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 Wales

This report is submitted on behalf of the Government of Wales 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 notes[3], which are meant to provide further clarification.

Institution responsible for submitting this report	Skills, Higher Education and Lifelong Learning Group Welsh Government
Submission date	28 March 2012

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

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

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

Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	

Government Ministries

Agriculture	☐
Defence	☐
Education	☒
Foreign Affairs	☐
Health	☐
Interior/Home affairs	☐
Labour	☐
Others *(please mark and specify below)*	☐

Civil society organisations	☐
National non-governmental organisations	☐
International non-governmental organisations	☐
Educational or research institutions/Universities	☒
Private sector companies	☐
United Nations agencies	☐
Non-UN bilateral or multilateral organisations	☐
Others *(please mark and specify below)*	☐

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.

The National Institute of Adult Continuing Education (NIACE) Dysgu Cymru were consulted and provided comment and input.

1. Definitions and data collection on adult learning and education

	Yes	No
1.1 Does your country have an official definition of **adult education**? *If Yes, please provide it in the space below:* There is no discreet definition for Adult Education however adults access various types and levels of provision across FE, HE, WBL as well as Community Education. Wales has defined Adult Community Learning in its current policy statement as: 'Flexible learning opportunities for adults, delivered in community venues to meet local needs'.	☐	☒
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:*	☐	☒
1.2 Has your country adopted or developed an official definition of **literacy**? *If Yes, please provide it in the space below:* The ability to read, write and speak in English or Welsh, at a level necessary to function and progress both in work and in society.	☒	☐
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:*	☐	☒

1.3 How is literacy data obtained in your country?	
Please select the option(s) below	
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 (*please describe below*):	☐

1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?	☐	☒
If Yes, please select the option(s) below that best describe the change(s)		
New conceptual definition on literacy in place (for policy)	☐	
New conceptual definition on literacy in place (for data collection only)	☐	
New assessment of youth and/or adults' literacy skills	☐	
Increase in the periodicity without significant conceptual changes	☐	
Other changes (*please provide details below*):	☐	
1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:* It is not yet possible to collect information on a consistent basis however this is being addressed with the commitment to introducing a self assessment tool. Information on distance travelled has been difficult to collect - this is no longer a requirement	☒	☐

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

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

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

	Yes	*No*	*If Yes: name of legal/policy instrument and references (add as many lines as needed)*	*Year*
Lifelong learning	☒	☐	Delivering Community Learning for Wales For our Futures HE, Steps to Employment Programme	Nov 2010, 2009, Aug 2011
Adult education	☒	☐	Delivering Community Learning for Wales, Skills that Work for Wales, Transforming Education and Training provision in Wales, The Structure of Education Services in Wales, FE & HE Governance Review	Nov 2010, Jan 2008, Jul 2008, 2011, 2010
Adult literacy	☒	☐	Words Talk, Numbers Count - the WG Strategy to improve basic literacy and numeracy in Wales.	2005

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?

	Specific target groups, including age range (add as many lines as needed)	*Total number of individuals in the group*
Adult education	The Welsh Government's Delivering Adult Community Learning in Wales policy statement specifies that a minimum of 80 per cent of the total funding allocated to local authorities and Further Education Institutions for ACL provision should be devoted to prioritise the following groups of learners: • anyone aged 16 and above accessing an ACL basic skills and/or ESOL programme, including contextualised basic skills and citizenship courses; • those who are not currently in education, training or employment and are in receipt of state benefits or support (excluding state retirement pension); or • those aged 50 plus who are not in full-time employment. Low skilled in workforce, jobseekers, offenders and ex offenders	
Adult literacy	Steps to Employment - aimed at unemployed adults aged 18 and over who are in receipt of Dept of Work and	

| | | | Pensions Benefits to access purposeful training and work experience, opportunites in preparation for employment or further learning. | |

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	☒	☐	Current ACL policy statement delivery by 2014/15. The Welsh Government will be embarking on phase 2 of ACL policy with specific focus structure, planning and sustainability.	new policy from 2015
Adult literacy	☒	☐	80% of working-age adults to have at least literacy level 1.	2010 (but on going)

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*
	☒	☐

If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:
The Credit and Qualifications Framework for Wales was adopted by the Welsh Government in 2002 and includes three pillars of learning Higher Education, Regulated Qualifiactions for schools and colleges and Quality Assured Lifeling Learning (QALL) which is the term we use in Wales for non-formal and informal learning.

However all this learning which takes place outside HE and the regulated framework has to conform to miminum quality standards which includes learning outcomes, academic credit value and asssessemnt criteria - albeit very flexible.

The Welsh government is currrently working on recognising learning in the QALL pillar in the NHS in Wales, Offender learning, Key anchor companies and important sectors such as Agriculture, Engineering, Logistics and the Care sector

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	*Yes*	*No*
Adult education	☐	☒
If Yes, please provide a brief explanation and references:		
Adult literacy	☐	☒
If Yes, please provide a brief explanation and references:		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☐		
Poverty Reduction Strategy Paper	☒		http://wales.gov.uk/topics/childrenyoungpeople/poverty
Education strategy	☐		
Skills development (including vocational education and training) strategy	☒		http://wales.gov.uk/topics/educationandskills/publications/guidanc

	Mark all that apply	Timeframe	References
			e/skillsthatforwales
Education For All Fast Track Initiative (EFA FTI)			
Education Sector Plan	☐		
Sustainable development strategy	☒		http://wales.gov.uk/topics/educationandskills/publications/guidance/ESDGC?lang=en
Other (specify in the space below)	☐		

Adult literacy:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☐		
Poverty Reduction Strategy Paper	☐		
Education strategy	☐		
Skills development (including vocational education and training) strategy	☐		
Education For All Fast Track Initiative (EFA FTI)			
Education Sector Plan	☐		
Sustainable development strategy	☐		
Other (specify in the space below)	☐		

	Yes	No	Specify policy/plan (add as many lines as needed)	References
2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
Adult education	☐	☒		
Adult literacy	☒	☐		
If Yes, please elaborate how they have been involved. Consultation document and events prior to publication of policy/strategy.				

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:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Non-Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
NIACE	☐	☒	☐	☐
WEA South	☐	☒	☒	☒
WEA North	☐	☒	☒	☒
UFI LearnDirect	☐	☒	☒	☒
Local Authoritys (22)	☐	☒	☒	☒
Further Education Colleges (16)	☐	☒	☒	☒
YMCA	☐	☒	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	*Yes*	*No*
Adult education	☒	☐

If Yes, please provide name and contact details:
Welsh Government, Department for Education and Skills - Bethan Webb: bethan.webb@wales.gsi.gov.uk

	Yes	*No*
Adult literacy	☒	☐

If Yes, please provide name and contact details:
Welsh Government, Department for Education and Skills - Gary Jones, garyjones4@wales.gsi.gov.uk

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
Community Learning Wales (CLW), a sub-group of the Association of Directors of Education, meet monthly to share good practice and discuss policy inititatives in relation to Local Authority delivery and of Adult Community Learning (ACL). Joint meetings are also held on a monthly basis between CLW and the Further Education Outreach Managers Network, which is responsible for the delivery of ACL within FE institutions.

The Welsh Government supports NIACE Dysgu Cymru in the the delivery of campaigns such as Adult Learners' Week where over 350 organisations across Wales come together to coordinate the promotion and delivery of adult learning.

...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
Practioner groups, Steering Group, T&F Groups

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in…	*Yes*	*No*
...adult education?	☐	☒

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

...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
Practioner groups, Steering Group, T&F Groups

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	*Yes*	*No*
...adult education?	☒	☐
...adult literacy?	☐	☐

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
Communities could be a partner on the current Strategic Partnerships but this is currently very patchy.

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:

Actual expenditure	*Budget allocation*
☐	☒

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

£ - Sterling

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

Units	*Hundreds*	*Thousands*	*Millions*
	☐	☒	☐

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]

	Amount (2009)	*Amount (2010)*	*Source*
National government	1,948,863	2,039,627	http://wales.gov.uk/funding/budget/previousbudgetindex/?lang=en Welsh Government Published Budget *note: this budget represents all funding and is discreet to Post 16.
Sub-national governments[5]	2,072,075	2,124,209	http://wales.gov.uk/topics/statistics/headlines/locgov2009/hdw200906252/?lang=en Government Education Net Revenue Expenditure (SB 34/2009)

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[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.

			*note: this budget represents all funding and is discreet to Post 16.
Total	4,020,938,000	4,163,836,000	

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?			
	Amount (2009)	*Amount (2010)*	*Not available*
National government			☒
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)			☒
Private companies			☒
Learners/households			☒

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?			
	Amount (2009)	*Amount (2010)*	*Not available*
National government			☒
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)			☒
Private companies			☒
Learners/households			☒

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	*Yes*	*No*
	☐	☒
If Yes, please provide a brief description:		

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.
Please note the Local Government figures exclude Capital Expenditure on Education as there is a danger of some double counting as some capital is included in the Education and Skills Main Expenditure Group figures that do include Capital Expenditure.

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)	☒	low skilled/NEETS	☒
Vocational (technical, income-generation-related)	☒		☐
Life skills and/or health issues	☒		☒
Use of information and communication technologies	☒		☐
Official/local languages	☒		☒
Foreign languages	☒		☐
Human rights/civic education	☒		☐
Liberal education/personal growth (i.e. artistic, cultural)	☒		☐
Other (please provide a brief description below:)	☐		☐

Private companies	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	low skilled/NEETS	☐
Vocational (technical, income-generation-related)	☒		☐
Life skills and/or health issues	☐		☐
Use of information and communication technologies	☐		☐
Official/local languages	☐		☐
Foreign languages	☐		☐
Human rights/civic education	☐		☐
Liberal education/personal growth (i.e. artistic, cultural)	☐		☐
Other (please provide a brief description below:)	☐		☐

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

Liberal education/personal growth (i.e. artistic, cultural)	☐			☐
Other (please provide a brief description below:)	☐			☐

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	☒	☒
On adult literacy	☒	☒
Please provide references or attach reports that may have been produced with the information generated by these surveys (if any). National survey of Adult Skills in Wales 2010. Published at: http://wales.gov.uk/about/aboutresearch/social/latestresearch/5618505/?lang=en Evaluation of the Impact of the Basic Skills Strategy for Wales 2008-2009 Evaluation Report - due for publication in early 2012 The Welsh Government has undertaken a a number projects to evaluate the adult education programmes it funds. Reports of completed projects can be found at: http://wales.gov.uk/about/aboutresearch/social/latestresearch/?lang=en		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
(add as many lines as needed)	*Mark if language of learning materials*
Welsh	☒
English	☒
	☐
	☐
	☐
	☐

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?			
	Mark all that apply	*Are local communities involved?*	
		Yes	*No*
National leve l	☐	☐	☐
Sub-national level	☒	☐	☐

Please provide references or attach documents on local community participation:

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.

The Welsh Government's National Planning and Funding System (NPFS), has been a process used since 2009 to underpin decisions on which learning should be funded post 16. It also informed who should be funded to deliver it, and the basis on which funding was made. One basis was via an uplift (or weight) based on a deprivation factor. This was applied in the pricing model to each learner from a Super Output Area with a level of educational deprivation above a specified threshold.

Because of challenging budget constraints, the NPFS is currently under review and as such 3-year flat rate allocations have been made to the post 16 sector in order to provide stability whilst the review is undertaken. It is expected the revised funding model will be implemented from 2014/15. How future Adult Community Learning provision is funded will be an important feature of the review.

Supplementary Funding is also earmarked solely for the purpose of assisting institutions to make mainstream programmes accessible to learners with learning difficulties and /or disabilities by securing human/technical support. It is to be used to meet individual learner needs.

The Welsh Government also funds learning campaigns such as Adult Learners' Week which attract over 20,000 participants every year, roughly half of whom come from a background of little or no learning.

5.8 Does the government collect information on the following items...?	*Mark all that apply*
Enrolment in adult education programmes (other than literacy programmes)	☒
Attendance in adult education programmes (other than literacy programmes)	☐
Completion of adult education programmes (other than literacy programmes)	☒
Enrolment in literacy programmes	☒
Attendance in literacy programmes	☐
Completion of literacy programmes	☒

If this information is available please attach the corresponding figures and documentation, or provide the references:
Statistics on Post 16 education in Wales can be found at:
http://wales.gov.uk/topics/statistics/theme/post16ed/?lang=en

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)	☐	☐	☐	☒
Adult literacy programmes	☒	☐	☐	☒

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

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	*Mark all that apply*	
	Yes	*No*

18

Adult education **Adult literacy**	☒ ☒	☐ ☐
If yes: Who participates more? Women Men	Adult education ☒ ☐	Adult literacy ☒ ☐
If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes? **Adult education** **Adult literacy**	*Yes* ☐ ☐	*No* ☒ ☒

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

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

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	☒	2010	Estyn's Common Inspection Framework
Learning materials	☒	2010	Estyn's Common Inspection Framework
Facilitators' training	☒	2010	Staff competence in terms of their training and skills to deliver learning is covered by the Estyn's Common Inspection Framework
Teaching/ learning methods	☒	2010	Estyn's Common Inspection Framework
Assessment of learning outcomes	☒	2010	Estyn's Common Inspection Framework

Adult literacy

Area	*Mark when quality criteria are in place*	*Indicate year when quality criteria were introduced*	*Specify quality criteria in place*
Curricula	☒		Post 16 Basic Skills Quality Standards
Learning materials	☐		
Facilitators' training	☒		Post 16 Basic Skills Quality Standards
Teaching/ learning methods	☒		Post 16 Basic Skills Quality Standards
Assessment of learning outcomes	☒		Post 16 Basic Skills Quality Standards

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	☐		☐	
University	☐		☐	
Private company	☐		☐	
Non-governmental organisation	☐		☐	

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☒	9	☒	9
University	☒	9	☒	9
Private company	☒	9	☒	9
Non-governmental organisation	☐		☐	

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)		not collected
Adult literacy		not collected

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	☐
Adult literacy	☐

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

	Monitoring	Evaluation
Adult education	☐	☒
Adult literacy	☐	☒

Please provide a brief description and references:
The Welsh Government has undertaken a a number projects to evaluate the adult education and adult literacy programmes it funds. Reports of completed projects can be found at:
http://wales.gov.uk/about/aboutresearch/social/latestresearch/?lang=en

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

	Mark all that apply
Lifelong learning	☒
Adult education	☒
Adult literacy	☒

If one or more of the boxes is marked, please provide a brief description and references:
Since 2009 the Welsh Government has commisisoned a number of research and evaluation studies in order to inform policy and programme design and implementation. These include:

The National Survey of Adult Skills in Wales 2010 - the survey assessed the overall literacy and numeracy skills of adults aged 16-65 through the medium of English and the Welsh medium literacy skills of Welsh speakers aged 16 to 65.
Published at http://wales.gov.uk/about/aboutresearch/social/latestresearch/5618505/?lang=en

Reseach into Part-time Higher Education supply and Demand - a study ito the characteristics of part-time provision and participation in Wales considering trends over time.
Published at http://wales.gov.uk/about/aboutresearch/social/latestresearch/researchparttimehe/?lang=en

 The Workbased Learning Learner Voice Survey 2009 - the survey sought to explore the experiences of and levels of satisfaction amngst those aprticipating in Welsh Government funded Work Based Learning Programmes.
 Published at http://wales.gov.uk/about/aboutresearch/social/latestresearch/3961854/?lang=en

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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.

As part of the Department for Education and Skills Quality and Effectiveness Framework, Welsh Government is working with ACL partnerships to strengthen their quality assurance arrangements. In particular, we have asked every partnership to submit a single self-assessment report which evaluates all of the ACL provision across its area. During 2012, partnerships will start to submit their self-assessment reports online via Ffynnon; this tool will, over time, bring together performance monitoring functions to help partnerships share information and monitor their progress more effectively. We will also continue to work with ACL providers to improve the quality and use of learner outcomes data, building on the work carried out by NIACE to develop a benchmarking model for the sector

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.*	
	Mark if taken place
Advocacy events (conference, forum, etc.)	☐
Media campaigns	☐
Publications (booklets, leaflets, posters, etc.)	☐
Creation of committees to streamline adult education and adult literacy	☐
Adult Learners Week/Learning festivals	☐
Creation of learners' networks and/or fora	☐
Translation of the *Belém Framework for Action* into the national language	☐
Presenting the *Belém Framework for Action* to parliament	☐
Elaboration of a funding plan	☐
Development of a national roadmap for the implementation of the *Belém Framework for Action*	☐
Other (*please specify below*)	☐

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.)	☐	☐	☒	☐	☐	☐	☐	☒
Media campaigns	☐	☐	☒	☐	☐	☐	☒	☐
Publications (booklets, leaflets, posters, etc.)	☐	☒	☐	☐	☐	☐	☒	☐
Other (please specify below)	☐	☐	☐	☐	☐	☐	☐	☐

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

	Yes	No
... women and girls?	☐	☒

If yes, please provide a brief description and references:

	Yes	No
... other excluded/ under-represented/underprivileged groups?	☒	☐

If yes, please provide a brief description and reference:
Priority groups are as in the Deliverying Community Learning in Wales policy statement.

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	It has helped a lot	It has helped a little	It has not helped
☐	☐	☐	☒

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:

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	☐	☒

If yes, please specify how they have changed below and provide evidence.

8.5 Have your literacy targets changed over the last five years?	*Yes*	*No*
	☐	☒

If yes, please provide below a brief explanation:

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

Implementing robust reliable initial assessment and diagnostic testing at first point of contact with post 16 learning.
Developing relevant and progressive qualifications with effective assessment methodology.
Developling a well qualified capable and professionalised practitioner network.
Ensuring quality assurance of the process is thorough and effective and fit for purpose.

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

Ensuring funding levels are maintained and prioritised at provider level.
Collation of accurate and reliable data and information to inform operational/policy decisions.
Setting new challenging prorities and targets.
Coherence of effort across national/regional/local delivery mechanisms

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

Funding pressures
Engaging those in need and motivating to improve literacy skills
The effectiveness of the assess, diagnose, ILP, review, assess process
Ensuring qualifications remain relevant to learners and employers

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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?

Developing and implementing a refreshed Essential Skills Policy as a driver to tackle the above challenges.