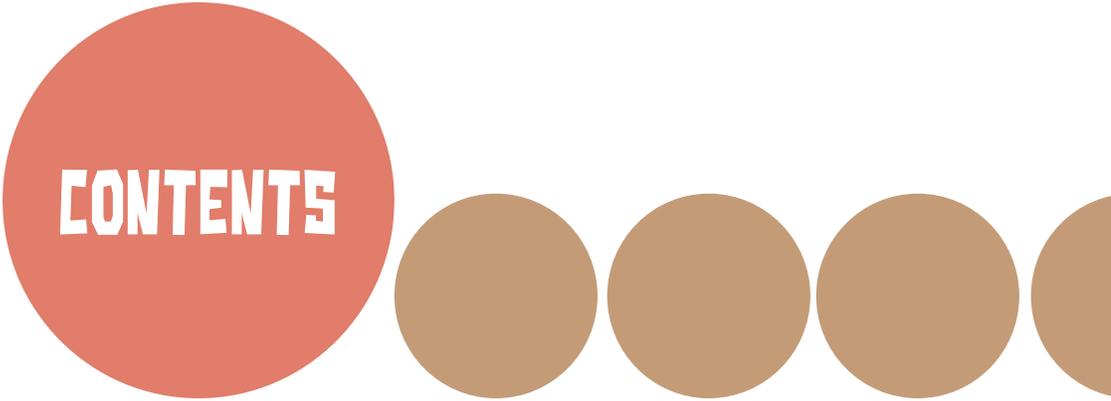


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# AONTAS MISSION STATEMENT

The mission of AONTAS is to advocate for the right of all adults in Ireland to quality learning throughout their lives, and to promote the value and benefits of lifelong learning.

## AONTAS - THE VOICE OF ADULT LEARNING

AONTAS is the National Adult Learning Organisation, a non-governmental, voluntary membership organisation established in 1969. The name AONTAS is an acronym in the Irish language, Aos Oideachais Náisiúnta Tri Aontú Saorálach meaning 'national adult education through voluntary unification'.

The word AONTAS itself is also the Irish word for 'unity' or 'union', so the intention of the founders of AONTAS was that it would be identified by its inclusiveness. It is a registered charity and a company limited by guarantee. It is core funded by the Department of Education and Skills through SOLAS and receives project funding from other sources from time to time.

THE MISSION OF  
AONTAS

IS TO  
ADVOCATE FOR  
THE RIGHT OF ALL  
ADULTS IN IRELAND  
TO QUALITY  
LEARNING

THROUGHOUT  
LIVES

# AONTAS MEMBERSHIP

With over 550 members from the formal and non-formal adult and community education sector as well as across the lifelong learning spectrum AONTAS regards its membership as a key resource which provides the organisation with a grassroots, authentic understanding of adult and community education practice from both a practitioner and learner perspective. The membership profile comprises a rich mix of statutory, voluntary and community organisations as well as individuals who are deeply involved in and committed to the concept of lifelong learning. AONTAS affords statutory and voluntary members alike a unique space to meet and reflect on how provision for learners can be improved.

Through our long track record of support for community education leading to the development of the AONTAS Community Education Network in recent years, AONTAS has acquired a deep and historic knowledge of community education practice and a strong link to learners. Our individual members, including adult learners, tutors, facilitators, organisers and advocates of adult learning have a direct means to obtain information from AONTAS and the opportunity to link with other organisations. Ultimately we offer our collective members the unique opportunity to shape, promote and develop lifelong learning.

OUT THEIR  
VES,

AND TO PROMOTE  
THE VALUE AND  
BENEFITS

OF LIFELONG  
LEARNING.

# THE ROLE OF ADULT LEARNING IN A LIFELONG CONTEXT

AONTAS understands lifelong learning to mean all learning both formal and non-formal undertaken by individuals from childhood through to the third age. Adult learning is a key part of the lifelong learning spectrum and its role embraces both economic and broader social purposes.

The modern concept of lifelong learning has its roots in the Delors Report, Learning, The Treasure Within<sup>1</sup>, published by UNESCO in 1996, which proposed a holistic and integrated vision of education based on the paradigms of lifelong learning, and the four pillars of education identified as :-



The report proposes that these four pillars of knowledge:

*“cannot be anchored solely in one phase in a person’s life or in a single place. There is a need to re-think when in people’s lives education should be provided, and the fields that such education should cover. The periods and fields should complement each other and be interrelated in such a way that all people can get the most out of their own specific educational environment all through their lives”.*

Much like the Faure Report, Learning to Be<sup>2</sup>, published in 1973, the Delors Report is widely considered to be a key reference for the conceptualization of education and learning worldwide.

Currently at European level the Council Resolution on a Renewed Agenda for Lifelong Learning describes adult learning as follows:-

*“Lifelong learning covers learning from pre-school age to post-retirement. Adult learning is a vital component of the lifelong-learning continuum, covering the entire range of formal, non-formal and informal learning activities, general and vocational, undertaken by adults after leaving initial education and training”.*

1. Learning: The Treasure Within – Report to Unesco of the International Commission on Education for the Twenty First Century <http://unesdoc.unesco.org/images/0010/001095/109590eo.pdf>

2. The Faure Report – A Turning Point in Educational Planning (William J. Platt) - 1973 <http://unesdoc.unesco.org/images/0000/000046/004600eb.pdf>



## THE PURPOSE OF ADULT LEARNING

During the consultation process for the current strategic plan the most fundamental concern being raised was in relation to the purpose of adult learning, what it is, how we describe it, what its outcomes are or should be, and how those outcomes can be measured. The debate is not new; rather it has been reignited by the government reform agenda in relation to adult/further education and training. At its core is the question about whether the key purpose of adult learning is to upskill/reskill people for the labour market or to create opportunities for people to develop their broader capacities to pursue personal, cultural and social fulfilment which have a wider impact on individuals, families and communities.

In reality the economic and broader social purposes of adult learning are inextricably linked and some would argue that making any distinction between them creates a false dichotomy as having quality employment is accepted as a key factor in achieving social inclusion. However another point of view expressed during the consultation process is that there is indeed a distinction because, in practice, the focus on skills results in pressures for accreditation and progression, thus prioritising the narrower outcomes of learning rather than the broader benefits to the learner. In many countries as in Ireland adult learning experiences increasingly overlap and distinctions are becoming more blurred. In general adults do not observe neat administrative or other distinctions when learning. Their goals do not necessarily coincide with the goals of the funder or provider and they frequently achieve unplanned or unanticipated outcomes from learning.

While acknowledging those blurred distinctions, for those learners most disadvantaged both educationally and socially there is a need to view learning more holistically, to focus on learners as individuals first, to support them to become learning ready and build their capacity to progress into education and training options that suit their needs. In this regard non-accredited programmes are necessary, should be recognised as an essential and valuable part of the provision system and funded accordingly. Demonstrating the impact of such programmes requires new thinking, redefining the meaning of progression and developing mechanisms to demonstrate to funders the value for the investment made.

In the current Irish economic climate the emphasis on economic recovery and getting people back to work is paramount and many fears have been

expressed by those within the adult education sector about the possibility of losing the kind of provision that has essentially addressed the social purpose of learning, in particular community education which has a track record of attracting the most marginalised learners. This fear has been exacerbated by the shift in language, in particular the omission of the words adult and community when describing provision and the increasing use of further education and training to describe a wide range and mix of adult learning activities.

In the current context in 2014 the visions of learning elicited by both the Faure and Delors reports may seem overly idealistic or even utopian, but the fact of the matter is, that in the 21st century after decades of interventions to improve employability and skills development there is an increasing divide between rich and poor, high levels of unemployment and youth unemployment across Europe, and an increasing number of people affected by relative poverty and social exclusion.

An assessment of the influence of the 1996 Delors Report<sup>3</sup> prepared by UNESCO in January 2013 reaches the following conclusion.

*“Nor can employability and socioeconomic integration be seen as the only purpose or result of (successful) learning. In the lifelong learning perspective, learning is about the development of the whole person: It is about allowing every individual to participate in society and making our society more cohesive. Learning enables people to develop to their full potential and to play an active role in their environments. It allows them to try new things and to harness untapped talents. Along with enhancing employment opportunities and professional standing, learning lays the groundwork for fulfilment in life”.*

The most recent OECD report, Education at a Glance<sup>4</sup>, 2014 supports this view pointing out that

*“It is becoming clear that economic growth is not enough to foster social progress, particularly if the growth dividend is not shared equitably. Indeed, the social cost of the crisis continues to weigh heavily, with more than 46 million people out of work in OECD countries and relative poverty affecting millions more. In many countries the gap between the richest and the poorest is widening, youth unemployment remains high, and access to social services remains elusive for many. The world is looking for ways to spur economic growth in a more inclusive manner.”*

3. Revisiting Learning the Treasure Within -

<http://unesdoc.unesco.org/images/0022/002200/220050E.pdf>

4. OECD Education at a Glance 2014 - <http://www.oecd.org/edu/Education-at-a-Glance-2014.pdf>



## WHAT AONTAS BELIEVES IN

In the context of this strategic plan and the consultation process which was undertaken to develop it, the work of AONTAS is based on the belief that lifelong learning is the key not just to economic success but also to personal, social and cultural development and as such has a range of outcomes and benefits for the learner. These include a means of achieving one's full potential through developing confidence and skills essential for personal development, employability, nurturing creativity, promoting good health, enhancing family relationships and enabling civic participation.

While AONTAS is fully committed to the development of a distinct Further Education and Training sector with a status and brand that reflects the value of Further Education and Training, our vision and remit extends beyond FET to the broader lifelong learning landscape. AONTAS has advocated and will continue to do so for the needs of all adult learners, including those who fall outside the parameters of the labour market agenda such as older people, mature students in higher education, people with caring responsibilities who are not currently in a position to return to the workforce and people who want to engage in learning for their own personal satisfaction.

**AONTAS BELIEVES  
IN THE RIGHT OF  
EVERY ADULT TO  
ACCESS LEARNING AT  
ANY TIME DURING  
THEIR LIVES.**

While getting people back to work is a key priority for government AONTAS believes that the social purpose of adult learning is equally important and should be recognised as such. This has informed both our promotional and our advocacy work during the period of the last Strategic Plan, which focused on the three themes of Voice, Value and Visibility in relation to adult learning.

**AONTAS ADVOCATES FOR THE NEEDS  
OF ALL LEARNERS**



## PLANNING IN A CHANGING CONTEXT

Since the last strategic planning process was undertaken by AONTAS in 2010, dramatic changes have taken place with significant consequences for our membership and those involved in adult learning. Unemployment reached a peak after the economic collapse, soaring from just over 4% in 2006 to 14.7% in 2010 and the demand for adult education and training began to increase rapidly as people began to find themselves on the dole queue. More than 52% of the adults seeking information through the AONTAS Information Referral Service at the time had been out of education and training for ten to twenty years. On November 29 2010, the government negotiated a financial assistance package with the EU and the IMF and agreed a programme for recovery. The programme contained three main elements, one of which was an ambitious structural reform agenda which is designed to restore competitiveness and strengthen the economy's growth potential. It is this strand of the programme which has largely driven the Irish Government reform agenda in the area of adult learning/further education and training, resulting in the first five year Further Education and Training Strategy.

## THE REFORM AGENDA

The past three years have seen an increased focus on the role of adult education and training in terms of its potential to respond to the consequences of recession, namely unemployment, persistent long term unemployment<sup>5</sup> and rising youth unemployment. This has resulted in an extensive review of a number of programmes on offer and the introduction of an ambitious reform agenda. The FET strategy is part of a larger reform agenda which includes the establishment of INTREO, the reform of the VEC sector, the abolition of FAS, the establishment of SOLAS and the plan for integration of the Vocational Training and Adult/Further Education under the auspices of the ETBs.

Government policy through 'Pathways to Work' and the establishment of INTREO Services propose stronger alignment between the provision of education and training and labour market activation. Both Springboard and Momentum were established to provide employment focused programmes for

5. Unemployment has decreased and stabilised over the past two years. In August 2011 the CSO estimated that approximately 14.4% of people were unemployed, and while these figures have dropped to 11.2% in August 2014, there is a persistent issue of longterm unemployment and a rising number of youth unemployment which present both social and economic challenges for policy makers.

learners. The establishment of QQI (Qualifications and Quality Ireland) presents new challenges to providers in terms of quality accreditation of learning outcomes. Three pieces of legislation<sup>6</sup> which provide the framework for the new FET services also recognise some form of representation for adult learners. These reforms have taken place in the context of the public service recruitment embargo which has directly affected frontline adult education staff. Meanwhile, cutbacks in public expenditure have had a significant impact on organisations within the community and voluntary sector, many of whom are involved in the delivery of education and training activities, and who rely on a number of funding sources<sup>7</sup>. While the changes provide new opportunities, they also create many challenges for both providers and learners.



## THE ADULT LEARNER AS A CENTRAL FOCUS

Learners are central to the work of AONTAS and we believe that their experiences provide key first-hand information which should inform the development of the services and policies which affect their learning. To do this effectively AONTAS strongly believes that adult learners should be consulted on a regular basis on their experiences of these services and has modelled ways of doing this through our learner strategy developed during the period of our previous strategic plan, Voice, Visibility and Value (2011-2013).

The effectiveness of this advocacy work was illustrated at the launch of the FET strategy in May 2014 when Ciaran Cannon, then Minister for Training and Skills said:-

*Learners welcomed the opportunity to be heard. But they also demanded more such opportunities and to be briefed on progress with regard to developments in Further Education and Training policy and practice. More regular and systematic direct engagement with learners to hear their 'voice' is essential. By 'voice', I mean asking learners to provide feedback on their course, the guidance they received, the learning experience and also by actively involving learners and supporting them to act as partners with policy makers, providers, practitioners and other agencies in the Further Education and Training sector. This is what actually makes it a learner-centred system of further education and training.*

6. These include: The Qualifications and Quality Assurance (Education and Training) Act 2012, The Education and Training Boards Act 2013 and the Further Education and Training Act 2013.

7. Cuts were experienced across a range of government departments and programmes. While a recent analysis by the Wheel (2007-2013) suggests an overall cut of funding in the sector of 7%, the Local and Community Development Programme has experienced a cut of almost 50% (from 84.7 million in 2008 – 48 million in 2013).

Based on the feedback from learners themselves AONTAS has identified the key elements of learner centred provision.

### **LEARNER FOCUSED**

The needs, circumstances and capacities of adult learners should be the basis on which programmes are offered, developed and delivered. Adult learning providers should have a mechanism in place to facilitate feedback from learners to enable them to respond to their needs and develop provision which has meaningful outcomes for the learner.

### **LEARNER CHOICE**

Learners should be supported to make informed choices regarding what and how they learn, therefore guidance, information, and voluntary participation in a seamless adult learning system which reflects the diversity of adult learners is essential.

### **INCLUSION**

A range of flexible learning opportunities should be designed and financed to reach all learners, in particular those furthest from education, training and/or employment to enable them to become 'learning ready.' Such opportunities should include outreach, taster courses, accredited and non-accredited options and pre-development work in communities.

### **LEARNER SUPPORTS**

A range of information, guidance, learning, financial and caring (childcare) supports should be put in place to support access, retention and successful exit strategies for learners.

### **POSITIVE LEARNING EXPERIENCE**

The quality of the learning experience is essential to a successful outcome for the adult learner, therefore skilled adult educators are central to the learning process. Adult educators need appropriate initial training, access to continuous professional development and appropriate conditions of employment to enable them to carry out their work to the highest professional standards.

### **PROGRESSION**

Learning opportunities should offer the means to engage in further education, training and/or employment at a pace dictated by the needs, abilities and circumstances of the learner.

### **LEARNING OUTCOMES**

The learning process should be recognised as having both quantitative and qualitative outcomes which are equally valued and measured appropriately so as to capture the long-term and far-reaching impact at both personal and civic/social levels for adult learners.

## HOW AONTAS HAS RESPONDED TO CHANGE

### AONTAS AS ADVOCATE

AONTAS has acted as a strong advocate for adult and community education throughout the period of our last strategic plan and in particular through the recent change process. We have engaged with the development of legislation, and provided opportunities for stakeholders and policy makers to be informed about, and to examine the impact of the changes on an ongoing basis and via a range of media. AONTAS has contributed actively to the change process through its engagement in the FET Advisory Group, the establishment of SOLAS and through collaboration with the ESRI research process. Our response to the changes is guided by a strong commitment to the voice of the adult learner and bringing the diversity of adult learning experiences to the policy making arena. Through our Lobby for Learning events AONTAS has been successful in enabling constructive dialogue directly between learners and policy makers thus ensuring that policy has the learner at its core. We have supported our community education members through the AONTAS Community Education Network and have been successful in ensuring community education is recognised and supported as a key part of the future further education and training policy agenda.

We have supported our members through training in effective advocacy work and we have showcased this work at an international level through our active involvement with the European Association of Education of Adults (EAEA) and through partnership in European Projects under the European Lifelong Learning Agenda. We have supported the learner representative on the QQI Board and engaged actively with the QQI on behalf of our CEN members in the wide ranging changes being proposed for future Quality Assurance. Earlier this year AONTAS participated in the nomination of learner representatives to the new Education and Training Boards. At SOLAS Board level the Director of AONTAS has a specific remit for representing the issues of adult learners and AONTAS also represents the voice of adult learning on a range of other fora.

### AONTAS AS PROMOTER

AONTAS believes that building the profile and status of adult and community education is a priority and has, during the period of our last strategic plan worked to promote the importance, value and role of adult and community education as a key part of lifelong learning locally, nationally and internationally. We have done this through the organisation of our Adult Learners Festival, our Information Referral Service and our communications strategy which has utilised a wide range of media. We have built strong relationships with public representatives, public servants and other key stakeholders with a view to ensuring that they are fully informed about the importance of supporting adult and community education. We have also engaged in research and developed written submissions and policy papers with a

view to influencing and informing policy at a national level. We have focused our work on the barriers to access, the multiple outcomes of adult learning and the wider benefits of learning to the individual, families and communities.

Research in Ireland and beyond has documented evidence of the wider benefits of learning and suggests a number of possible methodologies. During the last strategic plan AONTAS advocated for the need for data collection systems which capture the wider benefits of learning and completed two research projects on this theme – More than just a Course (2011)<sup>8</sup> and Sowing the Seeds of Social Change (2011)<sup>9</sup>. Regarding the challenge of data collection AONTAS maintains that the key issue is the need to marry the demands of policy or funder requirements with an appropriate measurement of learning that supports the recognition of learner achievements, future development of learning provision and that demonstrates the benefits of all modes of learning including learning which is non-accredited.

## THE FUTURE ROLE OF AONTAS

Through its accumulated experience and expertise AONTAS is now ideally positioned to provide a national platform for its members whether they are stakeholders within or outside of the new FET system. This unique position can facilitate dialogue, cooperation, information sharing, and progression paths within, and beyond FET e.g. into higher education. This has benefits for FET providers, other stakeholders in lifelong learning, SOLAS in achieving its goals, and learners so that they may be afforded a seamless system for access, transfer and progression.

AONTAS, as an advocacy NGO for adult learning has the capacity and experience to act as a link between national policy actions and what happens in practice on the ground. Through occupying this position AONTAS can critically assess the relationship between policy and practice and facilitate valuable dialogue between policy makers, practitioners and learners, thereby strengthening the voice, visibility and value of adult learning in the wider context of lifelong learning.

As the newly configured FET service develops, its ultimate success will be gauged by its efficacy for the learner and its outcomes will be measured in terms of benefits to them, and to the economic recovery of the country. Engaging the learner voice as a key stakeholder of SOLAS, and at local level within the ETBs will provide valuable feedback to enhance and inform the ongoing growth and development of a quality FET system. Learners can also highlight actions needed to support greater equality of opportunity as they are ideally placed to identify real-life barriers to participation. AONTAS is in a unique position to contribute to and lead this work through the consolidation of its learner strategy.

8. More than just a course - <http://www.aontas.com/pubsandlinks/publications/community-education-more-than-just-a-course-2010/>

9. Sowing the Seeds of Social Change - <http://www.aontas.com/pubsandlinks/publications/sowing-the-seeds-of-social-change-2011/>

## KEY STRATEGIC GOALS

A hallmark of the work of AONTAS is its engagement with members. Within the changing context, AONTAS has consulted with its members and adult learners during the annual Lobby for Learning Days, Annual General Meeting and General Meeting of 2013, at Executive Committee meetings, through Community Education Network meetings and with ongoing discussions, both formal and informal. It has also sought the views of a range of key stakeholders in the sector. Based on the outcomes of these consultations and discussions as well as a review of the outcomes of our current Strategic Plan, AONTAS is proposing to focus the next four years of its work on two key goals:

01

Advocating and lobbying for the development of a quality service for adult learners

02

Promoting the value and benefits of adult learning

Underpinning these two key goals is a third goal which is:-

03

Building Organisational Capacity

# GOAL 1

## ADVOCATING AND LOBBYING FOR THE DEVELOPMENT OF A QUALITY SERVICE FOR ADULT LEARNERS

AONTAS, as an advocacy NGO for adult learning has the capacity and experience to act as a link between national policy actions and what happens in practice on the ground. Through occupying this position AONTAS can critically assess the relationship between policy and practice and facilitate valuable dialogue between policy makers, practitioners and learners, thereby strengthening the voice, visibility and value of adult learning in the wider context of lifelong learning. In our role as advocate AONTAS has identified three key objectives accompanied by key actions.

### OBJECTIVE 1

Support adult learners to effectively contribute to the development and improvement of adult learning provision through meaningful local and national representation.

### KEY ACTIONS

**Work in partnership with providers to develop and utilise mechanisms to engage with learners at a local level with a view to delivering meaningful representation for adult learners**

**Represent the views and issues of adult learners on appropriate fora and support learners to also do so in their own right**

**Plan, implement and support in collaboration with the ETBs, an Adult Learner Forum to contribute to the SOLAS FET strategy and to support adult learners to bring their views and issues to the attention of SOLAS, providers, policy and decision makers**

**Work in partnership with learners, providers and SOLAS to develop a Learner Charter documenting the rights and responsibilities of adult learners**

## **OBJECTIVE 2**

Critique the quality and delivery of services to adult learners in the current change context with a view to influencing and improving both policy and practice.

## **KEY ACTIONS**

**Organise networking opportunities for members to share information, learn and build relationships with a range of stakeholders involved in the delivery of education and training services to adults**

**Provide members with up-to-date information on developments at a policy level through our publications, websites, ebulletins and other social media**

**Continue to build strong relationships with public representatives, policy makers and other stakeholders with a view to informing them about the concerns of AONTAS members and developing collaborative working processes**

**Develop evidence based policy papers and submissions drawing on a range of existing research and carry out research in collaboration with SOLAS and other key stakeholders as appropriate with a view to improving the service**

**Represent the issues of our members on key fora at national and international level**

## **OBJECTIVE 3**

Ensure that the role and value of Community Education is recognised and that it is resourced to serve the needs of its learners as a key provider within both the FET strategy and the overall lifelong learning agenda.

## **KEY ACTIONS**

**Continue to build capacity of the AONTAS Community Education Network to engage in advocacy work on behalf of its members**

**Identify new ways of engaging with more community education groups across Ireland with a view to extending our reach and developing more efficient and cost effective ways of working together**

**Build on our research to document the outcomes of community education and ensure the findings are widely disseminated to policy makers, funders, public representatives and other relevant stakeholders**

**Support Community Education Network members to continue to deliver quality assured programmes for their learners through shared learning and practice and engaging with accreditation and quality assurance bodies on their behalf**

## GOAL 2

# PROMOTING THE BENEFITS AND VALUE OF ADULT LEARNING

AONTAS has a unique position as the national voice of adult learning. We will capitalise on our existing body of knowledge and with our members, and other stakeholders to promote a broad understanding of the benefits and value of lifelong learning particularly in the current change context. As an overarching umbrella body we are in a position to explain how the public can avail of learning opportunities in the new restructured system. In our role as promoter AONTAS has identified two key objectives accompanied by key actions.

## OBJECTIVE 1

Develop a broad, wide-ranging strategy for promoting the value and benefits of adult learning including both its economic and social outcomes.

## KEY ACTIONS

Build on our learner consultations, research and data from our Information Referral Service to identify and document the wide range of outcomes of adult learning

Document and disseminate through a range of media the experiences of adult learners to support the case for the value and multiple benefits of adult learning

Demonstrate, share and celebrate models of best practice across the sector through the Adult Learners' Festival, STAR Awards, promotional campaigns and collaboration with national and local media

Support our members to develop quality, cost effective, promotional campaigns in order to demonstrate the broader outcomes of their work and engage new learners

Extend our reach by engaging with SOLAS, key stakeholders in the lifelong learning arena, policy makers, Government, learners, practitioners and the general public

Contribute to the development of a strong evidence base for the outcomes of further education and training in collaboration with SOLAS

Work actively with SOLAS to promote the value of further education and training in its own right as a valuable and successful option for adult learners

## **OBJECTIVE 2**

Promote access and participation in adult learning across a range of services both formal and non-formal including further education and training.

### **KEY ACTIONS**

Continue to provide an up to date, quality, responsive Information Referral Service for the general public to assist potential adult learners to make appropriate learning choices

As National Co-ordinator of the European Agenda for Adult Learning, work with our partners to deliver the programme to promote access and participation in adult learning

Document and disseminate the findings of the Information Referral Service and the use of [www.onestepup.ie](http://www.onestepup.ie) with a view to improving adult learning services to adults

Lead out and contribute to debate and discussion on barriers to access to education and training for adult learners

Work with learner ambassadors to model the value and benefits of participating in learning for them, their families and communities

## GOAL 3

## BUILDING ORGANISATIONAL CAPACITY

The objectives and actions proposed in our strategic plan are ambitious and far reaching. In order to deliver on them successfully we need to build our organisational capacity to the highest standards.

### THEREFORE AS A MEMBERSHIP ORGANISATION WE WILL :-

Expand and grow our membership to reflect the diversity of lifelong learning, including Further Education and Training

Build the capacity of our members to organise and participate in promotional and advocacy campaigns, by providing them with support, training and practical tools where appropriate

Continue to improve our own capacity to gather and disseminate data both from and to our members and other stakeholders

Strengthen our membership's knowledge of relevant policy developments in the sector through the use of a wide range of methods and media with a view to increasing their capacity to engage with policy makers and funders

Ensure that AONTAS as an organisation meets with all its regulatory obligations to the highest standards

Build the capacity of our Executive Committee to provide good governance for the organisation

Build the capacity of the staff team to deliver on the actions of the strategic plan to the highest standards of excellence

Ensure that the organisation has adequate financial and technical resources to carry out its work to the highest standards

Review and evaluate the effectiveness of our work on a regular basis

# IMPLEMENTING AND EVALUATING THE STRATEGIC PLAN



## AONTAS WILL:-

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- Develop annual workplans with projected outcomes and targets
- Review progress, outcomes and targets twice yearly
- Hold up to six Executive Committee meetings each year to monitor the progress of the plan
- Prepare Annual Reports and Financial statements
- Report to the General Membership at the Annual General Meeting and Autumn General meeting
- Submit Annual Reports and Financial Statements to the Department of Education and Skills, SOLAS and The Companies Office



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