



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 Scotland

This report is submitted on behalf of the Government of Scotland 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	Education Scotland
Submission date	29/2/2012

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

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

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

Report elaboration process

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

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.

This report has been drafted by Education Scotland and sent round the other major national stakeholders in adult education for additional content and comment. Contributions were made by Learning link Scotland and the Workers' Educational Association(WEA)

1. Definitions and data collection on adult learning and education		
	Yes	No
1.1 Does your country have an official definition of adult education ? <i>If Yes, please provide it in the space below:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> Scotland has a variety of adult education providers ranging from full time Higher and Further Education which we will not include in this report through to many community based and third sector providers of Adult Education. Some universities also have continuing education departments providing classes in foreign languages for example and access courses; colleges provide community outreach; local authorities also run evening and daytime classes in a range of subjects as well as more targeted community based adult learning(see attached paper). One of the main providers in adult education and literacy is the Workers Education Association (WEA). The Scottish Government are currently working on a reform of Post 16 education - Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education http://www.scotland.gov.uk/Publications/2011/09/15103949/0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.2 Has your country adopted or developed an official definition of literacy ? <i>If Yes, please provide it in the space below:</i> for Adults Ability to read, write and use numbers effectively in order to handle information, communicate with others, express ideas and opinions, make decisions and solve problems, as family members, workers, citizens and lifelong learners.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (<i>please describe below</i>): SSA data for schools and PISA http://www.scotland.gov.uk/Publications/2010/12/10141122/0 SSAL (Scottish Survey of Adult Literacies) 2009 using IALS tool http://www.scotland.gov.uk/Publications/2010/07/22091814/0	<input type="checkbox"/>	<input type="checkbox"/>

<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p style="text-align: center;"><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p style="text-align: center;">New conceptual definition on literacy in place (for policy)</p> <p style="text-align: center;">New conceptual definition on literacy in place (for data collection only)</p> <p style="text-align: center;">New assessment of youth and/or adults' literacy skills</p> <p style="text-align: center;">Increase in the periodicity without significant conceptual changes</p> <p style="text-align: center;">Other changes (<i>please provide details below</i>):</p> <p>Since 2007 the Scottish Government have a Concordat with local government which asks local government to report on a Single Outcome Agreement against a National Performance Framework. Ongoing statistical returns are not asked for</p> <p>New national indicator, "Improve the skill profile of the population" 2012 . Previously the indicator was</p> <p>'to reduce the number of working age people with severe literacy and numeracy problems'</p> <p>Adult literacy and numeracy provision is offered by colleges, local authorities, third sector organisations and others. Education Scotland leads on the implementation of Adult Literacies in Scotland 2020: Strategic Guidance (Jan 2011), which provides the framework for adult literacy and numeracy provision in colleges, local authorities, third sector organisations and others.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/>
<p>1.5 Has your country faced challenges in collecting literacy data?</p> <p style="text-align: center;"><i>If Yes, please describe them briefly in the space below:</i></p> <p>local data may be collected but this is not collected nationally . There is also the cost of running large scale surveys.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/>
<p>1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.</p>	
<p>SSA Reading and writing latest report http://www.scotland.gov.uk/Publications/2010/02/22135127/0</p> <p>SSA Maths and core skills latest report http://www.scotland.gov.uk/Publications/2009/04/02133043/0</p> <p>The WEA exists primarily to provide adults with access to organised learning, which develops intellectual understanding, confidence and social or collective responsibility.</p> <p>Today, WEA Scotland gives priority in the allocation of its resources to encouraging those adults who have experienced barriers to learning as a result of economic circumstances, social isolation, limited confidence, low self esteem or lack of educational opportunity. WEA programmes have been successful in reaching out to and providing quality educational experiences for the following groups: employed men and women including the homeless; men and women who are unwaged or low paid; older adults, including those in residential care; people with special educational needs including adults with learning difficulties, those experiencing or recovering from mental health problems; adult with</p>	

learning difficulties, adults with physical disabilities; members of minority ethnic communities; local community organisations; members of trade unions; isolated rural groups

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"/>	Working & Learning Together strategy for Community learning and Development	2004
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Skills Strategy	2010
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Adult ESOL strategy	2007
			Adult Literacies in Scotland 2020	2010

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	Post 16 reform 16-19 year olds	
Adult literacy	English for Speakers of Other Languages (ESOL) learners, offenders, 16-25 year olds	

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

	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	primary purpose is to achieve sustainable economic growth	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4 outcomes in ALIS 2020	2020

2.4 Does your country have a policy on the language of instruction in adult education?

Yes No

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

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> SCQF http://www.scqf.org.uk/features/Framework.htm put in place in 2002</p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Adult education</p> <p><i>If Yes, please provide a brief explanation and references:</i></p>		
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Adult literacy</p> <p><i>If Yes, please provide a brief explanation and references:</i> ALIS 2020 but not as a result of Confintea</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"/>		
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>		
Education strategy	<input 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 checked="" type="checkbox"/>		

<p style="text-align: right;"><i>Other (specify in the space below)</i> <input type="checkbox"/></p> <p style="text-align: center;">references</p> <p>http://www.scotland.gov.uk/About/scotPerforms/indicator/skill</p> <p>http://www.scotland.gov.uk/Publications/2005/12/1493902/39122#a3</p> <p>http://www.scotland.gov.uk/Resource/Doc/364595/0123891.pdf</p>			
<p>Adult literacy:</p> <p style="text-align: right;">National Development Plan <input checked="" type="checkbox"/></p> <p style="text-align: right;">Poverty Reduction Strategy Paper <input type="checkbox"/></p> <p style="text-align: right;">Education strategy <input checked="" type="checkbox"/></p> <p style="text-align: right;">Skills development (including vocational education and training) strategy <input checked="" type="checkbox"/></p> <p style="text-align: right;">Education For All Fast Track Initiative (EFA FTI) Education Sector Plan <input type="checkbox"/></p> <p style="text-align: right;">Sustainable development strategy <input type="checkbox"/></p> <p style="text-align: right;"><i>Other (specify in the space below)</i> <input type="checkbox"/></p>	<p style="text-align: center;"><i>Mark all that apply</i></p>	<p style="text-align: center;"><i>Timeframe</i></p>	<p style="text-align: center;"><i>References</i></p>

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>	<i>References</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Adult ESOL strategy	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ALIS 2020	
<i>If Yes, please elaborate how they have been involved.</i>				
literacy through local learner forums				

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>refreshed skills strategy Skills for Scotland:Accelerating the Recovery and Increasing Sustainable Economic Growth</p> <p>http://www.scotland.gov.uk/Publications/2010/10/04125111/14</p> <p>ALIS 2020</p> <p>http://www.scotland.gov.uk/Publications/2011/01/25121451/1</p> <p>Four ALIS 2020 outcomes</p> <p>Outcome 1: Scotland's adults have access to literacies learning opportunities in which they can achieve their goals and progress</p> <p>Outcome 2: Adult literacies learners receive high quality learning and teaching so they can achieve their goals</p> <p>Outcome 3: Scotland has a coherent and effective adult literacies infrastructure that enables and supports continuous enhancement of provision</p> <p>Outcome 4: There is evidence of the impacts and the value of literacies learning for individuals and society</p> <p>Other government policy developments also have implications for adult learning</p> <ul style="list-style-type: none"> • Offender learning – Options for Improvement • Regeneration Strategy • Re-shaping older peoples’ services • Parenting strategy (expected soon)



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
Employability , Skills and lifelong learning directorate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning Directorate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 local government areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>
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	<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
Education Scotland	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Link Scotland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Workers Educational Association	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Scotland's learning Partnership	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scotland's Colleges	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Scottish Prison Service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>

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

Adult education

If Yes, please provide name and contact details:
yes for ESOL only
mandy.watts@educationscotland.gov.uk

Adult literacy

If Yes, please provide name and contact details:
cath.hamilton@educationscotland.gov.uk

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></p> <p>community learning and development managers adult learning sub group family learning network offender learning network ESOL network Learning Link Scotland network of voluntary adult education and learning organisations and groups Through Community Planning Partnerships at local level there are CLD Strategy Partnerships, Adult Learning groups etc which take forward national policy on adult learning. Currently this will include CLD Strategy, ESOL and the 16+ agenda for example. .</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>adult literacy and numeracy key contacts various other national networks on youth literacies, numeracy, specific learning difficulties, workplace /employability network</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 type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>funding for policy making consultation and implementation but a gap in terms of building capacity on strategic thinking</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> <p>voluntary sector and other key stakeholders are involved in the Strategic Implementation group for ALIS 2020 and in other national working groups</p>		
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.		
3.5 through Community Planning Partnerships and learner forums		



4. Financing: investment in adult education and adult literacy

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

Please indicate which data are reported:

<i>Actual expenditure</i> <input checked="" type="checkbox"/>	<i>Budget allocation</i> <input type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

GB pounds

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

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	£7,558m	£7,739m	http://www.scotland.gov.uk/Publications/2011/06/21144516/0
<i>Sub-national governments</i> ⁵			
<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> ⁵			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>		£558,176 (thousands)	<input 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> ⁵			<input checked="" type="checkbox"/>
<i>Civil society organisations</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>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

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

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>The Government's investment in post-16 education amounts to some £2bn each year, comprising around £1.8bn on colleges and universities and around £200m on skills provision and careers advice. The associated student support arrangements for higher education cost another £500m, although a significant proportion of these costs (primarily student loans) are provided by HM Treasury. Additionally, we estimate local government spends around £150m on community learning and development (CLD) provision of which employability is an important component part. So, in resource terms alone, this is an enormous system, consuming some £50m of Government expenditure every week.</p> <p>Adult literacies learning is mostly free to learners though the use of Individual Learning accounts is being encouraged for workplace learning</p>

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

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

Public sector organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Vocational (technical, income-generation-related)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Life skills and/or health issues	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Use of information and communication technologies	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Official/local languages	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Foreign languages	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Human rights/civic education	<input type="checkbox"/>		<input type="checkbox"/>
Liberal education/personal growth (i.e. artistic, cultural)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Other (please provide a brief description below:)	<input type="checkbox"/>		<input type="checkbox"/>

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

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Vocational (technical, income-generation-related)	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Life skills and/or health issues	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Use of information and communication technologies	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Official/local languages	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Foreign languages	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Human rights/civic education	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	<input type="checkbox"/>	<input type="checkbox"/>
On adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i> http://www.scotland.gov.uk/Publications/2010/07/22091814/0 Scottish Survey of Adult Literacies 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>
english	<input checked="" type="checkbox"/>
gaelic	<input type="checkbox"/>
scots	<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).
lack of expertise in gaelic

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> learners involved in learner publications and resources http://www.scottishbooktrust.com/skint Political Literacies, WEA / Scottish Government joint publication,			

www.scotland.gov.uk/Publications/2009/09/02153858/6

A Guide to organising workplace ESOL learning and Resources pack. WEA / Scottish Government joint publication, www.esolscotland.com/.../weaesol/WEA%20Workplace%20ESOL%20Guide.pdf

WEA currently developing a Numeracy and Environment pack, COGS, due for publication by May 2012.

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.

<http://www.ltscotland.org.uk/communitylearninganddevelopment/about/videos/adultlearning.asp>

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 type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Enrolment in literacy programmes	<input type="checkbox"/>
Attendance in literacy programmes	<input type="checkbox"/>
Completion of literacy programmes	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	

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 type="checkbox"/>	<input type="checkbox"/>
Adult literacy programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i> overview of learning outcomes from reports to government on Single Outcome Agreements				

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 type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
	Women	<input 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
	Adult education	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
<i>If measures have been undertaken please provide a brief description and references:</i>		

the SSAL research 2009 shows a notable aspect of the age distribution of scores in that it interacts with gender. Looking at prose literacy scores as an example, in the 16-35 and 36-55 age groups women have higher proportions than men at Level 3 and above (60% vs. 56% and 58% vs. 51% respectively). In the age group 56-65 this is reversed, with women less likely than men to score at Level 3 or above (51% vs. 53%)

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.

National performance Framework <http://www.scotland.gov.uk/About/scotPerforms>

6. Quality: quality assurance

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

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	2010	ESOL curriculum
Learning materials	<input type="checkbox"/>		
Facilitators' training	<input type="checkbox"/>		
Teaching/ learning methods	<input type="checkbox"/>		
Assessment of learning outcomes	<input checked="" type="checkbox"/>		How good is our community learning and development inspection framework and SQAScottish Qualificaions Authority for accredited courses

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"/>	2004	Adult literacies Curriculum Framework
Learning materials	<input type="checkbox"/>		
Facilitators' training	<input type="checkbox"/>		
Teaching/ learning methods	<input type="checkbox"/>		
Assessment of learning outcomes	<input checked="" type="checkbox"/>		How good is our community learning and development inspection framework and SQA for accredited courses

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

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

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

Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)		very varied
Adult literacy		very varied

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

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

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

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

Please provide a brief description and references:

Education Scotland inspection framework, Standards Council for Community learning and Development, Scottish Qualification Authority

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

Lifelong learning Adult education Adult literacy	<i>Mark all that apply</i>
	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>
<p><i>If one or more of the boxes is marked, please provide a brief description and references:</i> refresh of skills strategy, ESOL update review, Scottish Survey of Adult literacies</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.

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.

literacies awareness raising with Job Centre Plus

Adult literacy and numeracy hotspots

Professional Development Framework for Adult literacies professionals

WEA together with Scottish Government is promoting the use of an innovative approach to tutoring ESOL within workplaces.

WEA Scotland has developed innovative approaches to literacies and non-literacies provision within the field of employability and workplace. Details of these and other innovative provision can be found in our 2010 and 2011 annual reports: www.weascotland.org.uk/updir/weaannrep11.pdf ,
www.weascotland.org.uk/updir/weaannrep2010.pdf

Information on WEA's innovative approach to learning, culture and heritage studies can be viewed at, www.weascotland.org.uk/updir/WEADecNewsletter.pdf

WEA Scotland has contributed to innovative work on family literacies and details can be found in annual reports as above and our website, www.weascotland.org.uk

Evidencing how voluntary sector adult literacies provision contributes to our national strategy ALIS 2020 and the national Literacy Action Plan using an evaluation model - Explaining the difference a pilot project. 2011/2012

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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below) http://www.thebigplus.com/homepage http://www.scottishbooktrust.com/learning/adult-learners/publications-2011 The Pathfinder Projects e.g. Links to Literacies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Yes	No
... women and girls?	<input type="checkbox"/>	<input 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> young people, offenders, ALN hot spots WEA Scotland has developed and delivered specific initiatives with people in workplace and those with employability needs, ESOL, people with disabilities, older people, people recovering from drug and alcohol dependency, people in rural settings, people with mental health difficulties, low paid and low skilled workers and others. workplace learners, disabled learners, people with dyslexia, young parents, ethnic minority, unemployed people, carers and rurally isolated people are supported by voluntary and community education and learning organisations and groups		

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 checked="" 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>Adult literacy and numeracy has been a priority for the Scottish Government since 2001 http://www.scotland.gov.uk/Resource/Doc/158952/0043191.pdf</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 ALNIS strategy of 2001 was refreshed and became the ALIS 2020 strategic guidance as part of the government's overall Literacy Action Plan http://www.scotland.gov.uk/Publications/2011/01/25121451/1</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>in 2001 there were target numbers of learners to reach but with the concordat and Single outcome agreements there are now no number 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>part time nature of the workforce often in temporary positions leading to turnover of staff and loss of expertise</p> <p>barriers and challenges also include;</p> <p>short term funding arranges at best one year funding for projects and services</p> <p>the removal of designated funding at local level has had an impact on delivery and capacity</p> <p>the short-term nature of funding for the WEA and other voluntary organisations remains the single largest barrier. The difficulty in achieving secure core funding makes it impossible to take a consistent approach to developing and delivering learning provision.</p>

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?

integrating into other policy agendas and achieving more than one or two hours per week of learning to make a substantial impact as per Comings research
short term funding arranges at best one year funding for projects and services , where additional funding at national level it is predominately project based and not mainstreamed, it is a challenge for providers to identify outcomes and impacts in short term funding arrangements.
the short-term nature of funding for the WEA and other voluntary organisations remains the single largest barrier. The difficulty in achieving secure core funding makes it impossible to take a consistent approach to developing and delivering learning provision . Thus there exists a tension between longer-term planning, national strategic goals and short-term funding.

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

measuring impact effectively, lack of research eg into literacies of prison population in Scotland, transition from schools, evidence to inform practice
.

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?

ALIS 2020

By 2020 Scotland's society and economy will be stronger because more of its adults are able to read, write and use numbers effectively in order to handle information, communicate with others, express ideas and opinions, make decisions and solve problems, as family members, workers, citizens and lifelong learners.

National Performance Framework

Post 16 reform

There is the opportunity to set the direction for adult education strategy in Scotland parallel to the current Youth Strategy. With the emerging policies and strategies in Scotland, that is, Post 16, new CLD Strategic Guidance and the Community Empowerment Renewal Bill an adult education strategy should be linked to throughout.