

National Centre for Guidance in Education (NCGE)

DFHERIS Adult Literacy For Life (ALL) 10 Year Strategy in FET Guidance Practice

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Lárionad Náisiúnta um Threoir san Oideachas
National Centre for Guidance in Education



Rialtas na hÉireann
Government of Ireland



An Roinn Oideachais
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Whole of FET Guidance

Considering the role of FET Guidance in support of Adult Literacy for Life (ALL) campaign Beginning the conversation...

Bringing "Whole of FET Guidance" together, nationally – who are we? ETB FET staff ... CFE- PLC Guidance Counsellors, Adult Guidance Service Staff, Youthreach -CTC Advocates.. and more.

Understanding and awareness of how guidance, information and advocacy can be integrated in the provision of literacy supports and tutor work, and understanding the expertise of literacy experts in Guidance and Advocacy provision are equally vital (guidance pre-entry, during, post exit)

ETB Adult Guidance and advocacy services as part of DFHERIS “ALL Strategy”, may be a first port of call for many general public queries, and is particularly significant to those who have found education and training to be challenging, or have felt excluded.

There is a need to consider how to give clear and useful information, to work to make FET guidance and advocacy accessible, clear and considered. The need to work across FET to ensure that professional and dedicated guidance and advocacy is available and understood to support understanding of the potential and the capacity of the individual is vital. Vital to recognise resourcing issues, and to enhance “connectivity”.



How frequently in your practice do you meet adults with Literacy Issues? 41 ...

Monthly



Weekly



Daily



Never





Have you had "Literacy Awareness Training"?

44  ...

Yes



No



Guidance works with the INDIVIDUAL →

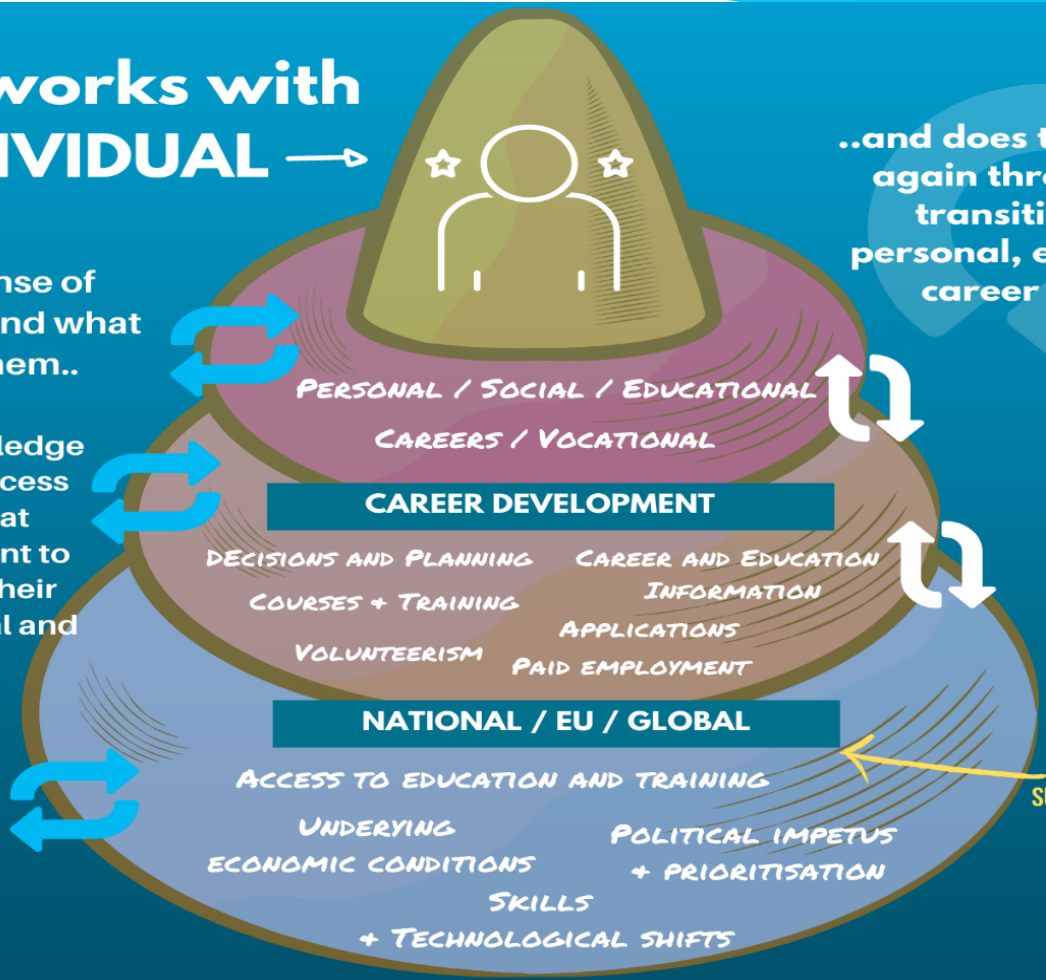


..and does this again and again throughout the transitions in the personal, educational & career life cycle.

→ ..to make sense of who they are and what interests them..

→ ..to develop the knowledge & skills needed to access and determine what information is relevant to plan for and attain their personal, educational and career goals..

→ ..within the context of society as a whole..



SUSCEPTIBLE TO CHANGE

August 2020



Definitions of Guidance informing guidance provision in Ireland

The 1998 Education Act Section 9 (c) States that ‘a school shall use its available resources to...
(c) ensure that students have access to appropriate guidance to assist them in their educational and career choices’
Significant to mirror this in Further Education and Training...

2005: The Department of Education and Skills (Department) defines that “Guidance in schools refers to a range of learning experiences provided in a developmental sequence, that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the **three separate but interlinked, areas of personal and social development, educational guidance and career guidance**” (Department Guidelines 2005^[1], also referenced below).

2007: The Irish National Guidance Forum, where stakeholders from across education, training and the labour market agreed on a national definition “**Guidance facilitates people throughout their lives to manage their own educational, training, occupational, personal, social, and life choices so that they reach their full potential and contribute to the development of a better society**”.^[2]

[1] https://www.ncge.ie/sites/default/files/ncge/uploads/pp_guidelines_second_level_schools_9c.pdf

[2] <https://www.ncge.ie/national-guidance-forum-2007>

Definitions of Guidance informing guidance provision in Ireland

EU definition of GUIDANCE: The EU Council Resolutions (2004 and 2008) states: ‘The definition of guidance as referring to a ‘continuous process that enables citizens at **any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used.** Guidance covers a range of individual and collective activities relating to information-giving, counselling, competence assessment, support, and the teaching of decision-making and career management skills.’

Guidance provision in **post-primary and FET sectors** encompass the holistic model of personal-social and careers-vocational and educational. The provision of impartial up-to-date education and labour market information is crucial to the delivery of impartial guidance.

“Guidance Counselling” is one activity of guidance provision and refers to the skills and expertise required to support individuals on a 1-to-1 or group basis as required. The QQI Award Framework for Counselling and Psychotherapy[4] does not include Guidance Counselling as this is a specific post-graduate qualification as outlined by the Department in the Programme Recognition Framework[5]. The Guidance Counsellor is not a qualified counsellor or psychotherapist and therefore the title Guidance Counsellor should always be used in its entirety.

Challenges regarding the provision of supported pathways across / through FET provision may be exacerbated by challenges to collaborative and networked ‘whole of FET’ Guidance provision.

[4] <https://www.qqi.ie/Publications/Publications/Counselling%20and%20Psychotherapy%20-%20QQI%20Award%20Standards%202014.pdf>

[5] <https://www.education.ie/en/Publications/Education-Reports/Programme-Recognition-Framework-Guidance-Counselling.pdf>

Where will support to adults experiencing literacy challenges "fit" in FET Guidance?

- **Delivery of Information**
- **Discussion of options with clients, groups, learners**
- **Consideration of appropriate progression opportunities**
- **Screening for Literacy / Learning Difficulties**
- **Referral Options - within ETB**
- **Referral Options – Outside ETB/ Educational Psychologist Supports?**

Welcome and thank you to Roisin Doherty!

Roisin Doherty - Director
Further Education & Training Learner
Support, SOLAS



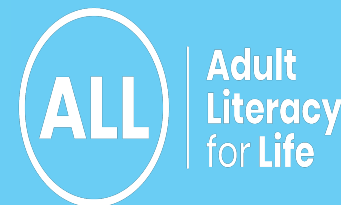
Adult Literacy for Life

Presentation to Further Education and Training Guidance

Considering the implications of the Govt of Ireland's [Adult Literacy for Life Strategy](#) in the wide variety of FET Guidance settings.

23rd November 2021

An Ireland where every adult has the necessary literacy, numeracy and digital literacy to fully engage in society and realise their potential.



Despite a generally well-educated and technology-driven economy and society, there remains a clear challenge around adult basic skills...



Almost 1 in 5 (18%) of adults struggle with reading and understanding everyday text.

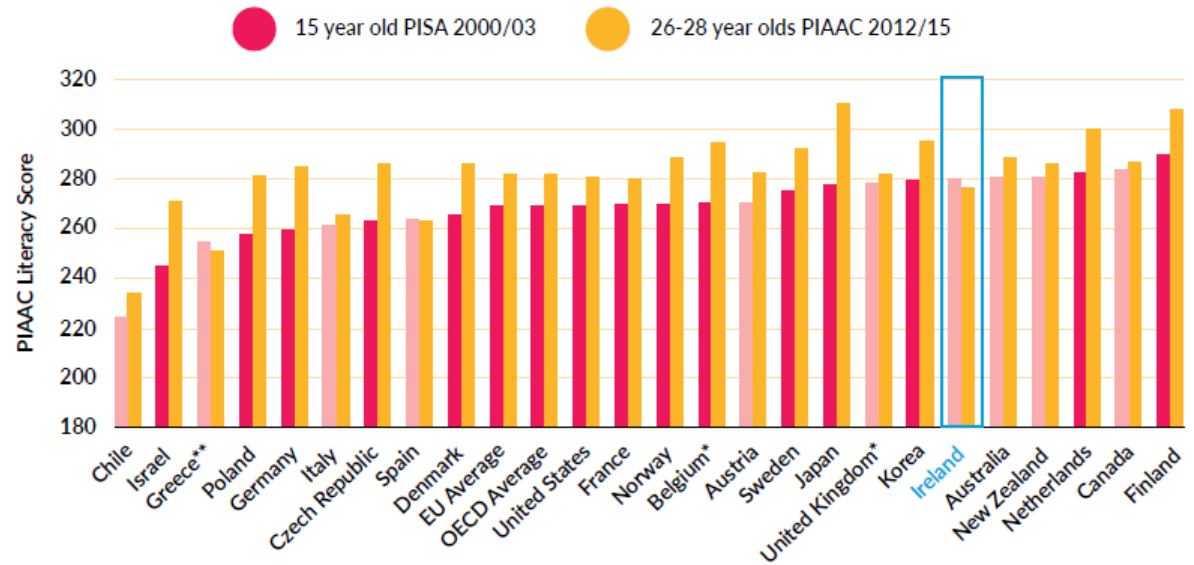


1 in 4 adults (25%) had difficulties using maths in everyday life.



Almost 1 in 2 (47%) adults lack basic digital skills.

There is updated evidence from the OECD that adult literacy issues still prevail



SOLAS was mandated to develop a new cross-Government, cross-society 10 year strategy to develop literacy, numeracy & digital inclusion in response...



400

documents reviewed



10

international systems



139

organisations contributed



396

individuals submitted



1,118

people surveyed



400

service users consulted



66

bilateral meetings



33

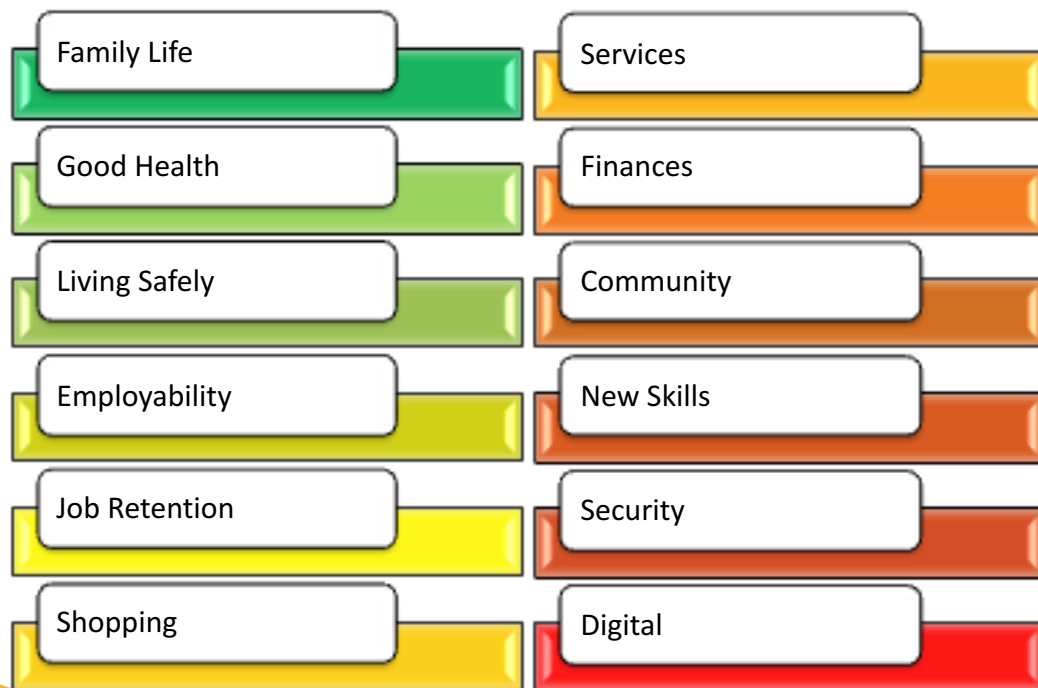
organisations on the **Adult Literacy, Numeracy, and Digital Literacy Strategy** SOLAS Technical Advisory Committee.



11

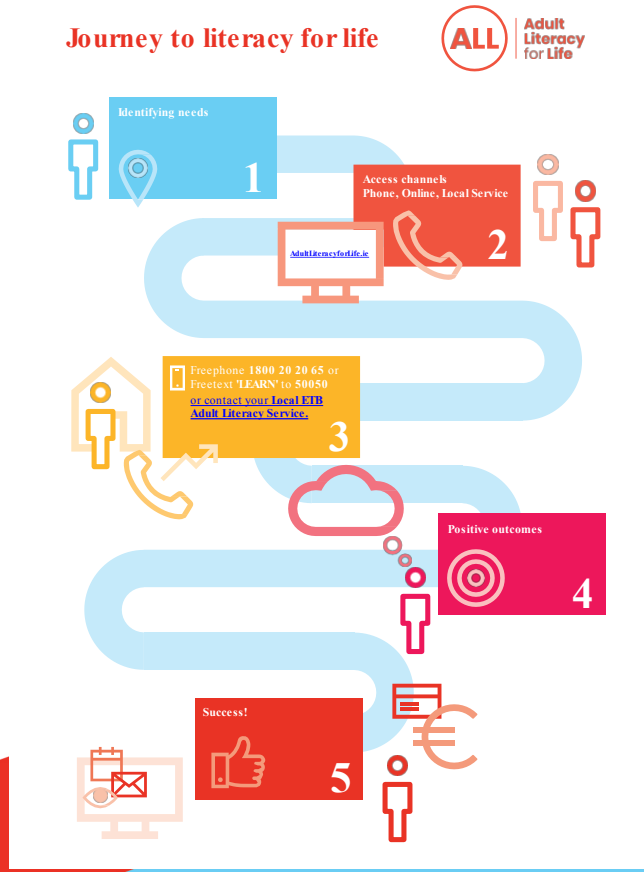
Government Departments and **8 key agencies** on the Cross-Government Committee chaired by Minister.

As we know literacy, numeracy & digital inclusion impact so many aspects of life & one of biggest challenges is defining what 'adult literacy for life' means...



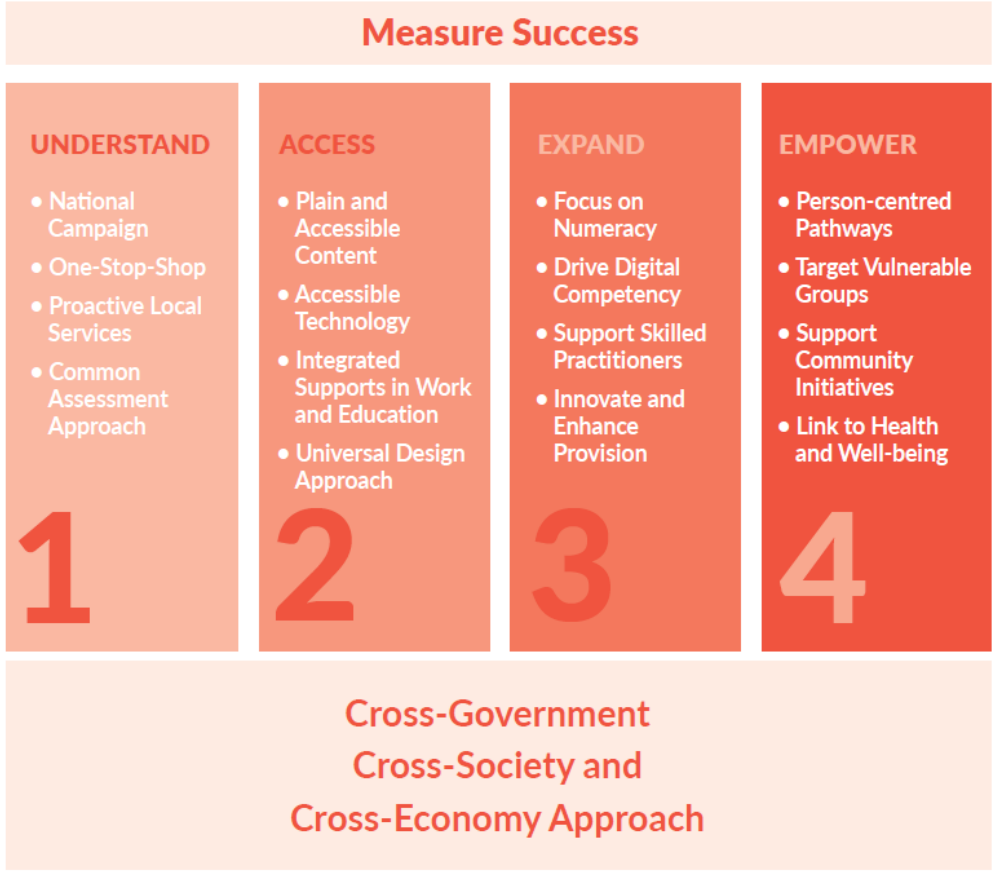
Literacy involves listening and speaking, reading, writing, numeracy and using everyday technology to communicate, access services, and make informed choices.

People with unmet literacy needs engage with so many services locally & we need to harness these resources to support real pathways...

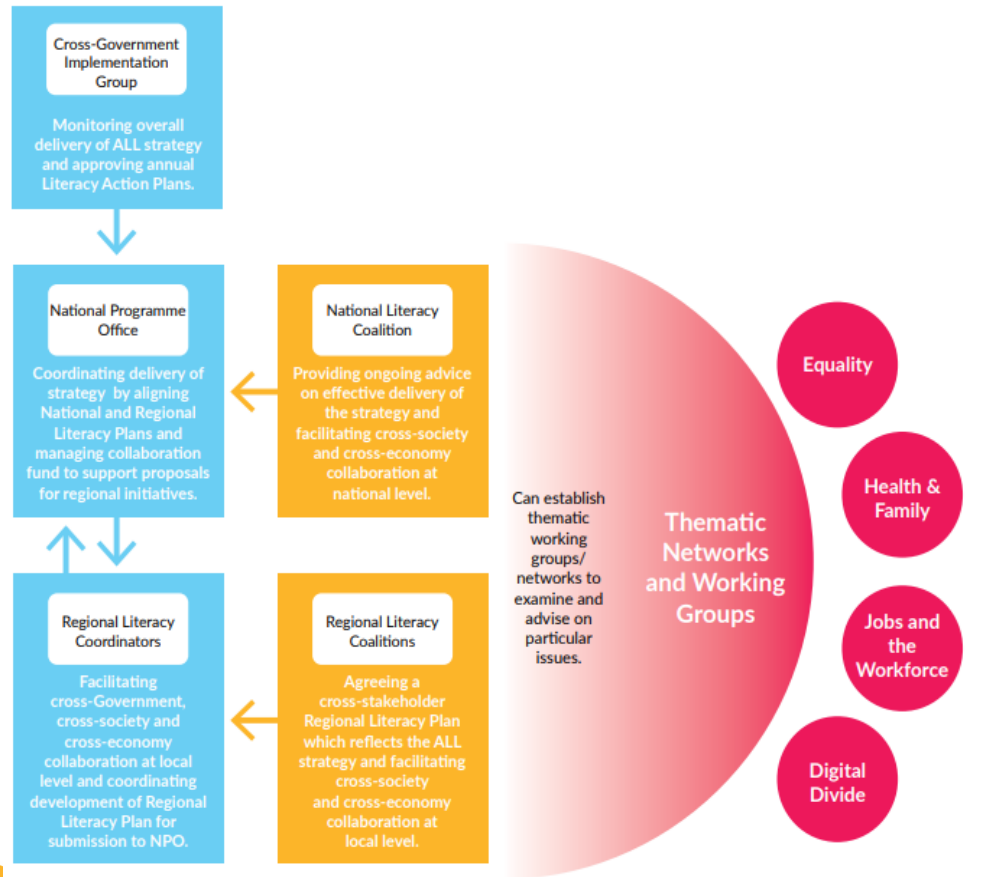


The new strategy focuses on understanding, access, expansion & empowerment alongside a new partnership approach across society to drive & embed change.

A range of commitments and actions are in place across four pillars to: ensure people can **UNDERSTAND** their needs and where to go to meet them; that they can **ACCESS** all of the learning and support they need, that the learning and support available can **EXPAND** to meet this massive challenge, and that we **EMPOWER** people and communities to make a real difference to their lives. The overall strategic framework to achieve this is set out below.



Governance and implementation structures will be key to embedding the cross-Government and cross-society partnership approach required...

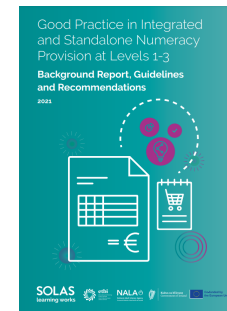


There have already been some key developments to lay the foundations for successful delivery of Adult Literacy for Life...

www.AdultLiteracyforLife.ie

The screenshot shows the homepage of the Adult Literacy for Life website. At the top, it features the logo and navigation links. The main headline reads: "A new ten year adult literacy, numeracy, and digital literacy strategy". Below this is a video thumbnail of a man speaking. A blue banner below the video states: "An Ireland where every adult has the necessary literacy, numeracy and digital literacy to fully engage in society and realise their potential." The "Latest" section includes four featured articles with thumbnails: "Good Practice in Integrated and Standalone Numeracy Provision at Levels 1-3", "FAQs - Good Practice in Integrated and Standalone Numeracy Provision at Levels 1-3", "Adult Literacy for Life 20-Year Strategy", and "Consultation Report - Detailed". A second "Latest" section at the bottom features three smaller video thumbnails with captions: "Minister Simon Harris launches the Good Practice in Integrated and Standalone Numeracy Provision at Levels 1-3 - Background Report, Guidelines and Recommendations", "Margaret Donohue - Returning to education changed her life.", and "Darren Lee, Learner".

New Resources



New Dedicated Regional Literacy Coordinators



Thank you

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Name one priority in facilitation by FET Guidance and Advocacy support of the Adult Literacy for Life Strategy?



Challenges... Opportunities...



"Critical to facilitating lifelong learning pathways is the pivotal role of ETBs in providing guidance on education, training, employment and careers to all within their regions. The approach to guidance is inconsistent across FET settings and provision, and this must be rectified with an integrated approach to guidance across ETBs. This should ensure that impartial guidance is available to all who seek it within the ETB region, and that the ETB positions itself to ensure that it works effectively for all FET provision and all FET learners."

https://www.solas.ie/f/70398/x/64d0718c9e/solas_fet_strategy_web.pdf

Of value to note at this point: Currently, there is no formal national referral protocol system to support referrals between the various education and training sector guidance services (i.e., from Post primary schools to PLC or HE colleges or from FET / AEGS to HE or ETB Training Centres or from Youthreach/CTCs to PLC / HE)

There is no formal nationally agreed referral system in place for guidance services to refer to other national agencies such as HSE, Child and Adolescent Mental Health Services (CAMHS) etc.



As FET Guidance Practitioners would you value Guidelines to support implementation of the Adult Literacy for Life Strategy in your practice

29 ...

Yes



90%

No



10%