/learning methods. The key self assessment question here is,  'Quality of provision: how effectively do teaching, training and assessment support learning and development?'
Teaching/ learning methods	<input checked="" type="checkbox"/>	in place for many years	
Assessment of learning outcomes	<input checked="" type="checkbox"/>	in place for many years	In relation to assessment of learning outcomes quality criteria have been in place since before 2001. There are several questions that cover learning outcomes. .....

<b>Adult literacy</b>			
Area	<i>Mark when quality criteria are in place</i>	<i>Indicate year when quality criteria were introduced</i>	<i>Specify quality criteria in place</i>
Curricula	<input checked="" type="checkbox"/>	in place for many years	see 6.1
Learning materials	<input checked="" type="checkbox"/>	in place for many years	see 6.1
Facilitators' training	<input checked="" type="checkbox"/>	in place for many years	see 6.1
Teaching/ learning methods	<input checked="" type="checkbox"/>	in place for many years	see 6.1
Assessment of learning outcomes	<input checked="" type="checkbox"/>	in place for many years	see 6.1

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 University Private company Non-governmental organisation <b>For additional information please see section 6.7</b>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	
		12 months full time		24 months
				24 months
<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 University Private company Non-governmental organisation <b>For additional information please see section 6.7</b>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	12 months and 24 months	<input type="checkbox"/> <input type="checkbox"/> <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)	£2,385	Annual Survey of Hours and Earnings, Office for National Statistics (ONS) <sup>41</sup> . <b>For additional information please see section 6.7</b>
<b>Adult literacy</b>	£2,385	Annual Survey of Hours and Earnings, Office for National Statistics (ONS). <b>For additional information please see section 6.7</b>

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
<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? ( <i>If yes, mark all that apply</i> )		
	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"/>
<i>Please provide a brief description and references:</i> See answer to question 6.1		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

<sup>41</sup> Office of National Statistics (2011) *2011 Annual Survey of Hours and Earnings*  
[http://www.ons.gov.uk/ons/dcp171778\\_241497.pdf](http://www.ons.gov.uk/ons/dcp171778_241497.pdf)

<b>Lifelong learning</b> <b>Adult education</b> <b>Adult literacy</b>	<i>Mark all that apply</i>
	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>
<p><i>If one or more of the boxes is marked, please provide a brief description and references:</i></p> <p>The national Government has commissioned many studies to inform policy and programme design and implementation. For example, each of the major policy papers on further education and skills is supported by a range of evidence. For example:</p> <ul style="list-style-type: none"> <li>• BIS (December 2011) 2011 Skills for Life Survey: headline findings</li> <li>• BIS (February 2012) Research to update evidence on the wider benefits of learning</li> <li>• BIS (January 2012) Research to measure / monetise the impact of adult learning on wellbeing</li> <li>• BIS (January 2012) Research to collect longitudinal information on community learning demographics and impacts</li> <li>• BIS (December 2011) Research to assess preparation for and changes arising from the new FE reforms and skills policies</li> <li>• BIS (December 2011) Review of research and evaluation on the impact of adult literacy and numeracy skills</li> <li>• BIS (June 2011) Estimating the Value to the UK of Education Exports</li> <li>• BIS (March 2011) Measuring the economic impact of further education</li> <li>• BIS (February 2011) National learner satisfaction survey: adults in FE, apprenticeship, Other learner responsive (LR) and other personal and community development learning (PCDL)</li> <li>• BIS (February 2011) National learner satisfaction survey: FE learners with learning difficulties and/or disabilities</li> <li>• BIS (February 2011) National learner satisfaction survey: further education research study report</li> <li>• BIS (October 2009) Economic impact of training and education in basic skills</li> <li>• BIS (October 2009) Evaluation of the impact of Skills for Life learning: longitudinal survey of adult learners on college-based literacy and numeracy courses – final report from BMRB Social Research.</li> </ul>	

<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>
<p>For additional information to section 6.1 -</p> <p>Quality criteria for adult education and adult literacy exist in all areas, including curriculum, learning materials, facilitators' (teachers/trainers') training, teaching/learning methodology and assessment of learning outcomes. They have been in place for many years as part of:</p> <ul style="list-style-type: none"> <li>o the quality criteria of Awarding Bodies;</li> <li>o the Quality Assurance Agency for Higher Education;</li> <li>o Ofsted's Common Inspection Framework;</li> <li>o education and training providers' self assessment reports, and</li> <li>o the Skills for Life' strategy on literacy, numeracy and English for speakers of other languages (ESOL).</li> </ul> <p>Education providers, as independent organisations, have the primary responsibility for ensuring the quality of provision and services which is delivered to employers and learners. Self assessment is therefore a key tool for providers own benchmarking and for the development of quality improvement strategies.</p> <p>Quality assurance is extremely well developed. For some years the Framework for Excellence (FfE) was an additional framework used to assess the performance of curricula, subjects and institutions in further education. This has recently changed to become more of a tool to be used by further and adult education providers in which benchmarks can be extrapolated and hence targets set by providers. Benchmarks</p>



include feedback from learners, feedback from employers and qualifications success.

The further education sector inspectorate, The Office for Standards in Education, Children's Services and Skills (Ofsted), establishes quality criteria through the Common Inspection Handbook/Framework. The Ofsted Common Inspection Framework for further education is now used by almost all providers to assess their own provision through a Self Assessment Report (SAR). The aim of this process is to ensure that providers offer a quality assured opportunity for all adults and young people. The 'all age' Framework has some specific elements for further education which covers all adult education and adult literacy. The Framework is the primary means of assessing the standards of teaching and learning. The grading system used by Ofsted is used by providers too, and the common language of grades makes quality criteria easier to discuss and compare. Judgements by Ofsted and providers against the grading system (supported by quality criteria) are valued and in widespread use. The grading covers all aspects of quality improvement.

Two key changes planned for September 2012 include a revised Inspection Framework, and a strategy for providers to issue public information about the quality of their provision for learners. The FE Public Information Initiative will be led by providers and replace the Framework for Excellence but includes some FfE data within it.

Where quality slips below a certain level in FE the Government's funding and support agencies have mechanisms to provide support and for sanctions in terms of funding. It is normal practice, for example, for auditors to visit colleges prior to general Ofsted inspections and this has been in place since 1996.

For additional information to section 6.2

For teacher education it is important to distinguish between pre-service and in-service approaches (the latter being for those already teaching). Pre-service training for teaching adults (very small amount of provision) is delivered entirely through universities and the typical duration is 12 months full-time, 24 months part-time. For in-service teacher education (well over 90 per cent of provision) this is delivered both by FE and Skills providers and universities, often in partnership, with accreditation either through Higher Education Institutions or Awarding Organisations (private companies, some though are charities.) The typical duration is 24 months (for employed teachers) and delivered through universities though some private companies deliver this in 12 months. This leads to the award of Qualified Teaching and Learning Status (QTLS).

For pre-service teacher education for adult literacy, numeracy and ESOL (the latter a very small amount of provision), this is delivered entirely through universities and the typical duration is 12 months full-time, 24 months part-time.

Regulations are in place that mean UK teachers of adults and teachers/trainers of adult literacy who started teaching in 2007 need to complete a recognised teaching qualification within five years of practice. The highest level qualification is the Diploma in Teaching in Lifelong Learning and Skills (DTLLS) although there is an alternative higher qualification, the Post-Graduate Certificate in Education (PGCE.) For those undertaking a role with substantially less contact time – commonly termed 'associate teacher' - there is a Certificate in Teaching in Lifelong Learning and Skills (CTLLS). It is these qualifications we have reported on here. DTLLS is an in-service qualification and is awarded by awarding organisations, which are private companies, and by universities. The PGCE is a pre-service award and is delivered only by universities. The vast majority of teachers and trainers in the adult education sector gain their qualifications in-service.

Most teachers and trainers will have an option to undertake specialist training in literacy throughout either the DTLLS or PGCE course. In most cases this is fully integrated but some awarding organisations offer subsidiary DTLLS qualifications.

For additional information to section 6.3

The range for a main grade lecturer salary per month, assuming a qualified teacher, without deductions for pension, on-costs or anything else, and without additions for management responsibilities or exceptional teaching is £1,948.50 - £2,773.50 depending on experience. The average literacy teacher will be the same. However, both areas of work have a high number of part-time workers, especially in adult literacy, numeracy and ESOL. Further education pay rates are sometimes locally determined. The figures given here are from the national agreement with the trades unions. The average monthly remuneration for adult education and adult literacy staff is £2,385, drawn from the Annual Survey of Hours and Earnings, Office for National Statistics (ONS) .

It is important to recognise that the UK Government is not the employer of those who teach adults or adult literacy in further education institutions. FE colleges are self-governing, independent organisations responsible for their own pay, terms and conditions, and workforce modelling. In the FE sector there are national recommended pay awards agreed by the employers' national bodies, the Association of Colleges (AoC) and the trade unions. These recommendations are not binding on colleges.

## 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 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 checked="" type="checkbox"/>
As this report demonstrates, a good deal of activity has been undertaken since December 2009 which is in line with the Belem agreements in order to advance adult education and adult literacy.	

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.

There are many initiatives and projects of note. Three are illustrated here – and two provide a link to short (c7 minutes) films which illustrate graphically the impact that innovative forms can have on adults' participation and learning.

### Learning for the Fourth Age (L4A)

Learning for the Fourth Age (L4A) is a social enterprise providing educational and learning services to residents of care homes through one-to-one teaching sessions, complemented by some group learning activities. The sessions involve 'matching' the interests of residents and the skills of volunteers, such as university undergraduates.

L4A offers residents personal learning mentors who spend time with them each week sharing ideas, information, materials and audio visual resources for mental stimulation. Activities are personalised, and are backed up with materials to enjoy between sessions. By working with learners on a one-to-one basis, L4A is able to work around the support needs of learners.

The film that features informal adult learning in care settings, including L4A, can be seen at:

[http://www.youtube.com/watch?v=YsD7G9Pc\\_\\_o&list=UUSHi9ATC6mzi\\_7W4PfPtGsA&index=75&feature=plpp\\_video](http://www.youtube.com/watch?v=YsD7G9Pc__o&list=UUSHi9ATC6mzi_7W4PfPtGsA&index=75&feature=plpp_video)

There are two care homes featured in this film, each with a different model but both involving adult learning.

### Start Point Coffee Shop

StartPoint Coffee Shop, a project funded through the Government's Transformation Fund, began life when the owner of a fish and chip shop in a dying suburb revitalised her business through offering training to her staff, and moved from there to become a passionate advocate for learning. She opened Start Point next to her shop. It has become a hub of the Woodley Precinct community where people of all ages come together to learn all sorts of skills; from ICT skills to knitting and from card-making to learning how to run a business. The short film about the project can be seen at:

[http://www.youtube.com/watch?v=fzLfHUsP48&list=UUSHi9ATC6mzi\\_7W4PfPtGsA&index=74&feature=plpp\\_video](http://www.youtube.com/watch?v=fzLfHUsP48&list=UUSHi9ATC6mzi_7W4PfPtGsA&index=74&feature=plpp_video)

### Community Learning Champions

The Community Learning Champions (CLC) National Support Programme has established a national infrastructure in England for the development and support of local CLC projects. Learning Champions projects existed before 2009. However, they did so as unconnected local initiatives, with only limited opportunities to learn from one another, cooperate, or build on evidence of earlier good practice. The Community Learning Champions National Support Programme has put a framework in place – including a national brand and badge, toolkits, a quality framework, a website, accredited training programme and regional networks – to enable projects to share experience and to help with sustainability. The initiative also gives national recognition – through a register and badge - to individual CLCs of the vital role they play in stimulating learning in their communities. The components of the Programme are continuously reviewed and developed to ensure that the initiative provides a strategic lead to local projects and engages with and influences wider policy developments. See, for further information: <http://www.communitylearningchampions.org.uk>.

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

There have been a range of advocacy events and media campaigns over the last five years, including the previous Government's campaigns to raise demand for literacy and numeracy learning; and the continuing Quick Reads initiative led by the publishing industry which has engaged a high number of new readers, focusing on adults with low level literacy who would not normally read by publishing affordable, easy-to-read books written by well-known authors.

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></p> <p>Family literacy has been one of the strong programme themes in England:</p> <p><a href="http://skillsforfamilies.excellencegateway.org.uk/index.php?option=com_content&amp;view=article&amp;id=2:policy&amp;catid=1:home&amp;Itemid=29">http://skillsforfamilies.excellencegateway.org.uk/index.php?option=com_content&amp;view=article&amp;id=2:policy&amp;catid=1:home&amp;Itemid=29</a>. Aimed at parents and children learning together such programmes inevitably attracted a majority of women to adult literacy, numeracy and ESOL tuition.</p> <p>See <a href="http://www.bis.gov.uk/assets/biscore/corporate/migratedD/ec_group/80-08-SK_on">http://www.bis.gov.uk/assets/biscore/corporate/migratedD/ec_group/80-08-SK_on</a> for family literacy and numeracy policies in England. Other programmes have been directed at 'front line' workers where they have been able to target women offenders; women with mental health problems; women in hostels.</p> <p><a href="http://skillsforfamilies.excellencegateway.org.uk/index.php?option=com_content&amp;view=article&amp;id=41&amp;Itemid=68">http://skillsforfamilies.excellencegateway.org.uk/index.php?option=com_content&amp;view=article&amp;id=41&amp;Itemid=68</a>.</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></p> <p>Other excluded groups include:</p> <p>Bilingual families:</p> <p><a href="http://skillsforfamilies.excellencegateway.org.uk/index.php?option=com_content&amp;view=article&amp;id=51:working-with-bilingual-families-pilot&amp;catid=8:materials&amp;Itemid=83">http://skillsforfamilies.excellencegateway.org.uk/index.php?option=com_content&amp;view=article&amp;id=51:working-with-bilingual-families-pilot&amp;catid=8:materials&amp;Itemid=83</a></p> <p>Immigrants, refugees, asylum seekers:</p> <p><a href="http://www.bis.gov.uk/assets/biscore/corporate/migratedD/ec_group/78-08-sk_on">http://www.bis.gov.uk/assets/biscore/corporate/migratedD/ec_group/78-08-sk_on</a> and</p> <p><a href="http://www.bis.gov.uk/assets/biscore/corporate/migratedD/ec_group/78-08-sk_on-1">http://www.bis.gov.uk/assets/biscore/corporate/migratedD/ec_group/78-08-sk_on-1</a></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 UN Literacy Decade has contributed alongside a number of initiatives to raise awareness of literacy in England.</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>The Government has continued to fund English and maths courses for adults but has moved away from targets and is taking action to make this provision more effective</p>			

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide below a brief explanation:</i></p> <p>The Government has moved away from central, national targets and therefore no longer has national literacy targets.</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>The Learning and Skills Improvement Service (LSIS) is responsible for developing and providing resources that help colleges and providers implement initiatives and improve quality From September 2012 LSIS' continuing professional development programme for English and Maths teachers will prioritise the most effective pedagogy for teaching these skills, and will support a range of peer review and practitioner research programmes.</p>

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
<p>Key challenges include incentivising providers to deliver the greatest skills gains for learners on literacy courses; and supporting learners from lower levels to progress towards achieving a L2 standard – by achieving a A*-C English and maths GCSE or a Level 2 Functional English qualification.</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?

A review of research<sup>41</sup> has been undertaken by the University of London's Institute of Education. The review findings suggest that:

- gaining literacy and numeracy *skills* in adulthood has a positive effect on earnings and employment;
- the acquisition of literacy and numeracy *qualifications* in adulthood has not yet been shown to be related to significant gains in earnings and employment;
- there is insufficient UK evidence on the economic impact of literacy and numeracy *provision* in the context of FE and the workplace; and
- there is clear, convincing and statistically significant evidence that participation in adult literacy and numeracy provision, and having higher levels of adult literacy and numeracy, have a positive personal and social impact on individuals and communities.

The personal and social impact of literacy and numeracy learning often takes time to emerge, and emerges in forms and contexts that are removed from formal learning environments.

The research review identified some thirty further conclusions that could be drawn from research. It noted that there was 'little evidence explicitly linking the assessment of skills needs to the design and delivery of effective, efficient and economical provision leading to demonstrably cost-effective outcomes, such as improved employment, productivity, civic participation or learning progression'.

Further, it is suggested in the review that the following might be of value:

- cost-benefit analyses of literacy and numeracy programmes to identify most efficient modes and models for delivering literacy and numeracy provision;
- trials to determine which are the effective practices in using technology for different groups of learners, and for different types of learning outcome;
- cost-benefit analysis of the costs and benefits to employers of lower and higher levels of literacy and numeracy.

The review recommended better designed research projects and large: '*well designed and more sophisticated studies, that allow for the time and complex causality that connects learning interventions to their outcomes*'.

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?

In *New Challenges, New Chances* (2011) the Government underlined its commitment to addressing literacy needs across England. The actions being taken are:

- re-establish the terms 'English' and 'Maths' for adults;
- prioritise young adults who lack English and Maths skills, and those adults not in employment;
- pilot in 2012 how providers can be funded on the basis of the distance a learner has travelled;
- fund GCSE English and Maths qualifications from September 2012;
- undertake a new research, development and evaluation programme from 2012;
- promote a national Maths campaign;
- instead of taking an expensive, top-down approach as has been done in the past, we will work with stakeholders and seek to engage 'champions', including high profile employers. These champions will target other employers and individuals with low skills in employment; and those on the margins of the labour market;

<sup>41</sup> BIS (2011) *Research Paper Number 61: Review of Research and Evaluation on Improving Adult Literacy and Numeracy Skills* December, 2011, BIS, London



- Ofsted proposes to increase its focus on the quality of teaching, learning and assessment in inspection. Paying particular attention to how well teaching develops English and Maths skills;
- confirm that, from the 2012/13 academic year, all Apprenticeship providers will be required to support Apprentices in progressing towards the achievement of Level 2 English and Maths. From October 2012 all Apprentices starting English and Maths courses will be taking Functional Skills or GCSE qualifications;
- embed effective and timely screening by Jobcentre Plus advisers of the English and Maths needs of relevant benefit claimants, mandating them to an initial interview with a provider where a lack of these skills is preventing them from moving into work;
- reinforce the focus on assessing the English and Maths needs of offenders at the very start of their sentence through the new specification on which the procurement of new learning providers is based. In addition, we will pilot intensive English and Maths provision in prisons, commencing early in 2012;
- include the training of English and Maths teachers in the development fund for the sector to explore new models of delivering Initial Teacher Education;
- ensure that by September 2012 the Learning and Skills Improvement Service's (LSIS) continuing professional development programme for Skills for Life teachers prioritises the most effective pedagogy for teaching English and Maths. LSIS will support a range of peer reviews and practitioner research programmes;
- recognise the differential learning patterns of adults by enabling Awarding Organisations to create standalone units that provide the necessary rigour and flexibility to support progression to a GCSE or other training.

## Annex A

- *Skills Funding Agency (May, 2010) 'Family Programmes 2010/11, Part 1: Family Literacy, Language and Numeracy and Wider Family Learning (final) Guidance and information for providers managing family programmes.*
- Skills Funding Agency (May 2011) 'Requirements for Funding - Family Programmes 2011/12: Family Literacy, Language and Numeracy and Wider Family Learning Providers delivering Family programmes with Skills Funding Agency funding should adhere to this guidance'.  
[http://readingroom.skillsfundingagency.bis.gov.uk/sfa/RequirementsforFundingFamilyProgrammes\\_May2011\\_V1.pdf](http://readingroom.skillsfundingagency.bis.gov.uk/sfa/RequirementsforFundingFamilyProgrammes_May2011_V1.pdf)
- Learning and Skills Network (May 2011) 'Final Report: Impact Assessment - Non- Regulated Provision and the Qualifications and Credit Framework (QCF) Report presented to: the Skills Funding Agency LSN, London  
[http://readingroom.skillsfundingagency.bis.gov.uk/sfa/Impact\\_Assessment\\_-\\_Non\\_Regulated\\_Provision\\_and\\_the\\_Qualifications\\_and\\_Credit\\_Framework\\_-\\_Published\\_31\\_August\\_2011.pdf](http://readingroom.skillsfundingagency.bis.gov.uk/sfa/Impact_Assessment_-_Non_Regulated_Provision_and_the_Qualifications_and_Credit_Framework_-_Published_31_August_2011.pdf)
- Skills Funding Agency (June 2010) 'Neighbourhood Learning in Deprived Communities: Guidance for Providers 2010/11' SFA, Coventry  
[http://readingroom.skillsfundingagency.bis.gov.uk/sfa/COMMENTS\\_Requirements\\_for\\_Funding\\_-\\_NLDC\\_2010-11\\_F.pdf](http://readingroom.skillsfundingagency.bis.gov.uk/sfa/COMMENTS_Requirements_for_Funding_-_NLDC_2010-11_F.pdf)
- Skills Funding Agency (April 2010) 'FACT SHEET 1 – Foundation Learning Curriculum for adults: The purpose of this fact sheet is to set out the policy for the Foundation Learning Curriculum for adults, covering the curriculum offer, transition to the QCF and funding SFA, Coventry  
[http://readingroom.skillsfundingagency.bis.gov.uk/sfa/Adult\\_FLC\\_-\\_Factsheet\\_-\\_April\\_10\\_-\\_final.doc](http://readingroom.skillsfundingagency.bis.gov.uk/sfa/Adult_FLC_-_Factsheet_-_April_10_-_final.doc) .