

Gender and Wider Equal Opportunities Annual Reporting Template

1. Name of Activity: Adult Literacy

No.: ESF 2.3

2. What actions have taken place over the last year to incorporate the principle of gender and wider equal opportunities into the Activity?

(a) Ongoing Actions:

The current split for learners attending literacy classes within the VEC sector is 60% women and 40% men and this has been the situation for the last number of years.

Separate Men's and Women's literacy groups have been developed and supported to reduce specific barriers that the two genders may experience.

Family literacy activities have been encouraged through the family literacy initiative. There is a higher level of female parents engaging in family literacy projects than men. In 2009, approximately 1,300 parents engaged in activities under the family literacy initiative. These groups are aimed at educationally disadvantaged parents in an attempt to break the cycle of educational disadvantage and to enhance their involvement in their children's education.

(b) New Actions:

No new actions

3. Progress against Indicators (where established):

(This should be presented if possible in the tabular form laid out below)

Indicator	Baseline Position	Latest Position
No of participants in Adult Literacy	35,000	49,000

4. Taking account of the material presented under 2 and 3 above, what contribution is the measure making to the promotion of gender and wider equal opportunities?

The numbers of men availing of literacy tuition has increased in recent years. In the period 2000 to 2008, the numbers of men increased by 72% whereas the increase in the number of female participants was 51%. Despite these efforts to encourage increased male participation and address men's specific needs, there continues to be a higher level of females amongst Adult Literacy clients. The ratio of female learners to male learners continues to be in the region of 60:40.

5. Identify any issues arising that need to be drawn to the attention of the Managing Authority, the Equal Opportunities and Social Inclusion Representatives or other Departments.¹

Collection of data is always problematic as highlighted in the unavailability to date of some statistical returns for 2009. This has resulted in the use of some figures for 2008 where VECs have not made a return to date.

6. Please feel free to attach any relevant additional material to this reporting template

Nil.

¹ The issues could relate to specific implementation concerns e.g. collection of data, or could relate to more general findings concerning the principle in question e.g. a particular policy in another department is obstructing your Activity from promoting the principle.