



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 Ireland**

This report is submitted on behalf of the Government of Ireland in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

| | |
|--|------------------------------------|
| Institution responsible for submitting this report | Department of Education and Skills |
| Submission date | 23 April 2012 |

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

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

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

Report elaboration process

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

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

| 1. Definitions and data collection on adult learning and education | | |
|---|---|-------------------------------------|
| | Yes | No |
| <p>1.1 Does your country have an official definition of adult education? <i>If Yes, please provide it in the space below:</i></p> | <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>The White Paper on Adult Education "Learning for Life" published in 2000 defined Adult Education as "systematic learning undertaken by adults who return to learning having concluded initial education or training"</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>1.2 Has your country adopted or developed an official definition of literacy? <i>If Yes, please provide it in the space below:</i></p> <p>The definition of Adult Literacy set out in the operational guidelines for the Adult Literacy Programme issued by the Department of Education and Skills is:</p> <p>"the provision of basic education, including reading, writing and numeracy skills, and ICT for adults who wish to improve their literacy and numeracy competencies to enhance their functional participation in personal, social and economic life"</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i></p> <p>The National Adult Literacy Agency (NALA) defines literacy as listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. Literacy includes more than the technical skills of communication: it also has personal, social and economic dimensions. Literacy increases the opportunity for individuals and communities to reflect on their situation, explore new possibilities and initiate change.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i></p> <p>National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (<i>please describe below</i>):</p> <p>Annual Adult Literacy Programme Statistical Return from Vocational Education Committees (VECs)</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | |

| | |
|---|---|
| <p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p><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><input type="checkbox"/> <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> |
| <p>1.5 Has your country faced challenges in collecting literacy data?</p> <p><i>If Yes, please describe them briefly in the space below:</i></p> <p>Ireland has not collected data on literacy levels since the 1997 IALS survey. However, Ireland is participating in PIAAC, and results will be available in October 2013.</p> | <p><input checked="" type="checkbox"/> <input type="checkbox"/></p> |
| <p>1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.</p> | |
| | |

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

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

| | Yes | No | <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"/> | Programme For Government 2011-2016 | 2011 |
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Programme For Government 2011-2016 | 2011 |
| Adult literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Programme For Government 2011-2016 | 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 | <ul style="list-style-type: none"> • Adults with low or no formal qualifications or low literacy levels, especially those with less than upper second level education or NFQ Levels 1-3, or equivalent • The unemployed and in particular, the long term unemployed • Lone Parents • Travellers • Migrants • Older people • People with a disability • Disadvantaged women and men, particularly those living in rural isolation • The homeless • Ex-offenders • Substance misusers • the low skilled | Unknown |

| | | |
|----------------|---|----------|
| Adult literacy | <ul style="list-style-type: none"> • Under 35s • Those formerly employed in declining sectors - construction, retail and manufacturing sectors. <p>Disadvantaged Adults over 16 years with FETAC Level 3 or less literacy levels.</p> | .Unknown |
|----------------|---|----------|

| | | | | |
|---|-------------------------------------|-------------------------------------|--|-------------------|
| 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 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Reduced to 10% -15% of Adults from 25% | By 2016 |
| Adult literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |

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

If Yes, please provide a brief explanation and references in the space below including when it was put in place:

The is no specific policy in place on the language of instruction for adult education in Ireland. The English language is the principal language of instruction used in adult education and the Irish language is also used mainly in Gaeltachts (Irish speaking areas).

In 2008, a report was published following an independent review to assist in the development of a national English Language policy and framework for legally-resident adult immigrants. The report's preferred option was classroom' tuition and supporting 'informal' methods of English Language tuition as it would incorporate the rigour of formal delivery with methods such as aural, digital and print delivery. The report proposed that English language proficiency of immigrants should be at a level which enhances integration processes from a social as well as from a labour market view. The target level of A2 (Common European Framework of Reference for Languages) would be consistent with best practice in terms of the required base-line competency for students and be aligned to FETAC standards.

| | | |
|--|-------------------------------------|--------------------------|
| 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>Forfás, Ireland's policy advisory board for enterprise and science, produced a report "Developing Recognition of Prior Learning (April 2011) for the Department of Education and Skills as part of the National Skills Strategy Implementation Statement, which requested the Expert Group on Future Skills Needs to investigate the potential of the recognition of prior learning in assisting in the upskilling objectives of the National Skills Strategy. There was significant input and material from the National Qualifications Authority of Ireland (NQAI) Executive. In addition, a wide range of stakeholders were consulted in the process (education and training providers, unions, qualifications bodies, guidance/adult education organisations and the Department, employer organisations).</p> | | |
| <p>The main finding of the report is that while significant experience of RPL has been developed in Ireland, a co-ordinated national policy approach is required. The following paragraphs outline some of the developments in the area of RPL in Ireland.</p> | | |
| <p>A number of actions recommended in the White Paper on Adult Education "Learning for Life" (2000) for Recognition of Prior Learning (RPL) have been or are being implemented. These include the development of:</p> | | |
| <ul style="list-style-type: none"> • credit systems • modularisation • flexible delivery • new forms of assessment, and • the use of learning outcomes. | | |
| <p>The National Qualification Authority of Ireland's (NQAI) role is to encourage the development of processes for recognising prior learning and to promote co-ordination and harmonisation of these by providers and awarding bodies. It does this through the National Framework of Qualifications and specific actions including the development of Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training (2005), and participation in EU and OECD RPL activities.</p> | | |
| <p>The development of the National Framework of Qualifications (NFQ) and new types of qualifications (major, minor, supplemental and special purpose awards) also supports RPL. The Framework explicitly</p> | | |

aims to recognise all learning achievements including prior learning. It does so by: establishing a single national point of reference for RPL - learning outcomes, alternative pathways to qualifications and a more flexible and integrated system of qualifications. Modularisation/unitisation, which is now a main feature of higher education and training, also supports RPL.

Awarding bodies, including the universities, Institutes of Technology with delegated power to make awards, the Further Education and Training Awards Council (FETAC) and the Higher Education and Training Awards Council (HETAC) are responsible for developing RPL policies and procedures. HETAC and FETAC are responsible for ensuring that providers implement procedures, provide statements on arrangements for RPL and monitor practice. Since 2001, both Councils have developed and/or revised their policies and procedures for RPL. RPL is embedded in their quality assurance arrangements for providers.

The 1999 Qualifications (Education and Training) Act sets out that learners may seek awards directly from HETAC and FETAC on the basis of RPL alone. The Act introduced the concept of a right for an individual to apply for RPL.

| | | |
|---|-------------------------------------|-------------------------------------|
| 2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level? | Yes | No |
| Adult education | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>If Yes, please provide a brief explanation and references:</i> | | |
| Adult literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If Yes, please provide a brief explanation and references:</i> | | |
| <p>The Programme for Government recognises the importance of adequate literacy skills. It contains commitments in relation to the improvement of adult literacy levels in two key areas. As part of its Labour Market Policy, the Plan makes literacy and basic workplace skills a national priority, with literacy training incorporated into a wider variety of further education and training programmes. The Plan also addresses the widespread and persistent problem of adult literacy through the integration of literacy in vocational training and through community education under its lifelong learning policy.</p> | | |

| 2.7 Have adult education and adult literacy been included in other national plans/strategies? | | | |
|---|-------------------------------------|------------------|---|
| Adult education: | <i>Mark all that apply</i> | <i>Timeframe</i> | <i>References</i> |
| National Development Plan | <input checked="" type="checkbox"/> | 2007-2013 | Transforming Ireland |
| Poverty Reduction Strategy Paper | <input checked="" type="checkbox"/> | 2007-2016 | National Action Plan for Social Inclusion 2007-2016 |
| Education strategy | <input checked="" type="checkbox"/> | 2008-2010 | Statement of Strategy |
| Skills development (including vocational education and training) strategy | <input checked="" type="checkbox"/> | 2007 | National Skills Strategy |

| | | | |
|---|---|------------------|--|
| Education For All Fast Track Initiative (EFA FTI) Education Sector Plan Sustainable development strategy <i>Other (specify in the space below)</i> Social Partnership | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 2006-2015 | Towards 2016 Social Partnership Agreement |
| Adult literacy: | <i>Mark all that apply</i> | <i>Timeframe</i> | <i>References</i> |
| National Development Plan | <input checked="" type="checkbox"/> | 2007-2013 | Transforming Ireland |
| Poverty Reduction Strategy Paper | <input checked="" type="checkbox"/> | 2007-2016 | National Action Plan for Social Inclusion 2007-2016 |
| Education strategy | <input checked="" type="checkbox"/> | 2008-2010 | Statement of Strategy |
| Skills development (including vocational education and training) strategy | <input checked="" type="checkbox"/> | 2007 | National Skills Strategy |
| 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> Social Partnership | <input checked="" type="checkbox"/> | 2006-2015 | Towards 2016 Social Partnership Agreement |

| | | | | |
|---|-------------------------------------|--------------------------|--|-------------------|
| 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>AONTAS -the National Adult Learning Organisation is an umbrella organisation that represents adult and community education groups at national level. The National Adult Literacy Agency (NALA) promotes adult literacy services and highlights adult literacy issues at national level. These organisations would have campaigned along with other community, social justice groups and unions for the inclusion of literacy and adult education initiatives in national policy documents such as the Towards 2016-Social Partnership Agreement and the National Action Plan for Social Inclusion.</p> <p>A consultation process has just been completed (March 2012) for the establishment of SOLAS the new Further Education and Training Authority which will include adult education and adult literacy provision. The consultation process provided an opportunity for individuals, education providers and representative bodies to provide written submissions to the consultation paper. A public forum was subsequently held with those that made submissions to provide feedback and to address the issues raised.</p> | | | | |

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

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

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

Governmental:

| <i>Institution (add as many lines as needed)</i> | <i>Geographical scope (mark all that apply)</i> | | <i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i> | |
|--|---|-------------------------------------|--|-------------------------------------|
| | National | Sub-national | On adult education | On adult literacy |
| Department of Education and Skills | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vocational Educational Committees | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Expert Group on Future Skills Needs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Further Education Development Unit | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Forfas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Non-Governmental:

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

| | | |
|--|-------------------------------------|--------------------------|
| 3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities? | Yes | No |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Adult education

If Yes, please provide name and contact details:

The Department of Education and Skills through the Further Education Section coordinates adult education activities in Ireland. A new Further Education and Training Authority, SOLAS, is currently being established. SOLAS will be responsible for the coordination of adult education on a national level in addition to the coordination of further education and training .

Adult literacy



If Yes, please provide name and contact details:

The Department of Education and Skills through the Further Education Section coordinates adult literacy activities in Ireland. A new Further Education and Training Authority, SOLAS, is currently being established. SOLAS will be responsible for the coordination of adult literacy on a national level.

| | | |
|---|-------------------------------------|--------------------------|
| 3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in... | Yes | No |
| ...adult education? | <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> See note below for adult literacy.</p> | | |
| ...adult literacy? | <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 Department of Education and Skills has facilitated cooperation between the VECs and FAS, the National Training Authority, in the area of adult Education and adult literacy by arranging a service level agreement between them in 2009. A National Steering Group (NSG) was established, comprising senior representatives of FAS, the IVEA, the Department of Education and Skills (DES) and the Department of Jobs, Enterprise and Innovation (DJEI).</p> <p>The Department provides an annual grant to NALA who brings together the various stakeholders in the area of adult literacy on a regular basis through arranging conferences and working groups such as the Media Literacy working group and the Adult Literacy Organisers forum.</p> <p>The VEC sector has an Adult Literacy Forum which meets regularly to discuss adult literacy issues. It comprises representatives from both within and outside the VEC sector.</p> | | |

| | | |
|--|-------------------------------------|-------------------------------------|
| 3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in... | Yes | No |
| ...adult education? | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>The Department provides funding to adult education organisations to conduct research, prepare presentations and reports to support policy and to lobby on the needs of learners. AONTAS published a report in 2011 "Community Education - More than Just a Course" on the outcomes of the Community Education Programme funded by the Department of Education and Skills. The research and report were funded by the Department. AONTAS Employs 9 staff focused solely on working on policy, practice and promotion in the area of adult and community education.</p> <p>The Department also funds representative bodies such as the Community Education Facilitators Association (CEFA), the Adult Education Organisers Association (AEOA) and the National Association of VTOS Coordinators (NAVC)</p> | | |
| ...adult literacy? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> | | |

The Department provides funding to adult literacy organisations to conduct research, prepare presentations and reports to support policy and to lobby on the needs of literacy learners. NALA have a staff of 18 focused solely on working policy, practice and promotion in the area of adult literacy

| 3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ... | Yes | No |
|--|-------------------------------------|--------------------------|
| ...adult education? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ...adult literacy? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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

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4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

| | |
|--|--|
| <i>Actual expenditure</i> <input checked="" type="checkbox"/> | <i>Budget allocation</i> <input type="checkbox"/> |
|--|--|

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

EURO

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 type="checkbox"/> | <i>Millions</i> <input checked="" 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)?⁴

| | <i>Amount (2009)</i> | <i>Amount (2010)</i> | <i>Source</i> |
|--|----------------------|----------------------|--|
| <i>National government</i> | 9,356 | 9,346 | Appropriation Accounts 2010 C & AG |
| <i>Sub-national governments</i> ⁵ | | | |
| <i>Total</i> | 9,356 | 9,346 | |

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> | 400 | 400 | <input type="checkbox"/> |
| <i>Sub-national governments</i> ⁵ | | | <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> | 30 | 30 | <input type="checkbox"/> |
| <i>Sub-national governments</i> ⁵ | | | <input checked="" type="checkbox"/> |
| <i>Civil society organisations</i> | | | <input checked="" type="checkbox"/> |
| <i>Donors/international aid (not loans)</i> | | | <input checked="" type="checkbox"/> |

⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

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

| | | |
|----------------------------|--|-------------------------------------|
| <i>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></p> <p>The Labour Market Activation Fund was an initiative developed in 2010 to address the upskilling needs of the unemployed. A total investment of €32 million was provided from the National Training Fund (NTF) for education and training opportunities for 11,500 learners nationwide. The Fund focussed on the low-skilled, as well as other target groups. The NTF has also been used in recent years to fund the tutor support element of NALA's multi-media activities.</p> <p>The European Globalisation Fund (EGF) provides co-funding of up to 65% of the costs of programmes to re-skill redundant workers, including those at the lower educational levels, in large-scale redundancies. Ireland has made a number of successful applications for funding from the scheme.</p> | | |

| |
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| 4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
| |

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

| Public sector organisations | Mark all that apply | Target group(s) | Use of ICT |
|--|-------------------------------------|--|-------------------------------------|
| <i>Literacy (reading, writing, numeracy)</i> | <input checked="" type="checkbox"/> | All Adults over 16yrs with literacy levels at FETAC level 3 or below. | <input checked="" type="checkbox"/> |
| <i>Vocational (technical, income-generation-related)</i> | <input checked="" type="checkbox"/> | All adults | <input checked="" type="checkbox"/> |
| <i>Life skills and/or health issues</i> | <input checked="" type="checkbox"/> | This is provided as part of the Community Education Programme which is available to individuals and groups that experience particular and acute barriers to participation in adult learning, in particular those who wish to access learning locally | <input checked="" type="checkbox"/> |
| <i>Use of information and communication technologies</i> | <input checked="" type="checkbox"/> | This is provided to participants on Community Education, Adult Literacy and BTEI Programmes. | <input checked="" type="checkbox"/> |
| <i>Official/local languages</i> | <input checked="" type="checkbox"/> | Available to migrants through the Community Education, Adult Literacy and BTEI Programmes. | <input checked="" type="checkbox"/> |
| <i>Foreign languages</i> | <input checked="" type="checkbox"/> | Foreign language tuition is available through the Community Education, Adult Literacy and BTEI Programmes. | <input checked="" type="checkbox"/> |
| <i>Human rights/civic education</i> | <input checked="" type="checkbox"/> | This is provided as part of the Community Education Programme which is available to individuals and groups that experience particular and acute barriers to participation in adult learning, in particular those who wish to access learning locally . | <input checked="" type="checkbox"/> |
| <i>Liberal education/personal growth (i.e. artistic, cultural)</i> | <input checked="" type="checkbox"/> | This is provided as part of | <input checked="" type="checkbox"/> |

| | | | |
|--|--------------------------|--|--------------------------|
| | | the Community Education Programme which is available to individuals and groups that experience particular and acute barriers to participation in adult learning, in particular those who wish to access learning locally and the Arts Education Programme. | |
| <i>Other</i> <i>(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 checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Vocational (technical, income-generation-related)</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Life skills and/or health issues</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Use of information and communication technologies</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Official/local languages</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Foreign languages</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Human rights/civic education</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Liberal education/personal growth (i.e. artistic, cultural)</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Other</i> <i>(please provide a brief description below:)</i> | <input type="checkbox"/> | | <input type="checkbox"/> |

| Civil society or non-governmental organisations | <i>Mark all that apply</i> | <i>Target group(s)</i> | <i>Use of ICT</i> |
|--|-------------------------------------|--------------------------|-------------------------------------|
| <i>Literacy (reading, writing, numeracy)</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Vocational (technical, income-generation-related)</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Life skills and/or health issues</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Use of information and communication technologies</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Official/local languages</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Foreign languages</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Human rights/civic education</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Liberal education/personal growth (i.e. artistic, cultural)</i> | <input checked="" type="checkbox"/> | No information available | <input checked="" type="checkbox"/> |
| <i>Other</i> <i>(please provide a brief description below:)</i> | <input type="checkbox"/> | | <input type="checkbox"/> |

| | | |
|--|-------------------------------------|--------------------------|
| 5.2 Are there surveys on provision and demand? | | |
| | Provision | Demand |
| On adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| On adult literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).

The Department collects statistics annually on the adult education and adult Literacy programmes it funds. The Department also collects data on self-funded evening classes provided through schools.

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> |
|--------------------------------------|---|
| English | <input checked="" type="checkbox"/> |
| Irish | <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).

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?

Yes No

If Yes, please provide a brief description and references:

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

| | <i>Mark all that apply</i> | <i>Are local communities involved?</i> | |
|---------------------------|-------------------------------------|--|--------------------------|
| | | Yes | No |
| <i>National level</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Sub-national level</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please provide references or attach documents on local community participation:

The National Adult Literacy Agency (NALA) which is funded by the Department of Education and Skills has produced numerous literacy and numeracy materials for tutors and learners. NALA have also developed an online distance learning service for literacy learners. The VECs also produce literacy materials as part of their service. Co Clare VEC have produced materials on family literacy and have developed an expertise in this area over many years.

Breacadh produce literacy materials in the Irish language for use by learners learning through the Irish language. This mainly occurs in those VECs where a Gaeltacht area exists.

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.

| |
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| | |
|---|-------------------------------------|
| 5.8 Does the government collect information on the following items...? | <i>Mark all that apply</i> |
| Enrolment in adult education programmes (other than literacy programmes) | <input checked="" type="checkbox"/> |
| Attendance in adult education programmes (other than literacy programmes) | <input type="checkbox"/> |
| Completion of adult education programmes (other than literacy programmes) | <input checked="" type="checkbox"/> |
| Enrolment in literacy programmes | <input checked="" type="checkbox"/> |
| Attendance in literacy programmes | <input type="checkbox"/> |
| Completion of literacy programmes | <input checked="" type="checkbox"/> |
| <i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i> | |
| <p>The Intensive Tuition in Adult Basic Education programme (ITABE) was introduced in 2007 to provide 6 hours of literacy tuition per week instead of the two hours per week provided by the main literacy programme. Statistics gathered for the ITABE programme include enrolment and completion data. In 2011, a total of 2,054 students enrolled on the programme and 1,745 students completed courses.</p> | |

| | | | | |
|---|--------------------------------------|--|--|--------------------------|
| 5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply) | | | | |
| | Only by teachers/ facilitators | Standardised tests for statistical purposes | Standardised tests for certification purposes | Other |
| Adult education programmes (other than literacy) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Adult literacy programmes | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i> | | | | |
| <p>The Department gathers statistical data on certification and progression of students on adult education and adult literacy programmes as part of the annual statistical returns for each programme. Accreditation is not a requirement of participation in adult literacy programmes, programme should provide the option of appropriate accreditation to all students and should encourage all students to avail of this option. Accreditation is a focus of the BTEI programme and may also be availed of through the Community Education Programme where other accreditation options are not available.</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 |
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Adult literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If yes: Who participates more?</i> | Adult education | Adult literacy |

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

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

Guidelines (Increasing Men's Participation in Adult Learning) were produced to enhance men's engagement with the BTEI Programme. The guidelines are primarily designed to support providers working with men.

The VEC adult literacy services undertake outreach activities as part of their annual programmes to encourage the hard to reach, including men, to engage in adult literacy classes.

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

| Adult education | | | |
|---------------------------------|---|---|--|
| Area | Mark when quality criteria are in place | Indicate year when quality criteria were introduced | Specify quality criteria in place |
| Curricula | <input checked="" type="checkbox"/> | FETAC awards available from 2001 onwards | Further Education and Training Awards Council (FETAC) |
| Learning materials | <input type="checkbox"/> | | |
| Facilitators' training | <input checked="" type="checkbox"/> | | Teachers provide tuition on some adult education courses. Teachers are provided with CPD on a regular basis. |
| Teaching/ learning methods | <input checked="" type="checkbox"/> | | Teachers employed to provide tuition would have obtained a recognised teaching qualification including components on teaching and learning methods . |
| Assessment of learning outcomes | <input checked="" type="checkbox"/> | FETAC awards available from 2001 onwards | FETAC |

| Adult literacy | | | |
|---------------------------------|---|--|--------------------------------------|
| Area | Mark when quality criteria are in place | Indicate year when quality criteria were introduced | Specify quality criteria in place |
| Curricula | <input checked="" type="checkbox"/> | FETAC Level 1 & 2 awards available since 2007. FETAC awards at higher levels available from 2001 onwards | FETAC |
| Learning materials | <input type="checkbox"/> | | |
| Facilitators' training | <input checked="" type="checkbox"/> | 1997 | WIT/NALA Accreditation HETAC Level 6 |
| Teaching/ learning methods | <input checked="" type="checkbox"/> | 1997 | WIT/NALA Accreditation HETAC Level 6 |
| Assessment of learning outcomes | <input checked="" type="checkbox"/> | FETAC Level 1 & 2 awards | FETAC |

| | | | |
|--|--|---|--|
| | | available since 2007. FETAC awards at higher levels available from 2001 onwards | |
|--|--|---|--|

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

| Adult education | | | | |
|-------------------------------|-------------------------------------|---------------------------|-------------------------------------|---------------------------|
| Provider | Pre-service | | In-service | |
| | Mark if yes | Typical duration (months) | Mark if yes | Typical duration (months) |
| Governmental institution | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | |
| University | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Private company | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Non-governmental organisation | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | |
| Adult literacy | | | | |
| Provider | Pre-service | | In-service | |
| | Mark if yes | Typical duration (months) | Mark if yes | Typical duration (months) |
| Governmental institution | <input checked="" type="checkbox"/> | 1 Week | <input checked="" type="checkbox"/> | 2/3 days annually |
| University | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Private company | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Non-governmental organisation | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | 1/2 days annually |

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

| Programme | Monthly average remuneration if available | Remarks/source |
|--|---|--|
| Adult education (excluding literacy programmes) | 4,000 | No Payscale in place, Payscale of adult literacy organiser/community education facilitator adopted in some cases |
| Adult literacy | 4,000 | Mid-point on ALO payscale |

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

| | Mark all that apply |
|------------------------|-------------------------------------|
| Adult education | <input checked="" type="checkbox"/> |
| Adult literacy | <input checked="" type="checkbox"/> |

| | | |
|--|-------------------------------------|--------------------------|
| 6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (If yes, mark all that apply) | | |
| | Monitoring | Evaluation |
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Adult literacy | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Please provide a brief description and references:</i> | | |
| National coordinators have had a monitoring role for adult education programmes for many years. The Coordinators have visited centres and addressed shortcomings and issues that arise in the provision of programmes. | | |

| | |
|---|-------------------------------------|
| 6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009? | |
| | <i>Mark all that apply</i> |
| Lifelong learning | <input type="checkbox"/> |
| Adult education | <input checked="" type="checkbox"/> |
| Adult literacy | <input checked="" type="checkbox"/> |
| <i>If one or more of the boxes is marked, please provide a brief description and references:</i> | |
| AONTAS the national adult learning organisation undertook research on the performance of the Department's Community Education Programme in 2010. The report was called "Community Education: More Than Just a Course". The Department funded the research and provided feedback as part of the report finalisation process. | |
| The Department is participating in the OECD Programme for the International Assessment of Adult Competencies (PIAAC). The Department has commissioned the Central Central Statistics Office (CSO) to undertake the survey in Ireland. | |

| |
|--|
| 6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
| |

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

| | <i>Mark if taken place</i> |
|---|----------------------------|
| Advocacy events (conference, forum, etc.) | <input type="checkbox"/> |
| Media campaigns | <input 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 type="checkbox"/> |
| Creation of learners' networks and/or fora | <input type="checkbox"/> |
| Translation of the <i>Belém Framework for Action</i> into the national language | <input type="checkbox"/> |
| Presenting the <i>Belém Framework for Action</i> to parliament | <input type="checkbox"/> |
| Elaboration of a funding plan | <input type="checkbox"/> |
| Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i> | <input type="checkbox"/> |
| Other (<i>please specify below</i>) | <input type="checkbox"/> |

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

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

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

| | Frequency | | | | Results | | | |
|---|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| | very frequent | often | hardly | never | excellent | good | modest | no results |
| Advocacy events (conference, forum, etc.) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <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) TV Programmes focused on adult literacy | <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"/> |

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

| | Yes | No |
|---|-------------------------------------|-------------------------------------|
| ... women and girls? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>If yes, please provide a brief description and references:</i> | | |
| ... other excluded/ under-represented/underprivileged groups? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If yes, please provide a brief description and reference:</i> | | |
| The Adult Refugee Programme was established in 2009 to provide adult literacy and socialisation skills to refugees. The programme is provided for 20 hours per week for one year. | | |

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

| | | | |
|--|---|--|---|
| It has been extremely helpful <input type="checkbox"/> | It has helped a lot <input type="checkbox"/> | It has helped a little <input type="checkbox"/> | It has not helped <input type="checkbox"/> |
| <i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i> | | | |

| | | |
|---|--------------------------|-------------------------------------|
| 8.4 Have literacy policies changed in your country in the last five years? | Yes | No |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <i>If yes, please specify how they have changed below and provide evidence.</i> | | |
| | | |

| | | |
|---|-------------------------------------|--------------------------|
| 8.5 Have your literacy targets changed over the last five years? | Yes | No |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>If yes, please provide below a brief explanation:</i> | | |
| <p>Due to the increased levels of unemployment the following four areas have also been identified as a priority for the Adult Literacy Programme in addition to the existing target groups: the low skilled, the long term unemployed, Under 35s and those formerly employed in declining sectors - construction, retail and manufacturing sectors.</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>Ireland has addressed much of the capacity building needs for the adult literacy service over the last decade with increased funding which has lead to increases annually in participation in adult literacy classes. The service has expanded with additional ALOs and tutors recruited in the sector and more centres where learners can avail of tuition. The range of literacy programmes has also improved with intensive literacy, family literacy and workplace literacy now available as part of the main Adult Literacy programme. There has also been work carried out on integrating literacy into other adult education programmes to assist learners with low levels of literacy to benefit fully from the programmes they enrol on.</p> |

| |
|--|
| 8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation? |
| <p>The main challenge for the literacy programme in the coming years will be the impact of the Moratorium on public sector recruitment introduced in 2009. Adult Literacy Organisers who manage and coordinate the service locally are comprehended by the Moratorium and cannot be replaced once a post becomes vacant. The Moratorium also prohibits the recruitment of other administration staff in VECs which may also limit the level of service provided.</p> |

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

The Programme for Government 2011-2016 includes adult literacy as a priority. Funding for adult literacy has remained at €30 million over the last three years despite reduced levels of funding available for public services. Taking these two factors together the prospects for maintaining services at current levels are good.