

## Human Capital Investment Operational Programme (2007- 2013)

### Progress Report Template

*Each **Intermediate Body (IB)** in the HCI OP is required to submit a progress report at Activity Implementation Plan level to the Managing Authority once a year as follows:*

*Spring: relating to the entire preceding calendar year 2013*

*This template sets out the reporting requirements for each Monitoring Committee meeting. The Progress Report to be completed by each IB should be brief and relate only to activity within the reporting period itself. An entry must be made under each heading, even if only to formally record no change.*

*N.B. Please use Font 11 "Times New Roman" only.*

**FOR THE REPORTING PERIOD:** January to December 2013

**PRIORITY:** No. 2 INCREASING ACTIVATION AND REDUCING INEQUALITY IN THE LABOUR FORCE

**ACTIVITY NAME:** Adult Literacy

**ESF No.: 2.3**

#### 1. Activity description

Provide a paragraph *briefly* describing the objectives of the Activity and its target group.

REPLY:

The objective of the Adult Literacy programme is to provide literacy services, for adults with low levels of literacy skills, on a nationwide basis. Literacy tuition includes reading, writing, spelling, numeracy and other basic education provision including basic IT, learning to learn and personal development. The measure provides for an integrated service to support access to employment and a return to lifelong learning to empower participants with the basic skills needed to participate in the social and economic life of their communities.

#### 2. Significant Changes in the Operating Environment

Report on any significant changes in the operating environment that impact, either positively or negatively, on the capacity of the Activity to perform. Examples would include changes in Government policy, socioeconomic trends, etc. Where no significant change has occurred, this should be indicated.

REPLY:

A re-organisation of the Further Education and Training sector took place in 2013 which saw the establishment of Education and Training Boards in July and SOLAS, the new further education and training body in October. The Adult Literacy service is now being delivered by 16 Education and Training Boards (ETBs) nationwide. These ETBs are an amalgamation of the 33 former Vocational Education Committees (VECs). SOLAS will have responsibility for all further education and training

provision, including adult literacy delivered by the 16 Local Education and Training Boards (LETBs). The education and training programmes to be provided through SOLAS will be modernised over the whole sector to become more relevant, accessible, and more effective.

Section 9 of the Further Education and Training Act 2013 provides that SOLAS, once established, will prepare and submit to the Minister for Education and Skills, a strategy in respect of further education and training with Subsection 6 requiring a strategy for the provision of further education and training programmes in the State aimed at promoting, developing and encouraging literacy and numeracy.

The Further Education and Training (FET) Strategy 2014-2019 was launched on 12 May 2014 by the Minister for Education and Skills and identifies literacy and numeracy as one of five high level strategic goals. Strategic Goal 2 includes the devising and implementation of a strategy for literacy and numeracy across FET. The actions includes improving the literacy and numeracy of the adult population, enhance CPD provision for staff, embed literacy and numeracy within FET provision and set targets and objectives for literacy and numeracy programmes.

### 3. Commentary on Activity-related progress

This section requires an overall commentary on actions within the Activity *for the period to which the report relates, 2013*. Inclusion of historical information should be avoided. Items of interest to the Monitoring Committee would include, for example:

- Any new initiatives or issues which arose *in the reporting period*;
- Any reports/studies either started or finalised/published *within the reporting period*;
- Any obstacles encountered.

Commentary should be confined to progress *within the area of Activity only*.

REPLY:

#### **Programme for International Assessment of Adult Competencies (PIAAC)**

Ireland participated in PIAAC, a programme organised by the OECD. It involved surveying adults (between the ages of 16-64) in their homes on a range of skills covering the interest, attitude and capacity of individual adults to access, manage, understand, integrate and evaluate various types of information (principally text and numerical) as well as to respond and communicate with others in the information age. Following a field trial in the summer of 2010, the main PIAAC survey was administered in Ireland between August 2011 and March 2012 by the Central Statistics Office on behalf of the Department of Education and Skills. Almost 6,000 adults (5,963) aged between 16 and 65 responded to the survey in Ireland. The overall response rate for Ireland was 72% which was the third highest achieved by participating countries (24). The cost (just over €3 million over the period 2008 – 2013) was met by the Department.

The results of PIAAC programme, published in October 2013, showed an improvement in basic literacy skills in Ireland since the previous International Adult literacy Survey (IALS) results were published in 1997. Irish participants scored below the survey average in numeracy and performed at the survey average in terms of its proportion of participants scoring at the lower levels in problem solving.

### **Review of Adult Literacy**

A review of adult literacy provision was undertaken at the request of the Department with the aim of informing and developing future policy and practice. The aim of the review was to evaluate the services delivered and to make corresponding recommendations. The Review was published in 2013 and contained 32 recommendations to improve adult literacy provision. Many of the recommendations were incorporated into 2013 revised operational guidelines for adult literacy. Amongst the recommendations, the report addressed the level and nature of provision recommending more intensive options, group tuition, numeracy tuition, family literacy, distance and blended learning options. The report recommendations were used in part to inform the Literacy and Numeracy Strategy as part of the Further Education and Training Strategy 2014 – 2019.

### **Adult Literacy Operational Guidelines**

In 2012, the Department issued new operational guidelines for adult literacy provision which highlight the importance of integrating literacy into Further Education and training programmes. The Guidelines were devised in conjunction with stakeholders to assist in the administration and management of the Adult Literacy programme. The guidelines were revised in 2013 following the publication of the review of the Adult Literacy programme which had commenced in late 2012. The revised Adult Literacy Operational Guidelines incorporate many of the recommendations of the review.

### **Expansion of the Literacy Service**

The adult literacy service has expanded significantly over the last decade resulting in learner numbers increasing steadily from year to year and are now well ahead of the target of 42,000 per annum by 2009. In 2013, over 60,000 participants availed of the literacy service. There has also been a continuous increase in the number and variety of programmes on offer.

### **Family Literacy and Intensive Literacy Initiatives**

The family literacy initiative under DEIS (Delivering Equality of Opportunity in Schools) - An Action Plan in Educational Inclusion and the Intensive Tuition in Adult Basic Education (ITABE) programme both continued in 2013.

The aim of the family literacy Initiative is to address parents' literacy skills to enable them to participate in their children's education. 24 projects were approved funding of €271,900 in 2012 and funding of €335,500 has been provided for projects in all 16 ETB's in 2013/14.

### **ITABE**

ITABE is a 14 week programme provided nationwide through the ETB sector providing six hours of tuition per week rather than the two provided normally over a longer period. Funding of almost €2 million was provided for the Initiative in 2011, 2012 and in 2013. The initiative is targeted at the most socially and economically disadvantaged groups in society. Over 2,000 learners attended intensive tuition under the initiative in 2012 and 2013.

### **Multi Media**

The National Adult Literacy Agency (NALA) is funded by the Department of Education and Skills. In the past it has successfully commissioned a number of TV series ‘Written Off’ in 2008/2009 and “Stuck for Words” in 2010. ‘A Story with Me in it’ was produced and broadcast during 2011, six episodes were aired which showed six well known Irish authors being teamed up with six adults who have struggled with writing throughout their lives and encouraged them to write a story. Viewing figures of approximately 200,000 per episode were achieved, approximately one in five of the viewing public. A second series of this very successful programme was produced and broadcast in 2012. The Family Project was NALA’s 13<sup>th</sup> TV series and was broadcast during May/June of 2013. This was a six-part TV series that followed six families from around Ireland working together to overcome educational issues that affect their lives.

NALA also developed an interactive website [www.writeon.ie](http://www.writeon.ie) that allows adults the freedom to study in their own time to improve their reading, writing and number skills and which offers accreditation at FETAC Levels 2 and 3.

The Department continued its support of the use of multi-media to highlight and promote the literacy services available during 2013. €150,000 in funding was provided by the Department towards National Adult Literacy Agency (NALA) multi-media projects.

NALA has also worked with An Post to create a number of advertisements to raise awareness about adult literacy.

### **Literacy and Numeracy Learning for Life Strategy**

The Literacy and Numeracy Learning for Life, the National Strategy to Improve Literacy and Numeracy Among Children and Young People contains a number of recommendations in relation to adult literacy, specifically in relation to the promotion of the importance of family literacy and the role parents play in their children’s education. The Department is engaged in the implementation of those recommendations in conjunction with other stakeholders such as NALA, who has devised the [www.helpmykidlearn.ie](http://www.helpmykidlearn.ie) website as part of the Strategy to provide fun activities that parents can engage with their children to develop their literacy and numeracy skills.

#### 4. Progress in relation to physical performance indicators and targets

Statistical information relating to the reporting period should be provided *in the format contained in the programme Activity Implementation Plan* for each individual Activity. A commentary on the main features of the statistical information should also be provided.

If your Activity does not lend itself to report on the Indicators by calendar year (Jan to Dec.), then please state this fact and complete the table on a mid-year to mid-year basis (e.g. July/Aug 2007 to June 2008).

PERFORMANCE INDICATORS:							
Annual and Cumulative Indicators							
A. OUTPUT							
	Region	Current period/Year: (e.g.) Jan. – Dec. 2013 as applicable			Cumulative totals 2007-2013		
		Male	Female	Total	Male	Female	Total
1. The number of participants in Adult Literacy Training Programmes	BMW	7645	9482	17127	54060	72148	126208
	SAE	18818	24877	43695	102454	146435	248889
	NAT	26463	34359	60822	156514	218583	375097
B. RESULT							
	Region	Male	Female	Total	Male	Female	Total
1. The number of participants successfully completing programme or achieving certification	BMW	1603	2011	3614	-	-	-
	SAE	2385	3608	5993	-	-	-
	NAT	3988	5619	9607	-	-	62339
C. IMPACT							
	Region	Male	Female	Total	Male	Female	Total
1. Number of participants who have progressed to other further education training and employment	BMW	3181	4302	7483	-	-	-
	SAE	4061	5696	9757	-	-	-
	NAT	7242	9998	17240	-	-	76946

REPLY:

In addition, statistics on activity at NUTS III (i.e. Regional Authority) level should be provided in the format contained in the table below and should be gender disaggregated where appropriate. The nature of the indicators available at this level may vary from Activity to Activity (e.g. Number of people trained, number of companies assisted, etc). The type of indicator used should, therefore, be stated. Any significant development at NUTS III level should be commented on.

**NUTS III Activity Indicator Report for reporting period (e.g., Jan – Dec. 2013)**

<i>Activity: Number of persons trained</i>			
<i>Indicator Used:</i>			
Region	Total	Gender break-down	
		Male	Female
<i>Border Region</i>	8077	3405	4672
<i>Midland Region</i>	4015	1856	2159
<i>West Region</i>	5035	2384	2651
<b><i>BMW Total</i></b>	17127	7645	9482
<i>South East Region</i>	5100	2401	2699
<i>Mid East Region</i>	4663	1844	2819
<i>Dublin Region</i>	17966	7961	10005
<i>South West Region</i>	5468	2407	3061
<i>Mid West Region</i>	10498	4205	6293
<b><i>SAE Total</i></b>	43695	18818	24877
<b><i>National (BMW + SAE)</i></b>	60822	26463	34359

Whilst IBs are free to provide *any other additional information* they feel is relevant, this should be provided *separately by way of an appendix* to the main progress report.

## 5. Progress with regard to expenditure

This section of the report relates to the performance of the Activity with respect to the Revised Forecast on the Financial Tables. Financial information should be provided for the reporting period, as well as cumulatively since the start of the OP, in the format contained in the tables at Annex 1.

A commentary should be provided on progress in relation to the annual and cumulative forecasts at National and BMW/SAE levels. Where cumulative expenditure to date is below 75% of forecast, Intermediate Bodies are required to provide reasons for the underspend along with proposals for remedial action.

REPLY:

**Table 1 – Expenditure for the Reporting Period Jan. to December 2013 (€m)**

<b>HCI OP €m</b>	<i>Total Programme Forecast*</i>	<i>Total Programme spend</i>	<i>Expenditure as % of forecast</i>	<i>Total co- financed spend</i>	<i>EU Social Funds</i>	<i>National Public Co- financed</i>	<i>Private Co-financed</i>
<i>Source of information within financial tables</i>		<i>Column</i>		<i>Column</i>	<i>Column</i>	<i>Column</i>	<i>Column</i>
<b>Region</b>							
<i>Dublin</i>		0.00	0.00	0.00	0.00	0.00	0.00
<i>South East</i>		0.00	0.00	0.00	0.00	0.00	0.00
<i>Mid East</i>		0.00	0.00	0.00	0.00	0.00	0.00
<i>Mid West</i>		0.00	0.00	0.00	0.00	0.00	0.00
<i>South West</i>		0.00	0.00	0.00	0.00	0.00	0.00
<b>SAE Total</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<i>Border</i>		0.00	0.00	0.00	0.00	0.00	0.00
<i>Midland</i>		0.00	0.00	0.00	0.00	0.00	0.00
<i>West</i>		0.00	0.00	0.00	0.00	0.00	0.00
<b>BMW Total</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>National (BMW + SAE)</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**Table 2 – Cumulative Expenditure since January 2007 (€m)**

<b>HCI OP €m</b>	<i>Total Programme Forecast*</i>	<i>Total Programme spend</i>	<i>Expenditure as % of forecast</i>	<i>Total co- financed spend</i>	<i>EU Structural Funds</i>	<i>National Public Co- financed</i>	<i>Private Co-financed</i>
<i>Source of information within financial tables</i>		<i>Column</i>		<i>Column</i>	<i>Column</i>	<i>Column</i>	<i>Column</i>
<b>Region</b>							
<i>Dublin</i>		0.00	0.00	0.00	0.00	0.00	0.00
<i>South East</i>		0.00	0.00	0.00	0.00	0.00	0.00
<i>Mid East</i>		0.00	0.00	0.00	0.00	0.00	0.00
<i>Mid West</i>		0.00	0.00	0.00	0.00	0.00	0.00
<i>South West</i>		0.00	0.00	0.00	0.00	0.00	0.00
<b>SAE Total</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<i>Border</i>		0.00	0.00	0.00	0.00	0.00	0.00
<i>Midland</i>		0.00	0.00	0.00	0.00	0.00	0.00
<i>West</i>		0.00	0.00	0.00	0.00	0.00	0.00
<b>BMW Total</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>National (BMW + SAE)</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

\* See Financial Tables.

## 6. Data On Participants In Programme Activity Implementation Plan (Commission Implementing Regulation 1828/2006 - Annex XXIII)

### COMPLETE ALL THESE SECTIONS

#### 6.1 NUMBER OF PARTICIPANTS PER YEAR

(People entering, those leaving, carry-over from one year to the next)

	Male:	Female:	Total:
Entrants: (a)	26463	34359	60822
Leaving: (b)	n/a	n/a	n/a
Carry-over to next year [ (a) less (b) ]	n/a	n/a	n/a
<b>Total:</b>	26463	34359	60822

#### 6.2 BREAKDOWN OF PARTICIPANTS BY GENDER

	Male:	Female:	Total:
Participants:	26463	34359	60822

#### 6.3 BREAKDOWN OF PARTICIPANTS ACCORDING TO STATUS IN THE LABOUR MARKET

	Male:	Female:	Total:
<b>Employed</b> (Total number of employed, including self-employed)	6612	7715	14327
Self-employed	-	-	-
<b>Unemployed</b> (Total number of unemployed including long-term unemployed)	11511	12502	24013
Long-term unemployed	7298	7487	14785
<b>Inactive persons</b> (Total number of inactive persons, including those in education, training or retirement, those having given up business, the permanently disabled, those fulfilling domestic tasks or other)	5831	9999	15830
Inactive persons in education or training	n/a	n/a	n/a
<b>Note: Employed + Unemployed + Inactive = Total number of Participants (by Gender)</b>	23954	30216	54170

\*under-reported by 6652

#### 6.4 BREAKDOWN OF PARTICIPANTS BY AGE

	Male:	Female:	Total:
Young people (15-24)	2133	2553	4686
Older workers (55-64)	5267	7396	12663

## 6.5 BREAKDOWN OF PARTICIPANTS BY VULNERABLE GROUPS, IN ACCORDANCE WITH NATIONAL RULES

	Male:	Female:	Total:
Minorities:	n/a	n/a	n/a
Migrants:	n/a	n/a	n/a
Disabled:	n/a	n/a	n/a
Other disadvantaged people:	n/a	n/a	n/a

## 6.6 BREAKDOWN OF PARTICIPANTS BY EDUCATIONAL ATTAINMENT

	Male:	Female:	Total:
Primary or lower secondary education (ISCED 1 and 2)	18757	20522	39279
Upper secondary education (ISCED 3)	4023	6947	10970
Post-secondary non-tertiary education (ISCED 4)	1149	2675	3824
Tertiary education (ISCED 5 AND 6)	0	0	0

\*under-reported by 6749

## 7. Horizontal issues

### Reporting on the Horizontal Principles

(1) Social Inclusion

(2) Gender Equality and (3) Wider Equal Opportunities

will be required only for the Spring Monitoring Committee meeting each year. The templates for reporting on the Horizontal Principles will be issued to IBs by the OP Managing Authority for completion in advance of Spring Monitoring Committee meetings.

SEE SEPARATE TEMPLATES

## 8. Compliance with EU and National policy

It is a requirement that all Programme Activity Implementation Plans comply with EU and national policy in areas such as procurement, competition, state aids etc. Confirmation of compliance should be formally recorded in the progress report with any deviations reported on specifically.

REPLY:

It is the policy of the Department of Education & Skills to comply with all EU regulations in relation to procurement, state aids etc. Details of compliance requirements, both EU and national, are set out in letters from the Department that issue to ETB's setting out the terms and conditions of the annual adult literacy funding approved for co-funded project/schemes.

## 9. Added Value of ESF Interventions

Please supply a paragraph(s) explaining the benefits and giving examples of how ESF is adding value to national policies and projects, e.g. (the following are examples):

- an increase in the number of participants;
- the support of specific target groups or activities which are not covered by national programmes;
- the testing of new approaches, and/or
- the improvement of processes.

Please feel free to add any further information that might help understand how ESF adds value in Ireland.

REPLY:

The Adult Literacy Programme is intended to achieve the Department's goal of enabling individuals to achieve their full potential, to participate fully as members of society and to contribute to Ireland's social, cultural and economic development, thereby promoting a more inclusive society.

Participant numbers have increased dramatically during the period of this Operational Programme, with numbers increasing from 46,000 in 2007 to 60,000 in 2013.

Adult literacy, in addition to reading and writing, has been extended to such basic education as numeracy, social and personal development, learning to learn and IT skills. Specific literacy tuition is offered in groups or one-to-one in a variety of modes.

Targeted and focused programmes have been devised and developed including ITABE which provides 6 hours literacy tuition per week to small groups, as well as family literacy projects, programmes for the deaf, Irish speakers, those with dyslexia and Travellers.

Accreditation for learners became available at Levels 1 and 2 of the National Framework of Qualifications in 2007. Accreditation is not a requirement of participation on the programme, however, the option of appropriate accreditation at NFQ Levels 1 to 3 is available to all learners as is the option to progress to further education and training.

Literacy is being integrated into further education and training programmes with literacy tuition available as part of the Youthreach programme, Vocational Training Opportunities Scheme (VTOS) and as part of the Back to Education Initiative (BTEI). Under the co-operation hours scheme, literacy tuition is provided by ETB-employed staff in Community Training Centres and prisons as well as in REHAB workshops, centres for the unemployed and day care centres.

A Plain English campaign encouraging the use of plain English by public and private sector organisations is widely promoted by the National Adult Literacy Agency (NALA), which is funded by this Department. NALA is also now also providing a plain English editing and training service through [www.simplyput.ie](http://www.simplyput.ie)

## 10. Publicity

All ESF co-funded Activities are required to comply with Social Funds information and publicity requirements (see also Section 11 of the AIP). Confirmation of compliance should be formally recorded in the progress report with any deviations reported on specifically.

Specific **examples** of compliance with the requirements should also be provided HERE (e.g. articles in the local or national papers, media, Commission visits, launches, etc).

REPLY:

Material such as publications, leaflets, approval letters etc include acknowledgement of the ESF funding, EU logo and NDP logo etc.

Details of publicity requirements are set out in letters from the Department that issue to ETBs setting out the terms and conditions of the annual adult literacy funding approved for co-funded project/schemes.

## 11. Proposals for re-profiling of expenditure (where applicable)

Any proposal to reprofile expenditure should be contained in this section of the report and should include the rationale for doing so. Reprofiling of expenditure can only be carried out with the approval of the Monitoring Committee (and the European Commission depending on the nature of the reprofiling proposed).

REPLY:

## 12. Proposals to amend Programme Activity Implementation Plans (where applicable)

Amendments to Activity Implementation Plans require the approval of the Monitoring Committee. Any proposal to amend an existing Activity Implementation Plan should indicate the precise change sought and the rationale for doing so. A copy of the proposed new Activity Implementation Plan should also be provided.

REPLY: