

National
Adult
Literacy
Agency

An Áisíneacht
Náisiúnta
Litearthachta
d'Aosaigh



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Annual Report 2002/2003

Table of Contents

Overview by NALA Director _____	4
Some NALA Projects developed during 2002 _____	7
ESOL _____	7
Literacy through the media _____	9
Workplace literacy _____	12
Integrating literacy _____	14
Numeracy project _____	17
Health & literacy _____	18
FÁS/VEC Return to Education _____	21
Using the internet for literacy training _____	24
National Office _____	26
Training & Development _____	29
Ongoing expansion in literacy service demands a strategic perspective ____	29
Local Strategic Development Planning _____	29
National Literacy Implementation Group (NLIG) _____	29
NALA Training Advisory Group _____	30
Inservice Training _____	30
Tutors Forum 2002 _____	31
ALO Forum 2002 _____	31
Literacy Awareness Training _____	32
NALA/WIT – Qualification System for Literacy Workers _____	32
The Quality Framework _____	33
The Quality Framework goes from strength to strength in 2002 _____	33
NALA Quality Framework Facilitators _____	33
Launch of the Quality Framework User Guide _____	33
57 VEC Adult Literacy Schemes used the Quality Framework _____	34
Quality Framework in action _____	34
NALA involvement in the Education and Training Charter of Best Practice for the Community and Voluntary Sector _____	35
Learner subsidies _____	35
NALA Regional Development Workers _____	35

Feedback to date on the Quality Framework _____	36
Feedback from Quality Framework Facilitators _____	36
Adult Literacy Research _____	38
Assessment Research _____	38
What we learned _____	39
The year ahead _____	39
Workshops on the NALA assessment framework _____	40
European Funded Research _____	40
The partners _____	41
The main aim _____	41
The future _____	41
Socrates II _____	41
Library and information service _____	41
Promoting research _____	42
Promoting understanding, support & action _____	43
Website developments _____	43
Developing publications & printed material _____	43
Events _____	45
National Literacy Awareness Week (NLAW) _____	45
Coverage in the media _____	45
2002 AGM in Dublin _____	47
Links with external organisations & initiatives _____	50
Accounts _____	54
Membership List _____	66
Glossary _____	68

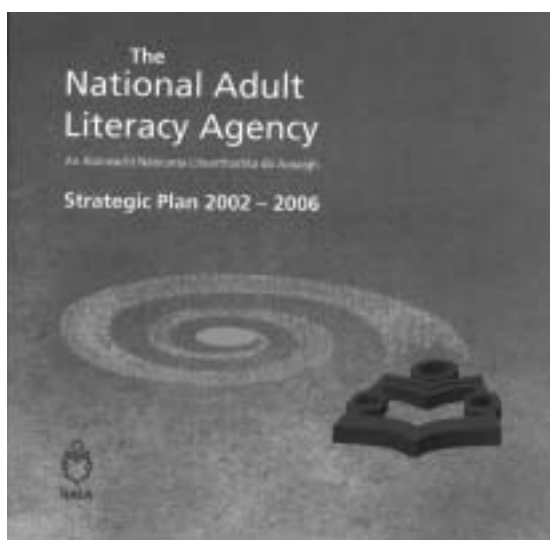
Overview by NALA Director

2002 saw additional resources going into the VEC adult literacy service which resulted in a further increase in the number of learners. By mid year, there were almost 24,000 adults enrolled in a wide range of programmes including one to one, group, workplace and English for Speakers of Other Languages (ESOL) tuition. Without question one of the main contributors to increased participation has been the promotion and broadcast of the READ WRITE NOW television series, which was on RTÉ 1 for the third series in October 2002. Learners reported that the series had reduced the stigma in Irish society associated with low literacy levels and made it easier to engage in tuition opportunities.

During the first half of 2002, the Agency had meetings with the main political parties and their education spokespeople, eliciting their commitment to the adult literacy issue and outlining our proposals for the future. By May a new government was in place and there was a renewed commitment to the field of adult literacy, welcomed by the membership. Mr Willie O’Dea T.D. was replaced by Ms Síle de Valera T.D. as Minister for State at the Department of Education and Science. As her first public engagement, Minister de Valera presented certificates to Community Training Workshop (CTW) instructors who graduated from the NALA/NUI Maynooth Integrating Literacy course. Briefing meetings with the Minister proved very fruitful and Minister de Valera carried out a number of engagements on our behalf throughout the latter part of the year.

The NALA Workplace Literacy Strategy was finalised during the year with considerable inputs from key stakeholders, including IBEC and ICTU. This document was launched by Minister de Valera and presented to the Department of Education and Science and the Department of Enterprise, Trade and Employment. The document draws from the experiences of the Return to Learning initiative which is a workplace literacy programme available through local authorities to their employees.

The White Paper on Adult Education, *Learning for Life*, 2000, has adult literacy as its top priority.



In order to maximise on this significant policy development and the resulting annual funding increases, the Agency established a Literacy Implementation Group, made up of key stakeholders. The group, over the last year, has concentrated on the development of a national implementation plan for adult literacy, with the initial focus on formalising the structure of the VEC Adult Literacy Service and the staffing requirements for the service to deliver on government policy.

Closely aligned to this work has been our work on the development of a national reporting system informed by the NALA Quality Framework. As the framework is extended to all VEC literacy services, there is an opportunity for information gleaned from this process to inform and enrich reports to the Department of Education and Science. Collaborating with us on this work are international partners in Canada and the United States, with interest from Northern Ireland, England and New Zealand.

Further work on our Assessment Framework continued throughout 2002. The testing of the framework by adult literacy providers with learners generated valuable feedback on the working of the framework. Changes, incorporating feedback, to the framework have been made and more rigorous testing is set to begin in 2003.

The growing numbers of non-nationals and asylum seekers living in Ireland has created new challenges for adult literacy workers. To this end and acting upon resolutions passed at our AGM, the Agency in collaboration with relevant stakeholders finalised a policy document on the area.

The establishment of the National Adult Learning Council in early 2002 was a significant development in progressing the vision for adult learning outlined in the White Paper, 2000. NALA is represented on the council and looks forward to collaborating with the council in the future.

Bringing the adult literacy issue into other domains has always been a primary objective of the Agency. In 2002, representation was secured on Comhairle, the state information body. In addition, NALA has a seat on the Education Disadvantage Committee, giving us an opportunity to raise the adult literacy issue in a group which includes interests covering the primary and secondary education sector. NALA continued to work on the Adult Education Guidance Initiative, Education Equality Initiative, National Qualifications Authority of Ireland and Information Society Commission.

One of the most successful alliances for adult literacy in 2002 was that with

health. The Health Literacy strategy report was launched by Dr Rima Rudd, Director of Public Health, Harvard University at the Mater Auditorium on the occasion of National Literacy Awareness week and was attended by a wide range of literacy and medical practitioners. By the end of the year, health and literacy practitioners were reporting an array of planned joint activities.

The Agency received funding under the CAIT Initiative which went towards the training of ICT literacy tutors. Further work in this area included the establishment of the Literacytools website(www.literacytools.ie). Currently still in test mode, the website aims to be an on-line resource for learners and tutors. We were unable to secure additional funding under the second CAIT initiative due to a lack of resources.

The end of 2002 was dominated by the Budget and it was indeed a tension filled affair as all entities prepared for reduced expenditure. Fortunately, the priority on developing adult literacy services prevailed and the budget increased from 16.4 million to 17.9 million. It had been another good year.

Inez Bailey



Inez Bailey,

Director

National Adult Literacy Agency

Some NALA Projects developed during 2002

ESOL

In recent years there has been an influx of asylum seekers and refugees into Ireland. As in previous years the last 12 months has seen many look to VEC Adult Literacy Schemes for English for Speakers of Other Languages (ESOL) support. This is specifically because of legal and financial barriers restricting these new communities in Ireland. ESOL focuses on providing a means for non-English speakers to carry out activities for essential day-to-day living. NALA has continued to respond to this need with the development of materials and the provision of training. The Agency has also prepared a report on 'Guidelines and Supports for literacy practitioners in relation to ESOL'.

Materials for tuition & learning

A materials pack for ESOL learners and tutors, due to be published in March 2003, consist of:

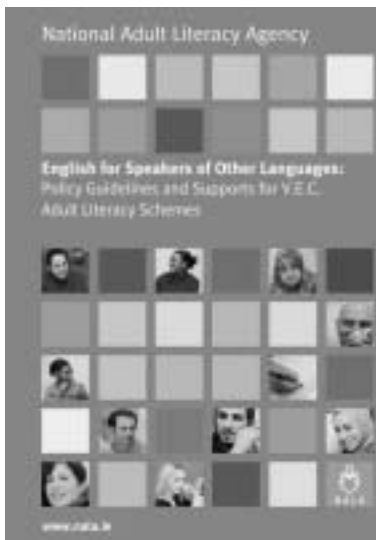
- learner background facts and figures
- methods and materials for ESOL
- developing your own material and
- Country profiles and intercultural resources.

The pack will be available from the NALA Resource Room.

ESOL Training for tutors

At present NALA have two ESOL courses on offer, "ESOL & Literacy 1", which is an introductory ESOL course that focuses on how to teach beginners ESOL, compare EFL/ESL methodology and teaches the four skills; speaking, listening, reading and writing. It looks at one to one ESOL teaching and basic literacy for ESOL learners. "ESOL 2" looks at syllabus design, lesson planning for ESOL, assessment and evaluation, how to teach advanced learners and teaching multi-level classes. This course is aimed at more experienced ESOL tutors. NALA is supporting a six-day accredited ESOL module, which is being developed as part of the NALA/WIT (Waterford Institute of Technology) qualification framework (see Training & Development section for more information).





ESOL Supports and Guidelines Report

A NALA Executive Working Group has completed a report on “Supports and Guidelines for Practitioners in the Literacy Service Working with ESOL Learners”. This report is due to be published in March 2003. The report gives the background on ESOL, definitions, details on other ESOL initiatives and an audit of provision of ESOL in literacy schemes from the beginning of 2002. The report’s main recommendations are:

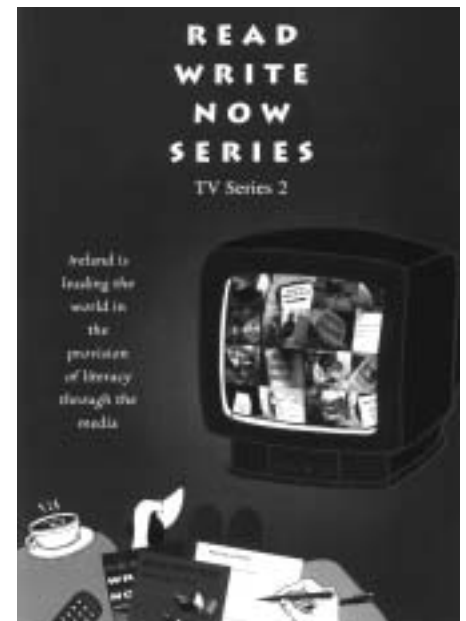
- a community-based approach should be used to target new learners,
- language supports should be provided free of charge, resources permitting, including ICT basic skills,
- every ESOL learner should receive a minimum of four hours ESOL provision per week, resources permitting,
- there is a need for a broad assessment framework specifically for ESOL that involves all stakeholders and takes account of best practice internationally,
- ESOL practitioners should submit Language portfolios for accreditation to FETAC. Any review of the FETAC Language modules should take into consideration the views of ESOL practitioners and experienced adult literacy tutors teaching asylum seekers and refugees should take some form of ESOL training, while TEFL trained teachers need an induction to the adult literacy service and its approaches and it is recommended that they complete the Initial Tutor Training programme ■

For some years NALA has been at the forefront of the development of the media as a way to delivering literacy tuition to large audiences. In fact it leads the world in this area. The NALA 'Literacy through the Media' project grew from strength to strength in 2002 with the production of the third Read Write Now TV series. It also sought to secure funding for a fourth series and began work on a project of re-broadcasting of an existing radio series on local radio.

Learning to learn the focus of Read Write Now TV series 3

Since the first Literacy Through the Media project in 1999 NALA has gained much experience and skill. Content has been honed to meet the needs of the audience and production values have risen. 2002 saw a high point in this process with the production of the third Read Write Now TV literacy series.

This series included a specific focus on the theme of learning to learn which influenced the format and structure of the programmes. New elements were introduced including two face-to-face presenters, main locations and the "Ian's Machine" section. This series was broadcast by RTÉ 1 on Monday nights from 7th October at 7.30 pm. Like its predecessors it attracted a large audience averaging of 130,000 people tuning in on Mondays, the highest number being 193,000. Each programme was repeated on Thursdays after midnight (average 35,000 viewers).



Freephone services

We reopened the freephone tutor support line for this series in mid-September, operating from Monday to Friday, 10 am to 4 pm. The freephone was staffed by experienced tutors who helped learners with their queries about the learning in the TV programmes and the free learner pack they would have received. In total we sent out approximately 23,000 learner packs to independent learners, literacy schemes and interested groups. The freephone number has been kept on for requests for packs and referral to the VEC literacy service. Our freephone helpline tutors included:

- Maureen Conlon
- Ann Mary Flynn
- Marian Hickey

- Bernie McCarthy
- Dara McMahan
- Emma Bailey
- Andrew Murphy

Interesting figures concerning our freephone line:

- It received over 7,100 telephone calls from independent learners
- Over 300 callers (5%) were referred to local literacy schemes
- Increased number of calls from learners to freephone tutors looking for support.

Similar to series 1 and 2, series 3 will be made available on video to the local literacy schemes, Community Training Workshops (CTW), National Training and Development Institutes (NTDI), Youthreach and local libraries among others. Some copies are also available through the NALA Resource Room.

Evaluation of the second Read Write Now TV series

NALA considers it important to monitor the effectiveness of its work on an ongoing basis. An example of this is the evaluation of the various initiatives undertaken as part of the Literacy Through the Media Project. Over all, the



RTE presenter, Derek Mooney and Inez Bailey at launch of the Read Write Now 3 TV Series.

audience reaction was positive and 60% improved their literacy skills through the series. This evaluation report for the second Read Write Now TV series was completed and launched in July 2002 by the Minister of State at the Department of Education and Science, Ms. Sile deValera T.D. This report outlines the outcomes of the series identified by feedback from independent learners and literacy providers and also recommendations for future series.

Media Editorial Board

To guide the work of the Literacy Through the Media project a Media Editorial Board was established in 2002. The Media Editorial Board continued to meet regularly in relation to developments on literacy and the media in 2002. The Board consisted of representatives from the Department of Education and Science, RTÉ, Chief Executive Officers Association (CEOA), Adult Education Organisers Association (AEOA), Adult Literacy Organisers Association (ALOA), an adult learner and NALA. Representatives from AV-Edge (the TV company producing the series) attended meetings when appropriate. In autumn 2002 this group agreed a strategy to broadcast the NALA radio series on local community radio stations.

Delivering literacy & numeracy tuition through local radio

Because of the positive audience reaction to the various TV and radio series, NALA is constantly searching new opportunities to re-broadcast them. NALA contacted the Community Radio Forum to explore ways of working together. At the end of 2002 a project to examine the possibility of re-broadcasting the two previous radio series on local radio was started. There are many logistical and support issues to sort out before this comes to fruition. Expressions of interest from a small number of community radio stations have been received ■



Workplace Literacy Developments

N A L A
Projects
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Research has shown that literacy support in the workplace can play a major part in Ireland's economic and social development. It can contribute to staff upskilling, motivation and personal development. Previously NALA had identified the workplace as an area for expansion of the literacy service. In 2002 the Agency continued its work in this area in line with the NALA Workplace Literacy Strategy.

Workplace Literacy Strategy Group

The driving force behind workplace literacy is the NALA Workplace Literacy Strategy Group, which was set up in 2001. It continued to meet until May 2002. The group consisted of representatives from:

- Government Departments (Department of Education and Science, Department of Enterprise Trade and Employment),
- Employers (Construction Industry Federation, Irish Business Employers Confederation, Irish Small & Medium Enterprises, Small Firms Association)
- Unions (Irish Trade Union Trust, SIPTU, UNISON)
- Practitioners (Adult Education Organisers Association, Adult Literacy Organisers Association, Irish Vocational Education Association)
- Adult learners/participants.



Peter McKay,
facilitator with
an adult learner
participant of
South Dublin
Co.Co.
Workplace Basic
Education
Programme,
December 2002.

The group agreed a strategy document on approaches and models of implementation on workplace basic education (this document is available on our website). This strategy was presented to the relevant government departments and the Task Force on Lifelong Learning.

Research

Historically there has been no research into the issue of workplace literacy and its potential in Ireland. 2002 saw the completion of the first such research project commissioned by NALA. The specific objective was to develop a Workplace Literacy Policy and Guidelines for Irish Employers. This project was co-funded by the Combat Poverty Agency. It is planned to disseminate this information through a half-day seminar in 2003.

The Return to Learning Workplace Project in the Local Authorities

Following on from the successful pilot project in 2001 and published evaluation report and implementation guidelines, 2002 saw the phased development of this programme in all Local Authorities. The Return to Learning Project is a

partnership initiative between the Local Authority National Partnership Advisory Group (LANPAG) and the Department of Education and Science (DES), supported by NALA.

The 34 Local Authorities and the VEC adult literacy service worked together to develop these programmes from early 2002. LANPAG and the Department of Education and Science provided part funding for this phase. NALA held regional support meetings for the Project Co-ordinators to support and facilitate the development of this initiative. Over 300 learners in approximately 46 groups participated in the programme over 2002. Once again feedback has been very positive from all stakeholders and plans are underway to continue and expand these programmes further.

Workplace Basic Skills Training

Continuing its work to enhance the skills of literacy practitioners NALA organised the delivery of a Certificate in Workplace Basic Skills Training. This was for experienced literacy tutors in February and April 2002 in Dublin. There were 16 participants who successfully completed the course. This course equips tutors to promote and deliver workplace basic skills programmes. To enhance this area of training further, a Waterford Institute of Technology (WIT) national certificate module in workplace basic skills was also developed in 2002 and will be piloted in 2003.

Workplace literacy programme promotion

NALA continued to support VEC's in the promotion of their services to local businesses, with some other local initiatives set up as a result. NALA continued to work with the VEC's to support workplace literacy development and facilitate the sharing of good practice ■



The Minister of State at the Department of Education and Science, Síle deValera and Inez Bailey, Director of NALA .

Integrating literacy is an ongoing feature of NALA's work to embed literacy into all types of vocational and employment related training. One such example of this is the Agency's Integrating Literacy Project. In simple terms this involves trainers and teachers from disciplines other than literacy including literacy as a major part of their instructional agenda. This project provides support for "the development of an integrated, whole-centre literacy service for learners in further and vocational education and training." This activity involves close co-operation with further education and training providers, and in particular with the National Co-ordinators of the Youthreach programme – representing CTWs, FÁS, Department of Justice Training Centres, VEC Youthreach and Senior Traveller Training Centres – and Teagasc.

In 2002 a range of activities formed the basis of this project including:

- The production of Integrating Literacy guidelines supported by two seminars
- The development of an Integrating Literacy materials support pack
- Teacher and trainer development and training
- National Conference of Community Training Workshop literacy tutors.

Guidelines for Integrating literacy

To provide a convenient way of information dissemination and broaden the participation in the Integrating Literacy project NALA published 'Integrating Literacy: Guidelines for Further Education and Training Centres.' This identifies



Trainers presented with NUI Certificates on completion of Integrating Literacy Course. (left to right) Gerard Wilkie, Adrian Moriarty, Richard Thompson, Jean Clifford, Jim O'Connor, Minister Síle deValera, Anne Treanor, Joan Hennessy, Ian McDermott, Tony Furlong.

standards and guidelines for good practice in relation to integrating literacy into education and training programmes. The guidelines are intended to apply across the range of further and vocational education and training. 10 key elements are identified, covering all phases of a training and education programme from promotion/recruitment through to progression. The response to the guidelines has been very positive; in particular, practitioners reported that the guidelines are user-friendly and a helpful guide to phasing in a whole-centre approach to literacy.

The Integrating Literacy Guidelines were the focus of two seminars for Adult Literacy Organisers. 46 attended and were facilitated by the Integration Co-ordinator in June. Presentations covered;

- NALA's work on integrating literacy, particularly in relation to CTWs, Youthreach and Senior Traveller Training Centres
- The experience of providing literacy support within VTOS and Post-Leaving Cert programmes.

In addition, Organisers reviewed and shared their experience of and proposals for supporting learners with literacy needs in further and vocational education and training settings.

NALA and FÁS organised a seminar for centre managers to support the implementation of the Guidelines in Community Training Workshops and Department of Justice Training Centres. 13 centres were represented. The managers present considered and endorsed the guidelines along with two documents intended as an aid to implementation in the CTW setting: 'Draft Performance Indicators' and 'Process for phasing in the whole-centre literacy guidelines'.



Strategic planning

Throughout the year, NALA supported CTWs and Department of Justice Training Centres in developing strategic plans for integrating literacy into their programmes. The range of supports available included:

- the guidelines and support documents
- staff training and development, and centre planning meetings
- Consultancy service
- 35 centres were supported in completing strategic plans for literacy.

National Conference of CTW literacy tutors

This conference – in October 2002 – brought together tutors from 30 Community Training Workshops and Department of Justice Training Centres. Its main purpose was to provide a networking opportunity for the tutors working in this particular setting. The tutors took part in a seminar with Dr. Tony Humphreys on the issues that arise when doing education work with young people who have left school early. Other seminars on the conference programme were on the topics of dyslexia, the NALA Guidelines for Integrating Literacy, and an introduction to the NALA Assessment Framework. The need for further networking opportunities was stressed by participants.

Enhancing Staff development and training

As part of the support system for literacy integration a range of training is provided. 73 tutors and trainers attended NUI (Maynooth) Integrating Literacy Certificate courses held in 2002. Participants came from Community Training Workshops, VEC Youthreach Centres, Senior Traveller Training Centres and others. In November, 10 VEC literacy tutors working in training centres took part in the WIT Module Literacy Methodologies 1.

Participants on the Integrating Literacy course presented practical work and projects. These illustrated the ways in which they were integrating literacy into their subject area and helping develop the whole-centre ethos and systems.

Materials development

To further support the practical implementation of integrating literacy projects NALA also produced a set of materials in 2002. This provides models of integrated worksheets and activities which practitioners in the various subject areas can add to as they develop their own materials. Editing of an Integrating Literacy Materials Pack was undertaken in 2002, based largely on the work of participants on the NUI Maynooth course. Titled 'Skill words' it was published in early 2003. It is intended as a companion to the NALA Guidelines on Integrating Literacy. This is a ring bound 'starter' pack and is supported by a programme of training in the use of the pack which will accompany publication.

Assessment Framework

In 2002 a number of training centres took part in the second development phase of the Draft Assessment Framework for Literacy and Numeracy. These included 6 Community Training Workshops, 1 VEC Youthreach Centre and 1 Senior Traveller Training Centre. Their participation in the development of the Assessment Framework is helping to ensure that the Framework is useful to literacy workers and learners in a range of different settings.

The Integrating Literacy project is jointly funded by FÁS and the Department of Education and Science ■

2002 saw a range of numeracy initiatives carried out by NALA following the Time 4 Learning radio series in 2001. This new Numeracy Project involved an audit of adult numeracy provision and the establishment of a Adult Numeracy Working Group. In addition numeracy training was initiated and work on a Adult Numeracy Strategy began.

Audit of Numeracy Provision

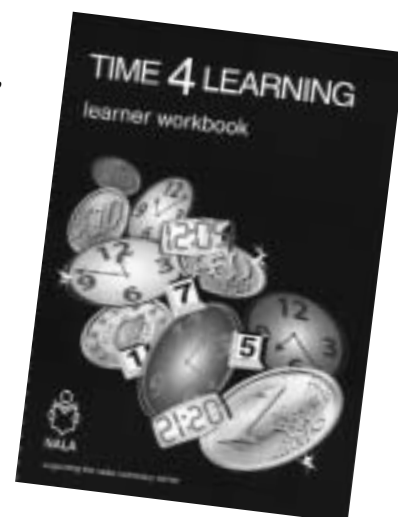
This new project involved an audit of adult numeracy provision in literacy schemes and other Adult Basic Education (ABE) settings in Ireland. This was carried out by the Agency during Autumn 2002 and it involved a postal questionnaire to 400 individuals and organisations. 120 of these responded including 63 VEC Adult Literacy Schemes and the remainder were ABE settings. The findings of this survey will be published during 2003 as part of a report by the Adult Numeracy Working Group.

Working Group

In developing numeracy provision NALA wanted to get input from the widest range of people and organisations involved or having an interest in numeracy. To facilitate this, a Numeracy Working Group was established in November 2002 with a brief to look at current issues in adult numeracy. Its ultimate goal was to make recommendations for adult numeracy development in Ireland. It is composed of 10 individuals representing a range of stakeholders, including VEC Adult Literacy Scheme Organisers, tutors, learners, other trainers, and researchers. Other organisations represented on the Working Group include Youthreach, Community Training Workshops, the Prison Service and the University of Limerick.

Numeracy training & support

Other developments in Numeracy during 2002 include an increase in NALA numeracy training events for tutors. This also involved the setting up of a pilot Adult Numeracy Network that allows tutors to share information and resources via the Internet. It is hoped that this network will be developed and promoted as part of the new Adult Numeracy strategy.



Adult Numeracy Strategy 2004 – 2006

All of the activity in the numeracy area is orientated towards the production of a dedicated Adult Numeracy Strategy for 2004-2006. The Working Group began drafting this in 2002. It is proposed that the strategy will be available by May 2003 ■

2002 saw a major leap forward for the Health & Literacy project. This is the first ever project specifically aimed at raising awareness and knowledge among health practitioners. This in turn will better equip them to recognise and deal with the issue of poor literacy skills among clients. The progress on health & literacy in 2002 was marked by the:

- Publication of the Health & Literacy Research Report
- A national conference on Health & Literacy
- A major awareness campaign linked to National Literacy Awareness Week
- Stimulation of a national debate on the issue
- Literacy Awareness Training for health practitioners.

Health & Literacy Report

September 2002 saw the launch of the first ever Health & Literacy Research report published in Ireland. This report confirmed that low literacy levels are a barrier to accessing health services. This is not least because a majority of health staff questioned during the research were unaware of the size and impact of the issue. NALA's objective for the report, researched by Anne McCarthy, is to give adult literacy learners a voice in the national health debate. This in turn will inform strategic policymaking. The report was distributed widely and was well received. The report of the research was launched on Friday (13/9/2002) by Brian Lenihan, T.D. Minister of State for Health & Children. This took place at a conference on Health & Literacy organised by NALA. A total of 7,500 copies of the report have been distributed.



Health & Literacy Conference

A highly enjoyable and informative half-day Health & Literacy conference also took place in the apt location of the Mater Hospital Auditorium during 2002. This event was targeted for senior adult literacy and health

practitioners, 250 of whom attended the event. These practitioners got an insight into the important role literacy skills play in relation to adults accessing health services.

The main speaker was Harvard based Dr Rima Rudd, a leading international expert on Health & Literacy. Dr. Michael Cowan who is a psychologist and a leading light in community literacy in the US also joined her. The event was chaired by well known health writer Padraig O'Morain.



The Minister for Health and Children, Micheál Martin and Inez Bailey at the launch of Health and Literacy.

National Literacy Awareness Week takes Health and Literacy theme

The theme for National Literacy Awareness Week was Health and Literacy and there were a range of activities happening in the capital and around the country. This included street theatre, displays in all the main hospitals, awareness raising events from Clare to Waterford and from Dublin to Donegal. NALA also hosted a range of awareness-building events and disseminated information about this issue over the week. Specifically we distributed 5,000 posters and 10,000 postcard-size guides to health practitioners who meet adults with literacy difficulties.

Raising a national debate

All of these activities created much coverage particularly in the health-related media. They also stimulated debate in the health sector resulting in hundreds of hospitals, health boards and health-related bodies contacting NALA. Many requested input on the production of text-related material and Literacy Awareness Training. Such a result fits in with the goal of the project 'to give adult literacy learners a voice in the national health debate'.



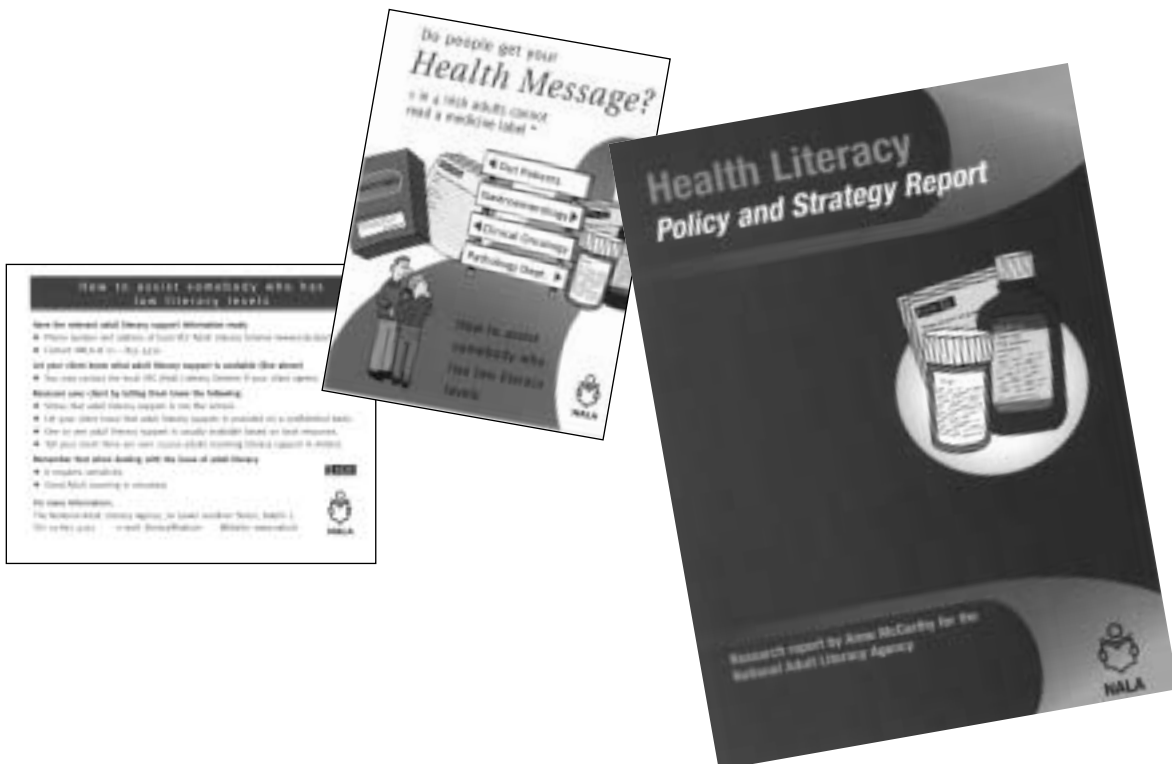
Speakers panel at the Health and Literacy conference, September, 2002. (left to right) Pádraig O'Morain, health writer, Dr. Rima Rudd, Harvard University, and Michael Cowan, Director of the Lindy Boggs Community Literacy Centre, New Orleans.

Literacy Awareness Training

Literacy Awareness Training was given to groups of health practitioners throughout 2002. These included 200 nurses and pharmacists and staff from various hospitals.

Members of our Health & Literacy advisory committee were:

- Patricia Kennedy from VTOS Limerick City
- Kathleen Lombard from Department of Health Promotion, Department of Health and Children
- Deirdre Sadlier, Executive Director of the Dental Health Foundation
- Paul Grassby Director of the Irish Centre for Continuing Pharmaceutical Education (ICCPE)
- Lisa Mc Geehan Health Promotion Officer with the Western Health Board
- Michael O'Toole NALA Executive Member ■

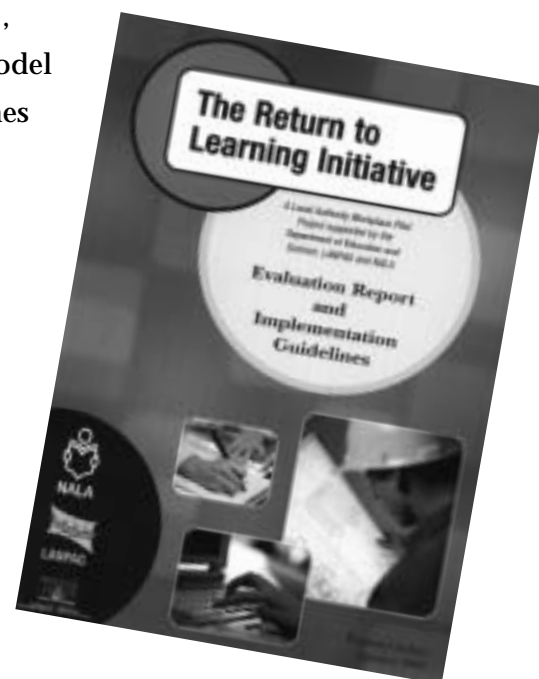


The Return to Education Programme is a joint initiative between FÁS and the VEC's supported by NALA. This programme aims to give participants on FÁS Community Employment (CE) programmes an opportunity to attend a basic reading and writing skills course in CE time to enable them to enhance their skills thus affording them the opportunity to seek employment and or further education and training. As a result of an evaluation of this programme carried out by NALA in 2000 it was agreed to extend and develop Return to Education programmes on a nationwide basis. By the end of 2002 there were 46 programmes running in 30 VEC areas covering all 10 FÁS regions.

Intensive Basic Education Programmes

As a result of the publishing of Implementation Guide for NALA/ FÁS/ VEC Return to Education programmes and the Return to Learning Initiative Evaluation Report (Workplace Literacy Programmes), NALA produced an Intensive Basic Education Programme model of good practice. This documented report gives clear guidelines for establishing and developing an intensive basic education programme. Also included are examples of current models including Return to Learning project, FÁS / VEC Return to Education, Mountmellick Pre – Employment Programme, Primary Health Care Programme (Clonmel) and Men's Literacy through Computers Programme (DALC).

Intensive basic education programmes offer tuition on a more concentrated level and research has shown that potential learners' progress is improved by intensive options such as Return to Education and Return to Learning Programmes.



NALA Materials/Resources Strategy for Adult Basic Education

The NALA Materials/Resources Strategy for Adult Basic Education (ABE) was developed to support adult literacy practitioners in providing a quality service to adult learners and tutors. The White Paper on Adult Education 2000 advocates the expansion of literacy provision for adults particularly in the area of new intensive adult basic education programmes. The development of new programmes will require new materials and resources for use within an Irish context. Therefore it is in response to the need for a more systemised approach to the development of materials and resources that the NALA Materials /Resource

Strategy has been developed. The aims of this Strategy are to:

- Facilitate the provision of an increased amount of materials
- Ensure high quality materials based on learners and tutors needs
- Establish a process for the development and monitoring of such resources as needed.

Learners Regional Fora

In 2002 through the implementation of the Quality Framework, NALA recognised the need for a more comprehensive learner development programme to enhance the capacity of learners. A key means of doing this was through the establishment and development of regional fora for learners. In 2002 three regional fora took place in Dublin, Mullingar and Cork. An average of 25 learners participated in each forum. The overall aim of these regional training and development days was to create a safe and fun environment for learners to:

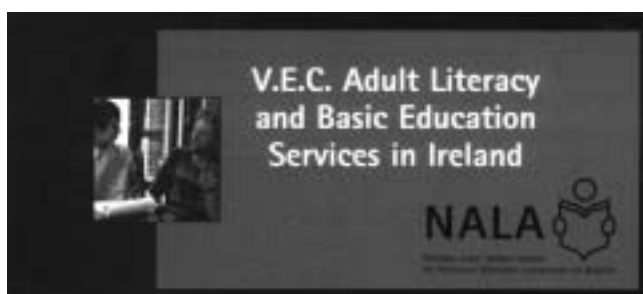
- Explore and understand Committee Practice particularly around the Quality Framework
- Network regionally
- Share their experiences of learning
- Identify future learner development needs.

The feedback from these training days was so positive that a further 6 regional training days are to be held throughout 2003. Learners themselves have identified topics and themes they wish to see continued to develop their own capacity to learn in an individual and developmental way. This will support learners to engage in Adult Literacy work at local, regional and national level.

Work of the Regional Offices

Early in 2002 the NALA regional office in the Midlands was relocated to Mullingar. Since the Midlands and the Cork regional offices have become operational they are an integral part of the work carried out by NALA. These offices have been welcomed as a valuable resource and support to the literacy service at regional level. Another valuable service available at the NALA regional offices are literacy materials and resources. Literacy service providers and learners

within these regions and neighbouring regions can make an appointment to visit and view samples of materials. Then they can place an order for materials they wish to purchase and the materials will be dispatched from the NALA Resource Centre in Dublin. This service, in terms of



demand has proved most successful and highlights the need for support at regional level for literacy service providers and learners.

Role of Regional Development Workers

The role of Regional Development Worker is varied. Their work includes:

- Providing information on request on work carried out by NALA at regional, national and international level
- Providing support at NALA regional events e.g. training workshops or other educational seminars
- Attending regional seminars and conferences to highlighting literacy issues
- Supporting the development of intensive literacy programmes e.g. FÁS/ VEC Return to Education Programme, Workplace Literacy
- Providing general support and information to Adult Basic Education programmes implementing the Quality Framework
- Facilitating Literacy Awareness Training at regional level for other agencies appointed in April/May and statutory bodies as requested
- Facilitating the literacy resources service available at regional office ■

NALA strives to initiate new and innovative ways to support adult literacy provision. The lack of an IT curriculum and relevant resources was cited as one of the main barriers to developing IT skills within the Adult Literacy Service. As a result the most recent innovative project providing literacy tuition to be initiated in 2002 was the www.literacytools.ie website. In simple terms this provides literacy learning and tuition materials on the Internet, which in turn provides support to tutors and learners.

Objectives for the Website

The new website called www.literacytools.ie is for use by VEC Adult Literacy Schemes and other groups involved in literacy tuition. This will eventually be a multimedia site where literacy tutors or independent students can access worksheets and other support literacy material. They will be able to work on line or download material. There will also be a tracking system. There will be links to international resource webpages, which should prove very useful and help raise the standard of tuition. Experienced worksheet writers have been commissioned to design worksheets for different subject areas.

Pilot phase

2002 saw the beginning of the design and piloting of the new website. Hundreds of requests for input were distributed. The reaction has been very positive that it is being developed, and that the material has an Irish focus. Feedback on the pilot phase consisted of:

- Pilot in 6 Learning Centres (Youthreach, Community Training Workshop and VEC Adult Learning Centre) around the country with 21 learners and 7 tutors taking part
- Visitors to the site invited to feedback through the website feedback option
- Several meetings with NALA staff and experts in the fields of adult learning and web design.

This has also involved collating the feedback to progress the site to the next stage of development. The main suggestions are that the site:

- would be developed as a learning tool for the independent learner
- In addition the materials would reflect issues and topics of interest to the Irish based learner and that it would be enjoyable and interactive
- Tutors also requested that the resource bank of print materials be expanded and that there would be materials suitable for learners with different abilities.

For all those who are interested NALA is anxious to get input on the development of www.literacytools.ie project. People can give their input by logging on to the site. This project is being led by Janet Kehelly with the support of a Webmaster Digital Crew ■

The National Office

NALA Resource Room

In 2002 the NALA administration section which includes the adult literacy materials Resource Room was kept busy. The administration section supported the work of all the NALA staff specifically distributing tens of thousands of pieces of printed material. The section also handled thousands of telephone queries and met hundreds of personal visitors to the NALA Dublin office. In addition the most comprehensive centre for adult literacy teaching and learning resources in Ireland was maintained and developed on an on-going basis.

NALA Resource Room

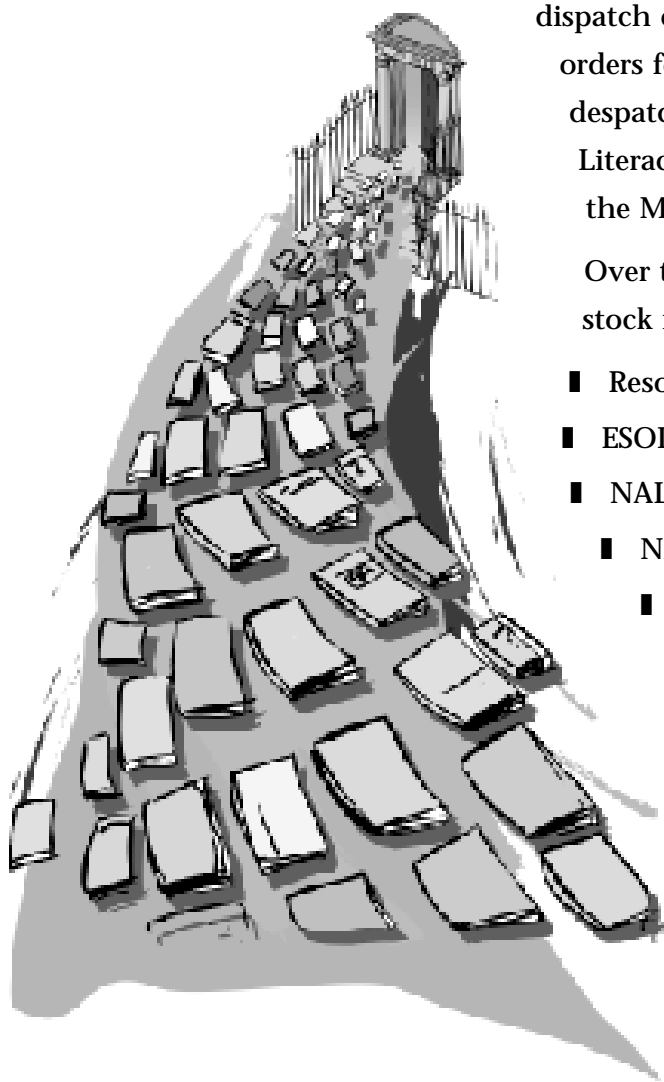
The NALA Resource Room in Dublin continues to be widely used by all those involved in tutoring adults in various settings. These include such organisations as VEC Adult Literacy Schemes, Traveller Training Centres, Prison Education, FÁS Training Workshops, NTDI, RehabCare, tutors of ESOL and many others. This

work also involved dealing with 600 personal visitors and the dispatch of hundreds of postal, fax, email and telephone orders for materials. An average of 200 orders are despatched from the NALA Resource Room each month. Literacy materials are also available to view and order in the Mullingar and Cork offices by appointment only.

Over the last 12 months we publicised the materials we stock in the following way:

- Resource Guide and Order Form
- ESOL resource pamphlet
- NALA Newsletters and Journal
- NALA Webpage
- Displays at various conferences.

Materials stocked in the NALA Resource Room were displayed at various conferences e.g. NALA AGM in Galway, the celebration of International Literacy Day in Dublin, the Regional Youthreach Conference in Killarney and the National Tutors Forum in Dublin.



Almost all the material stocked by the NALA Resource Room is imported from Britain and to a lesser extent the USA. There are no Irish produced readers at level 1, 2 or 3. The Open Door readers from Irish authors are very welcome but are only suitable for level 4 learners. There is just one Irish produced ESOL resource pack i.e. ESOL and Literacy which is presently being published by NALA called Paving the Way. Under the heading Reading and Writing, Spelling, Training and Reference, Workplace, Health and Literacy there are just 6 resource packs which are Irish produced. There are no Irish produced computer programmes for adult and language learners.

The NALA Resource Guide and current Order Form are available on request.

National Referral Service

Both the main NALA telephone number and the freephone number are used constantly by members of the public. These include requests for:

- Support in improving literacy skills
- The TV and Radio free Learner support packs and videos
- Information on how to make contact with local schemes. Approximately 10 calls of this nature are received and dealt with each day, representing around 2,400 per year. Telephone enquires and email enquires are received daily from people wishing to become volunteer tutors. We receive an estimated 1,200 of such calls each year.



A group of Scottish adult practitioners who visited the NALA Resource Room in the Spring of 2002.

Printed material

The information leaflet entitled *VEC Adult Literacy & Basic Education Services in Ireland* was updated and reprinted on four occasions during the year. This leaflet gives the contact name and telephone numbers of all Adult Literacy Schemes and has proved very popular and useful. The administration section also produced a Guide to ESOL materials available from NALA.

Support for events and campaigns

NALA administration play a vital role in relation to supporting major events and campaigns carried out by the Agency. In particular their work in relation to National Literacy Awareness Week, International Literacy Day, the NALA AGM and the various events in support of the NALA Assessment Framework, the Quality Framework, Health & Literacy and Training etc ■

Ongoing expansion in literacy service demands a strategic perspective

The literacy service continued to expand in 2002. There are now 23,973 learners availing of literacy classes. That is 5,111 learners more than 12 months ago – an increase of some 21%. There has been a corresponding increase in the number of paid tutors and full time ALOs, with the number of volunteer tutors remaining at around 4,000. The schemes have been very busy with development work in group development, assessment, quality assurance, training, English for Speakers of Other Languages (ESOL) etc, details of which you can find elsewhere in this report. This continuing expansion and change now requires literacy workers to engage in a process of strategic reflection. Strategic planning has been a particular feature of 2002 at both national and local level.

Local Strategic Development Planning

Despite initial fears and concerns about the time and workload involved, the strategic planning initiative has been welcomed as timely and necessary to consolidate progress to date and build for future development. This has been the consistent feedback from ALOs and meetings with the ALOA, AEOA, and the CEEOA / IVEA.

In 2002 NALA provided ongoing supports for VEC Literacy Services in the development of their Strategic Plans. Support days in Action Planning, and Finance and Budgeting were arranged as well as regional meetings, and a network for ALOs at the initial stages of planning. Strategic Planning supports were also integrated into the NALA / WIT module on Management, the ALO Forum 2002, and the NALA In-service Training Calendar. Further supports included funding of facilitators to assist individual VEC Literacy Services with particular needs.

Schemes are currently advancing their plans and all should be ready in 2003.

National Literacy Implementation Group (NLIG)

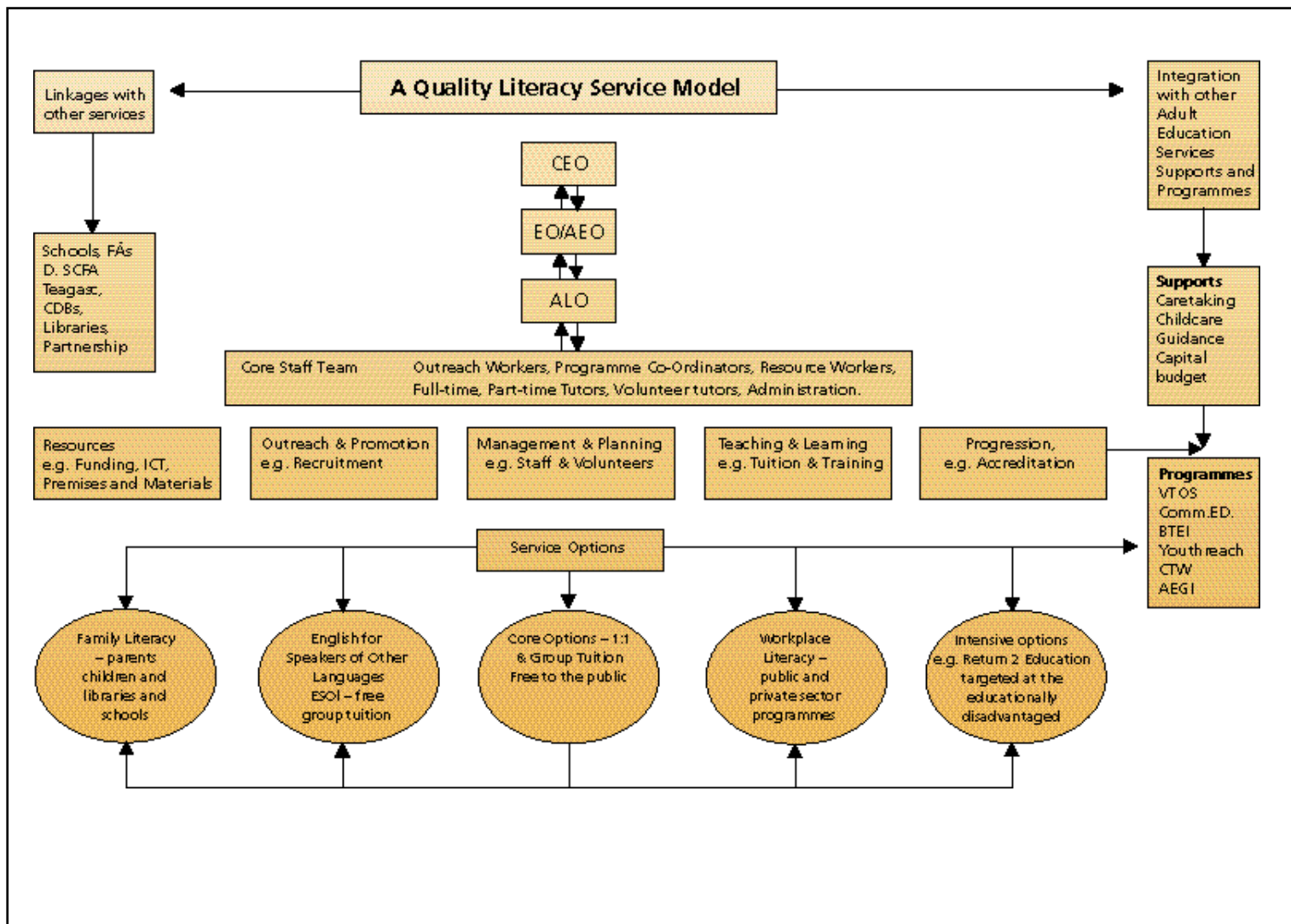
The National Literacy Implementation Group was established by NALA to develop an implementation plan for the National Adult Literacy Programme outlined in the White Paper on Adult Education. The group consists of representatives from the relevant stakeholder groups: the Department of Education and Science, NALA, CEOEA, AEOA, ALOA, FÁS, Department of Social and Family Affairs, The Library Council and Adult Literacy Practitioners.

To date the group has developed a model for a quality literacy service. A key element of the implementation plan deals with staff requirements and the group

has agreed a set of staffing guidelines and norms. The group reports annually to government through the National Adult Learning Council and/or other relevant bodies. The NLIG aims to have a national adult literacy implementation plan complete in 2003.

NALA Training Advisory Group

NALA established a Training Advisory Group (TAG) in 2002 with the aim of fostering the development of NALA training services. Its primary objective is to monitor and review the different elements of NALA training and to advise on future actions. The TAG includes members of the various stakeholders in NALA training, including NALA Executive, Staff, AEOA, ALOA, BETA (the tutors association), trainers, and others ■



Tutors' Forum 2002

250 tutors attended the second National Forum for Literacy Tutors in Dublin on 26th January 2002 with 156 tutors attending the Regional Fora in June 2002.

As can be seen from Table 1, the National Forum was very well received by participants. The organisation of the event and the relevance of the programme received the highest ratings. The National Tutors' Forum is a valuable platform for tutors to network and discuss problems and issues that they face in their literacy work. This year's Regional Fora will take place from the 7th -14th June 2003 in Cork, Carlow, Athlone, Sligo and Dublin.

Table 1
Participant Evaluation of the National Forum
- All activities -Average Marks

	Average Marks out of 5	Satisfaction Level
Relevance of content	4.2	84%
Effectiveness of presentations	4.16	82%
Usefulness of handouts	3.94	79%
Organisation of event	4.35	87%

ALO Forum 2002

50 ALOs attended the Adult Literacy Organisers Forum 2002, in Drogheda. The theme for the Forum was 'Change' and the location and programme were arranged with the collaboration of the North East region of the ALOA.

Overall the event was successful. The organisation of the event, the relevance and the timing of the programme, and the input from the speakers were very well received. The strategic ALO workshop also provoked a lot of interest, while the opportunity to network was once again cited as the most positive point of the forum.

The negative points were the poor attendance. The location in Drogheda proved to be the main stumbling block with only 10 of the 48 ALOs from the Southwest, West and Northwest attending and no representation from 14 VEC areas. The main barrier to attendance was distance. The time required for travel to a regional location allied to the increasing workload was also cited.

Prof. Ian Robertson, Trinity College, Dublin who appeared in the third Read Write Now 3 TV Series, speaking at the Tutors Forum 2003.



Table 2

Participant Evaluation of the ALO Forum – All activities

	Average Marks out of 5	Satisfaction Level
Relevance of content	4.6	92%
Effectiveness of Facilitators	4.1	82%
Organisation of event	4.2	84%

Literacy Awareness Training

Literacy Awareness Training takes place at both national and local levels. NALA continues to offer Literacy Awareness Training to national organisations and 7 sessions were arranged in 2002, principally in the health sector.

NALA/WIT – Qualification System for Literacy Workers

This year was a watershed in the NALA / WIT Accreditation Project. As an effect of the National Qualifications Framework, the awarding body for future Certificate and Diploma awards under the NALA / WIT programme is Waterford Institute of Technology itself. As a result, the programmes have become more streamlined with tutors and organisers training together on common modules before taking specialist electives. The National Certificate and Diploma Courses are both running with 19 and 43 participants respectively. All 12 modules of the National Certificate in Literacy Studies are now available as single certificates. These modules were delivered 19 times in 7 different locations this year for 225 participants.



A training session taking place.

Development work on new modules has begun again in earnest with the focus in 2002/03 being on Workplace Basic Education, Training of Trainers and ESOL.

The validation by WIT of Initial Tutor Training Courses allows schemes to offer accreditation to tutors from the very first day of training they receive. To date, nearly half the VEC Literacy services have successfully validated their training with WIT, and 30 tutors gained training credits in 2002 ■

The Quality Framework

The Quality Framework goes from strength to strength in 2002

2002 was a very exciting and productive year for the NALA Evolving Quality Framework – a plan to guide and monitor standards in Adult Basic Education. It was the first year of mainstreaming the Quality Framework, a Department of Education and Science funded project.

Highlights of the year included:

- The launch of the NALA Quality Framework User Guide
- 57 adult literacy schemes used the Quality Framework
- Feedback to date tremendously positive
- Plans for 2003.

NALA Quality Framework Facilitators

Early in 2002 a team of facilitators were specially trained by NALA to facilitate local adult literacy scheme teams implement the Quality Framework. Over the year 17 Quality Framework facilitators worked with teams around the country helping them implement the Framework.

Launch of the Quality Framework User Guide

The Quality Framework User Guide was completed in early 2002 and was formally launched by Sile deValera, T.D. Minister for State at the DES.

John Comings, Director of the National Centre for the Study of Adult Learning and Literacy (NCSALL) in Harvard University, gave a very inspiring keynote address. He described how an effort, similar to NALA's Quality Framework, was able to improve and expand services in the state of Massachusetts. The ABE leadership in Massachusetts began this effort almost fifteen years ago, and whilst there were challenges over this period, it has led to a ten-fold increase in funding for ABE services and improvements in retention and achievement. John's speech was very well received and we got many calls from the literacy service thanking us for getting such an eminent and interesting speaker.





Eileen Curtis the Adult Education Organiser in Co. Kilkenny VEC concluded the launch with a very honest and encouraging account of the experiences of the Kilkenny Quality Framework evaluation teams.

57 VEC Adult Literacy Schemes used the Quality Framework

NALA gave funds to 60 literacy schemes to implement the Quality Framework in

2002. 57 implemented the Framework in 2002. About half of the schemes implemented the Framework on an individual scheme basis and half on a cluster scheme basis. The largest cluster of schemes working together was 6 and the smallest 2.

Quality Framework in action

Quality Framework evaluation teams in literacy schemes were comprised of learners, senior management and tutors. A key member on many evaluation teams was the anchorperson. This person could be a tutor, a scheme administrator etc. This person assists the ALO to plan and prepare for Quality Framework team meetings. They were a tremendous support to all involved. Teams typically worked with their facilitator on one statement of quality (i.e. the standard a scheme wants to achieve. Each statement describes a key element of a quality ABE programme in 2002, although some schemes worked on several statements. The most popular statements worked on by teams were:

- Resources for teaching and learning
- Welcome and initial contact
- Learning and Development
- US Conference on Quality.

In May three NALA staff attended the 2002 COABE (Commission on Adult Basic Education) Conference in Charleston, South Carolina. The conference also represented an opportunity for NALA to meet with our international partners. At an international exchange meeting on quality assurance in ABE NALA presented a paper on the NALA Quality Framework and the issues and opportunities it was facing in the years ahead. The outcome of the international exchange meeting was a commitment by partners to work together on developing Quality Assurance in ABE and to write a paper detailing their findings particularly highlighting common themes, issues and recommendations.

Many of the conference sessions were about quality assurance initiatives in ABE and were insightful about systems and key issues in developing accountability for ABE (a short report on quality related sessions is available on request). What was of equal, if not more importance, was the very valuable contacts that NALA made with international ABE practitioners. A report on the conference is available from NALA.

On our return from the USA NALA met and briefed the DES on the international exchange meeting. NALA drafted a paper on quality initiatives for ABE in place in Ireland and a programme of work that our international partners could follow. In 2003 NALA and the DES will be reviewing and informing the development of a new accountability system for adult literacy schemes and the DES.



John Commins, Director NCSALL, USA speaking at the launch of the NALA Quality Framework.

NALA involvement in the Education and Training Charter of Best Practice for the Community and Voluntary Sector

Throughout the year NALA attended Wheel co-ordinated meetings to develop an Education and Training Charter of Best Practice for the Community and Voluntary Sector. This Charter will compliment and support the NALA Evolving Quality Framework.

Learner subsidies

The theme for learner subsidies 2002 was to introduce learners to the NALA Quality Framework and outline their role in the process. This supported the mainstreaming of the Quality Framework while simultaneously providing a learner development programme. Unfortunately there was not as much take up on subsidies as we would have liked.

NALA Regional Development Workers

NALA regional development workers supported the implementation of the Quality Framework through promotional work, playing dedicated support role to all involved in the Quality Framework either through visiting or calling schemes or responding to requests from schemes for support. They also supported facilitators and fed back suggestions from schemes to the Quality Framework Co-ordinator on how to improve the process.

Feedback to date on the Quality Framework

At the end of 2002 feedback from adult literacy schemes on the Quality Framework was overwhelmingly positive.

Some comments from schemes were as follows:

‘The group found this exercise a valuable learning experience’ (individual scheme in Westmeath)

‘The facilitator guided the evaluation in a structured way. The team were focussed on the task and interacted well, bringing enjoyment to the process’.

– Inner City Dublin Scheme

The following quote represents the views of schemes working in clusters to implement the Quality Framework:

‘The Quality Framework is very good from the networking end . . . We [different schemes and team members] were all brought together in a deeper and friendlier way. . . . Spin off for learners is great. [In our meeting] learners had the strongest voice. . . . Networking was great’.

Some schemes however thought Quality Framework meetings too long. Others reported that the User Guide, whilst well laid out, was too complex. Some schemes found the evaluation process too slow.

Feedback from Quality Framework Facilitators

Facilitators thought that schemes were progressing very well on the Quality Framework. In particular they mentioned scheme’s commitment to the process describing it as ‘excellent’. Facilitators found the User Guide an invaluable resource. They reported that the guide allowed them tremendous flexibility and was a cornerstone for them. It was seen more as a resource for facilitators rather than for the team.



Some of the main issues for facilitators was the fact that sometimes they came to the first team meeting on the Quality Framework and some of the team members had no idea why they were there and what the Quality Framework was about. This was hard on them from a facilitation point of view.

Some of the core suggestions from schemes and facilitators on changes they would like seen made to the Quality Framework include:

- Pre-briefing of all Quality Framework team members prior to first team meeting
- In particular a special meeting of the Quality Framework facilitator, the anchor person and the ALO
- The need for a National Information and Training day on the Quality Framework
- More NALA Quality Framework facilitated hours for schemes that had done the process in 2002
- A short summary document on what the Quality Framework is and how it works.

For further information on the Quality Framework contact : Claire O’Riordan, NALA Quality Framework Co-ordinator, 76 Lower Gardiner Street, Dublin 1,

email: coriordan@nala.ie, tel: 01 809 9193 ■

Adult Literacy Research

‘Ensuring that NALA is a healthy, developmental organisation at the forefront of adult literacy research and innovation, nationally and internationally’.

This work relates to Step 2 in the NALA Strategic Plan 2002-2006.

This section covers the following areas:

- Assessment research
- European-funded research
- Library and information service
- Promoting research
- Other NALA research activities.

NALA has just embarked on a programme of research under its new Strategic Plan 2002-2006. This new programme carries with it many of the values and principles that made the previous programme so successful. This work supports and informs specific NALA projects. Overall NALA research work aims to influence Government policy and maintain a flow of relevant and timely information into the Agency.

Assessment Research

Up-date on the development of the NALA Assessment Framework 2002 was a very busy year for the NALA assessment framework team. The team for 2002 consisted of Dr. Juliet Merrifield as Consultant Advisor, one researcher (Liz McSkeane) and two tutor trainers (Marea Mulqueen and Elaine Wilson-Gill and key NALA staff). The end of 2001 had seen the production of a draft assessment framework. The focus of 2002 was to test this framework in real life teaching and learning situations. With that in mind, NALA invited a number of adult literacy organisers, managers and tutors in a variety of settings across the country to try out the draft framework with their learners. We consulted 12 sites including VEC literacy schemes, FÁS Community Training Workshops, Youthreach Centres and 1 Senior Traveller Training Centre.

An initial training session on how to use the framework was held in February 2002 in Dublin. Participating tutors and their Organisers/Centre Managers received an intensive 3-day training session so that they could go back to their schemes and try using the framework with their learners. Between February and May 2002 these tutors used the framework with their learners. Support was provided to these tutors by key NALA staff when needed. The researcher also made a minimum of 2 visits to each scheme as an additional support and in order to gather samples of work and general information on how the whole process was going. Tutors and centre managers/organisers came back to Dublin for another 2-day session in May 2002. This session brought up any difficulties

or concerns that had arisen during the pilot process. Decisions and recommendations on how to overcome these difficulties were documented.

Overall tutors and learners validated the framework as a useful tool. From June to September 2002 the assessment framework team then worked on the framework to resolve any issues that had arisen during the pilot stage. The value of the feedback received from tutors and learners cannot be quantified. The framework was revised in light of this feedback and a small number of pilot tutors came to Dublin in September to discuss the revisions. These pilot tutors expressed satisfaction with the manner in which the team had interpreted their response to the framework. The revised framework was published on the NALA website in October 2002 and all tutors involved in the pilot received a copy.

What we learned

As a group of tutors, learners, NALA staff and assessment team members many things were learned. Tutors, learners and organisers/centre managers had first hand experience of participating in an action research project. Key to the success of any action research project is consultation with the key stakeholders (tutors, learners and organisers) at every step of the way. A testimony to the value of this approach is the difference between the draft and revised versions of the framework. The revised framework is much more user friendly and the addition of practical examples of how learners progress was assessed (drawn from pilot experiences) has made the links between the framework and practice much more clear. The revised framework reflects the wealth of enthusiasm, commitment and energy that all involved in the pilot stage brought to the process. NALA greatly appreciates the value of the work completed to date and we very much look forward to continued learning and success of the project over coming months.

The year ahead

Now that the framework has been tested and revised the next step is to finalise its development and plan for mainstreaming. The year ahead will see us returning to the 12 original pilot sites and including a greater number of tutors, learners and organisers/managers from a wider variety of 8 new literacy learning settings (including VEC literacy schemes, FÁS Comm training workshops, Youthreach centres, 1 Senior Traveller Training Centre and 2 Prison Ed Centres). We will be asking everyone to evaluate the framework by once again using it to assess learner progress over a short amount of time. Feedback we receive over coming months will be used to finalise the development of the framework.

We aim to launch the final framework in Autumn 2003. The NALA Assessment Framework is part of the NALA Evolving Quality Framework.

Workshops on the NALA assessment framework

The NALA assessment team almost had their own road show going in 2002! We travelled the length and breadth of the country attending the following events with our workshops on the framework:

- National Tutors Forum – Dublin, January 2002
- National Organisers Forum – Drogheda, March 2002
- Regional Tutors Fora, Limerick, Mullingar, Carrick-on-Shannon and Kilkenny, June 2002
- In-service training, Cavan Adult Literacy Scheme, September, 2002.

These workshops were very successful, allowing the team to meet up with tutors and organisers from around the country to share their experiences of developing and testing the framework. They had an opportunity to discuss the basic elements, principles and purposes of the framework with these tutors and organisers. These discussions were very useful as they learned a lot from the expertise of tutors and organisers and received a lot of feedback from them. They added this feedback to that of the pilot tutors and organisers. This feedback from practitioners experienced in assessing learners progress has really helped to strengthen the framework.

In June 2002 we also had a very exciting invitation to present a workshop on the assessment framework at the RAPAL (Research and Practice in Adult Literacy) conference in London. The workshop was a great success and practitioners from throughout the UK who attended were particularly interested in hearing how the pilot had gone and what kind of feedback we were receiving on the framework from practitioners here in Ireland. RAPAL subsequently contacted us in Autumn 2002 and asked us to write an article for their Journal about the assessment framework. Such was the interest in the development of the NALA assessment framework that had been generated among UK practitioners at the workshop in London in June!

European Funded Research

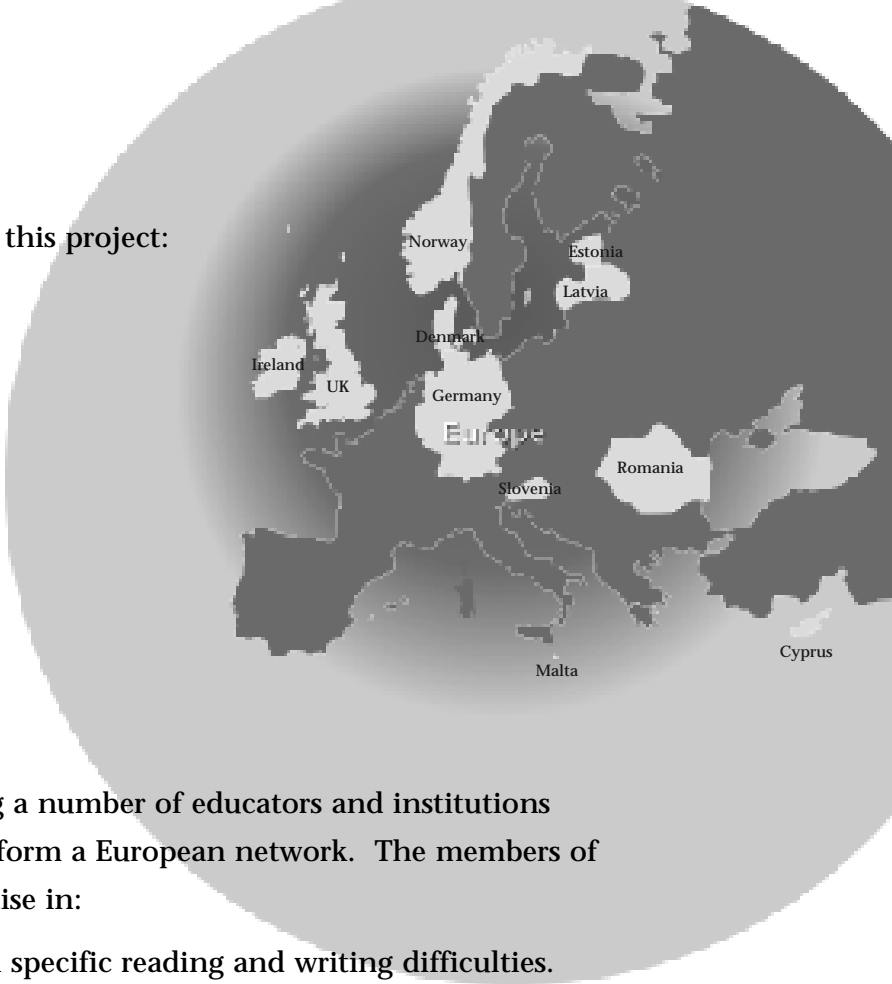
GRUNDTVIG I

NALA became partners in a European-funded project towards the development of a forum for adults with specific writing and reading difficulties. The first meeting of all of the partners in this project from across Europe was held in December 2002 in Oslo, Norway.

The partners

The following countries are partners in this project:

- Norway
- Romania
- Germany
- Slovenia
- Denmark
- Malta
- Ireland
- The United Kingdom
- Estonia
- Cyprus
- Latvia



The main aim

The main aim of this project is to bring a number of educators and institutions from the partner countries together to form a European network. The members of this network will exchange their expertise in:

- Facilitating the learning process with specific reading and writing difficulties.
- Teaching educators and counsellors how to diagnose and guide these adult students.

The main work of the project will be towards a Europe-wide approach to ensuring better access to lifelong learning for adults with reading and writing difficulties.

The future

The main body of work on this project will commence in 2003 and the completion date is set for 2005. We look forward to liaising with key stakeholders in the adult education field along with experts in the field of adults with a learning difficulty.

Socrates II

In 2001-2002 NALA attended 2 seminars held by Leargas. Leargas is a national body one of whose functions is to promote, develop and reinforce European and international dimensions of education. These seminars were very informative as they discussed the current wave of European funding of relevance to NALA, namely Socrates II. The Grundtvig 1 project mentioned above comes in under Socrates II funding. The first seminar in late 2002 was very informative about the Socrates II wave of funding. The second seminar in Autumn 2002 provided an opportunity to be updated on the number and variety of projects currently underway in Ireland under Socrates II funding.

Library and information service

Over 2002 NALA continued to develop its library and information service. Access to information held in the NALA staff library was provided to a greater number of

external researchers. These external researchers consisted of:

- Tutors and organisers completing pieces of work for the NALA/WIT courses;
- Tutors and organisers completing pieces of work for other courses
- Students from a variety of colleges around the country completing course work with an adult literacy focus;
- Students from other countries researching work on adult literacy in Ireland;
- Researchers from like-minded organisations nationally and internationally working on projects with an adult literacy focus.

The number of people researching adult literacy-related issues contacting the Agency for information has increased over the last year. This is very good news. One of the Agency's goals in our new Strategic Plan is to facilitate and support an increase in research activity on adult literacy related issues by like-minded individuals and agencies nationally and internationally. To this end, plans were drawn up in 2002 on the development of a feasibility study to explore the possibility of expanding current NALA library provision to the wider public. This feasibility study is due to begin in 2003. As a first step towards this feasibility study an in-house audit of current provision to staff was conducted in 2002. The recommendations from staff on how to improve current provision have begun to be implemented during the year and will greatly facilitate the continued provision of information to external researchers in 2003 in advance of the findings of the feasibility study. Over 2002 NALA has continued to expand and update the current stock of information held in the library.

Promoting research

Over 2002 NALA was committed to strengthening and expanding its work on promoting research in previous years. This was marked most significantly by the launch of a new NALA website with a specific page dedicated to informing our membership and external researchers of our research activities and also promoting opportunities for key stakeholders to become involved in NALA research activities. We further developed our networks with researchers, policy makers and academics on a national and international level over the past year. We look forward to engaging in an increased amount of research promotion over 2003.

For further information on research contact: Gemma Lynch, NALA Research Information Officer, 76 Lower Gardiner Street, Dublin 1.

e-mail: glynch@nala.ie or tel: 01 809 9192 ■

Promoting understanding, support & action

“Informing, providing a deeper understanding and stimulating support and involvement in adult literacy”.

This work relates to Steps 6 and 7 in the NALA Strategic Plan 1999 - 2001.

This section outlines work carried out to develop deeper understanding, support and involvement in adult literacy among a wide range of target audiences. These activities include:

- The NALA website www.nala.ie
- Developing publications & printed material
- Promotional events
- Media coverage

Website developments

NALA has found the Website www.nala.ie to be excellent at storing and displaying large amounts of information about our work quickly and cost effectively. In the last year it has been continuously updated which involved:

- Adding new 20 publications
- Writing and editing a wide range of updates for right across the site
- Preparing and inserting press releases and items for the ‘Noticeboard’

We have also been working with the Webmaster to introduce new interactive elements including booking events and signing up for ‘NALA e-news’. These will be going live in early 2003. Throughout the year we continued to promote the website widely and encourage its use.

The reaction to the new website has been very positive with visitors to the site delighted with the range and depth of information and convenience. The number of weekly ‘hits’ or visitors to the website continue to be in the thousands. While the ‘lions share’ are from Ireland and the UK there are numbers from the US, the Far East, Eastern Europe and the Middle East. Parallel to the website is the development of email as an information dissemination medium. This has particularly focused on increasing the database of contacts and packaging the information for ease of distribution by email.

Developing publications & printed material

NALA Newsletter – Over the last 12 months the NALA Newsletter was published twice and included information and updates on all the Agency’s activity. The ‘News from around Ireland’ and information on resources were



expanded and were particularly appreciated at local level. The NALA Newsletter was distributed to 2,500 literacy practitioners, the media, politicians, national educational & voluntary sector organisations, community groups and civil servants.

NALA Journal – The NALA Journal was published once in the last 12 months and provided in depth insights to the major projects undertaken by NALA. It focussed on getting the views of independent contributors from outside the Agency. It also provided analysis and commentary on some wider adult literacy issues. The mailing list which numbers 2000 included influential individuals, including policy makers, researchers, politicians and academics.

Other Publications – A wide variety of other publications were produced in the last 12 months. Additional publications produced include the following:

- A guide for drafting a strategic plan for VEC Adult Literacy Schemes
- English for Speakers of Other Languages (ESOL) Literacy Resources
- Health & Literacy Poster
- Health Literacy Policy & Strategy Report
- Implementation Plan – Phase 2 'NALA Evolving Quality Framework 2003'
- Integrating Literacy Guidelines
- 'Mapping the Learning Journey' (October 2002) – NALA Assessment Framework for Literacy and Numeracy
- NALA Information Pack
- NALA In-service Training Calendar
- NALA Journal Spring / Summer 2002
- NALA Newsletter – June 2002
- NALA Newsletter January 2002
- NALA Strategic Plan 2002 – 2006
- New Orleans gospel singers perform in support of literacy for Irelands newest citizens – flyer
- Read Write Now TV Literacy series 2 – Evaluation Report
- Read Write Now TV literacy series 3 – Learner Workbook
- Return to Learning Initiative – Local Authority Workplace Basic Education Pilot Project
- The NALA Quality Framework for Adult Basic Education – Implementation Plan 2002

- Tutors Bulletin – Autumn 2002
- Tutors Bulletin – Spring 2002
- Workplace Basic Education programmes in Ireland: Approaches and Models for Implementation.

Events

International Literacy Day (ILD) – ILD, which is supported by the Department of Social & Family Affairs, took place in Dublin in October 2002 with the theme ‘Literacy for Work’. George Holden who works in South Dublin County Council was the star of ILD this year. George recounted his own experiences of returning to learning in the South Dublin County Council workplace basic education programme. He created gales of laughter when he referred to his progress and the fact that literacy practitioners should watch out as he might soon be in a position to ‘take their jobs’. A number of speakers addressed the audience most notably David Begg General Secretary of the Irish Congress of Trade Unions. A variety of information sessions in relation to the theme took place which covered:

- NALA Workplace Literacy National Strategy
- Skills needed to get work
- Irish workplace literacy research
- Training for Work.

The event was well-organised and over 200 people attended.

National Literacy Awareness Week (NLAW)

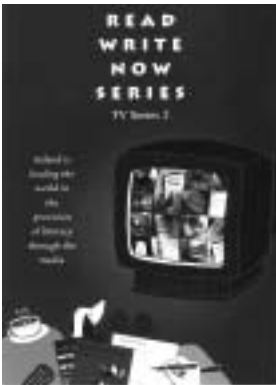
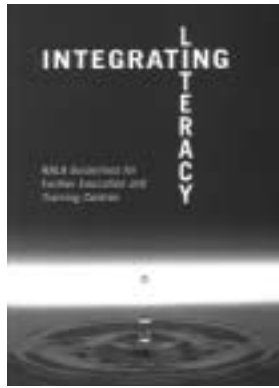
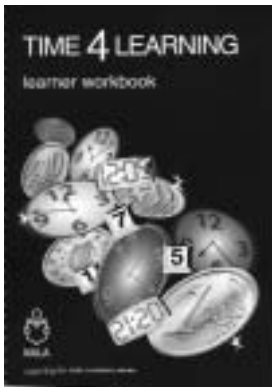
NLAW was a great success in 2002 as it focussed on the theme of Health & Literacy. The initial focus of the week was to raise the issue among health practitioners and this was driven by the report on the NALA Health & Literacy Research. Activity for NLAW involved events around the country and media focussed campaign and the distribution of specifically designed promotional material. For more information about this go to the Health & Literacy and Coverage in the media sections of this report.

Coverage in the media

In the last year the Agency has continued to develop closer contacts with the media. This has involved one-to-one meetings, frequent telephone and email contact and a stream of material by post and fax. New list of contacts were added to tie in with our new campaigns particularly Health & Literacy and Workplace Literacy.

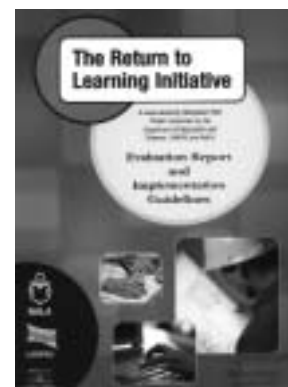
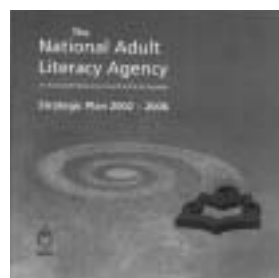


George Holden, ‘star of the show’ at International Literacy Day.



A total of 9 press releases were issued and a similar number of press notices of events and requests to attend photo opportunities notices were issued. These went to an average of 100 local and national contacts in print and broadcast media. This achieved extensive coverage in the media in 2002 covering local, national and specialist broadcast and print media. This culminated in coverage with large colour photos on Health & Literacy and Workplace Literacy in the Irish Times and Irish Independent. Extensive coverage was achieved in a complete range of health media as part of NLAW. Press launches included:

- Read Write Now TV series 3
- Workplace literacy
- Integrating Literacy
- Health and literacy ■



Report on the NALA AGM May 2002

‘Ensuring the aims and objectives of the Agency are put into practice.’

This section deals with:

Overview of NALA’s work

New NALA Executive Members

The NALA AGM took place in Galway in March 2002. As with previous NALA AGMs it provided an opportunity for NALA members to hear about the work of the Agency in the previous year. They also had a chance to meet each other and network in a relaxed atmosphere. Of particular note was the Director, Inez Bailey’s input on the key working areas of the Agency’s Strategic Plan up to 2006. The keynote speaker for the day was Mr Noel Treacy T.D. Minister of State, Department of Education & Science. Mr Treacy ‘welcomed the opportunity to commend NALA, on the valuable work, which it has carried out in addressing the problem of adult literacy. The close co-operation between our Department of Education and Science and NALA over the past five years has helped secure major advances in this difficult area. NALA has made a major contribution, in addressing the many diverse aspects of adult literacy.’

Workshops

There were also a number of workshops held in the afternoon, which focused on:

- The NALA Quality Framework which is being introduced to literacy services to help them evaluate practice and draw up programme improvement plan. This innovative approach to quality ensures the involvement of learners, tutors, organisers and senior management of the VEC.
- There was also a workshop on the (DALC) research project, Moving from the Margins, which was a study on men’s participation in adult literacy.



Workshop participants at NALA AGM 2002.

Introduction of Candidates for Election to the NALA Executive

The following people were proposed for Officer positions and Ordinary Members of the Executive Committee:

Hon. Secretary: Marian Lynch ALO Clondalkin was proposed by Frances Ward, ALOA and seconded by Martina Needham, Co. Donegal Co-ordinator for the position of Hon. Secretary. As Marion was absent on the day the nomination was withdrawn.

Ordinary Members:

Michael Briody, Longford ALS

Joyce Burns, Donegal VEC

Anne Gilbert, Fingal ALS

John Lynch, Larkin College ALS

There was an introduction of the candidates to the membership.

There was no ballot, as the number of people going forward for election did not exceed the number of places.

Any other business

There were some questions from the floor as follows:

- What can be done for pupils who cannot cope with the school system?
- There should be more screening programmes for dyslexia introduced to primary schools. Can NALA influence this?
- Concern was expressed about young people who needed help to sit the



(left to right) Bríd Murphy, Breda White, Marion Lynch, Liam Stauton, Marion Duffey, Carmel Lee, Siobhán McEntee, Frances Stephenson, Kathleen Toma.

Junior Cert and received no encouragement to study for the Leaving Cert.

- There was a query from the floor regarding the formation of a Learners' Forum.

Inez responded to the latter two points and said that there were parents ringing NALA regarding their children leaving school early. The NALA Constitution mandates us

to take on board the experience of people and to let the Department of Education and Science know that there is still a problem.

The Education Disadvantage Committee was established and is working across the system – Primary, Secondary, Higher and Further Education. NALA is promoting links with the Dyslexia Association. A task force has been established by the Minister of Education and this report, which is available on the Web, identifies gaps in the system. There has been National Educational Psychological (NEPS) Service set up but, again, there are not enough trained personnel to provide services to adults.

In relation to the Learners Forum, Inez noted that the demand for this must come from the ground up. Also, learner subsidies have been made available to enable training, e.g. committee skills, to take place ■

“Developing links and maintaining partnerships”

This sections lists external organisations and initiatives which NALA are involved with. These include:

- ADM Partnerships Education Co-ordinators
- Adult Education Guidance Initiative
- Adult Literacy Organisers Association (ALOA)
- Adult Education Officers Association (AEOA)
- Basic Education Tutors Association (BETA)
- Business in the Community
- Chief Executive and Education Officers Association (CEEEOA)
- Comhairle
- Community Radio Forum (CRF)
- Community Platform
- Community Workers Co-operative (CWC)
- Dental Health Foundation
- Department of Education and Science
- Department of Enterprise, Trade and Employment
- Department of Social & Family Affairs
- Educational Disadvantage Committee
- Education Equality Initiative (EEI)
- EU Committee on basic skills
- FÁS – the National Training Authority
- Food Safety Authority of Ireland (FSAI)
- Further Education and Training Awards Council (FETAC)
- Irish Deaf Society (IDS) - Linkup project
- Inter-Departmental Group on Literacy & Unemployment
- Information Society Commission
- Irish National Organisation for the Unemployed (INOUE)
- Irish Trade Union Trust (ITUT)
- Irish Vocational Education Association (IVEA)
- Society of King’s Inns – law training
- Learn Direct

- Local Authority National Partnership Advisory Group (LANPAG)
- National Adult Learning Council (NALC)
- National Centre for Guidance in Education
- National Consultative Committee on Racism and Interculturalism (NCCRI)
- National Qualifications Authority of Ireland (NQAI)
- National University of Ireland (NUI), Maynooth
- New Orleans Gospel Choir
- Radio Telefís Éireann (RTÉ) radio and television
- SPIRASI
- The Courts Service
- The Wheel
- Trocaire
- Vocational Education Committees (VECs)
- Waterford Institute of Technology (WIT)

Since its establishment NALA has been developing links with a wide variety of organisations nationally and internationally. In addition it develops partnerships with organisations in relation to specific projects and work programmes. The aim of this activity is to place adult literacy on the agenda of others and to raise awareness of the issue.

Some of these include:

Comhairle

Since 2002 NALA was nominated as a Ministerial Appointment onto the board of Comhairle.

Community Platform

We are a member of the Community Platform and attend Platform meetings on a monthly basis. We work closely with member organisations in the Platform on adult literacy issues and we facilitated literacy awareness training for interested groups in the summer.

Community Workers Co-operative (CWC)

NALA is a member of the CWC. The CWC is a national network of over 600 individuals and organisations engaged in broad range of community based projects and initiatives.

Department of Social & Family Affairs

Department of Social & Family Affairs are funders of International Literacy Day and support a range of other work of the Agency



Department of Social,
Community & Family
Affairs



Food Safety Authority of Ireland (FSAI)

The FSAI contacted NALA to discuss adult literacy in the food safety sector. NALA presented the various options available to them from awareness to running a pilot workplace project. We are currently working on a project with FSAI to develop a food safety-training programme for employees in the food industry with literacy and/or language difficulties.

Further Education and Training Awards Council (FETAC)

NALA contributes to the FETAC Quality Assurance Consultation Network and has also assisted in the FETAC Technical Advisory Group to the NQAI.

Information Society Commission

Inez Bailey, NALA Director is a member of the Information Society Commission (ISC). The new ISC will have a key role in shaping the evolving public policy framework for the Information Society in Ireland. Inez is focusing on Inclusion and lifelong learning, priority areas for the ISC.

Irish Deaf Society (IDS)

Irish Deaf Society Linkup is a literacy project for and led by the deaf community. It trains tutors and delivers literacy services in several counties with the intended aim of being a nationwide service by 2006.

Irish Trade Union Trust (ITUT)

We sit on the ITUT board. ITUT is the social solidarity arm of Services Industrial Professional Technical Union (SIPTU), with one of its services being the SIPTU Basic English Scheme.

Local Authority National Partnership Advisory Group (LANPAG)

LANPAG initiated with NALA the Return to Learning Workplace Project in the Local Authorities.

National Literacy Implementation Group (LIG)

The National Literacy Implementation Group brings together all adult literacy stakeholder groups who monitor the implementation of adult literacy sections of the Government White Paper on the future of adult education.

National Qualifications Authority of Ireland (NQAI)

NALA was appointed to the NQAI as Minister Wood's nomination for the Community and Voluntary sector. Their main task is to develop a national qualifications framework.

The National Adult Learning Council (NALC)

NALA was invited in 2002 to become a member of the National Adult Learning Council (NALC) which will guide the strategic development of adult and basic education in Ireland.

Financial Statements

Year ended 31st December 2002

Report of the Directors	56
Report of the Auditors	58
Income & Expenditure Accounts	60
Notes on the accounts	62

Company Information

Company Secretary	Margaret Burke
Registered Office	76 Lower Gardiner Street Dublin 1
Bankers	Allied Irish Banks 37 Upper O'Connell Street Dublin 1
Auditors	Sean & Conlon & Co Certified Public Accountants Spade Centre North King Street Dublin 7

Report of the Directors

The directors submit their report together with the audited financial statements for the companies first year of operation ended 31st December 2002.

Principal Activities and Review of the Business

The company (NALA) continues the work of the National Adult Literacy Agency (NALA). The agency was established in 1980 and from that time has campaigned for recognition and response to the adult literacy problem in Ireland. The company continues that work.

The following represents recent achievements:

- the development of third level professional qualifications for adult literacy practitioners
- inclusion of key proposals in the White Paper on Adult Education
- the development of a quality framework, including an assessment framework, for the adult literacy service
- a major basic education distance learning on TV and radio
- bringing Irish literacy practice onto the international stage.

NALA is funded by the Department of Education and Science.

Note 2 lists the other government grants received.

Results

The director report for 2002 a surplus of €106,288 with €141,782 available after the donation of NALA.

Statements of Directors' Responsibilities

Company law requires the directors to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the company and of the surplus or deficit of the company for that year. In preparing those financial statements the directors are required to:

- select suitable accounting policies and then apply them consistently
- make judgements and estimates that are reasonable and prudent
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The directors are responsible for keeping proper books of account which disclose with reasonable accuracy at any time the financial position of the company and to enable

them to ensure that the financial statements comply with the Companies Act 1963 to 2001.

Accounting Records

The directors acknowledge their responsibilities under Section 202 of the Companies Act 1990 to keep proper books and records for the company and to this end have a bookkeeper employed.

Health and Safety

The Safety, Health and Welfare at Work Act, 1989 imposes certain requirements on employers and the company has taken the necessary action to ensure compliance with the Act, including the adoption of a safety statement.

Auditors

The auditors, Sean Conlon and Co., will be appointed in accordance with section 160 (7) of the Companies Act 1963.

Approved on behalf of the Board By:

Margaret Burke

Mary Maher

Report of the Auditors

Auditors' Report

To the Members of the National Adult Literacy Agency Limited.

We have audited the financial statements of the National Adult Literacy Agency Limited on pages 60 to 64 which have been prepared under the historical cost convention and the accounting policies set out on page 62.

Respective Responsibilities of Directors and Auditors

The directors' responsibilities for preparing the Annual Report and the financial statements in accordance with applicable law and Irish Accounting Standards are set out in the Statement of Directors' Responsibilities.

Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and the Auditing Standards promulgated by the Auditing Practices Board in Ireland and the United Kingdom.

We report to you our opinion as to whether the financial statements give a true and fair view and are properly prepared in accordance with the Companies Acts. We also report to you whether in our opinion: proper books of account have been kept by the company; whether, at the balance sheet date, there exists a financial situation requiring the convening of an extraordinary general meeting of the company; and whether the information given in the Directors' Report is consistent with the financial statements. In addition, we state whether we have obtained all the information and explanations necessary for the purposes of our audit and whether the company's balance sheet and Income and Expenditure Account are in agreement with the books of account.

We report to the shareholders if, in our opinion, any information specified by law regarding directors' remuneration and directors' transactions is not given and, where practicable, include such information in our report.

We read the other information contained in the Annual Report and consider whether it is consistent with the audited financial statements. This other information comprises only the directors' report. We consider only the implications for our report if we become aware of any misstatements or material inconsistencies with the financial statements. Our responsibilities do not extend to other information.

Basis of Opinion

We conducted our audit in accordance with Auditing standards issued by the Auditing Practices board. Our audit includes an examination, on the test basis, of evidence

relevant to the amounts and disclosures in the financial statements. It also includes an assessment of the significant estimates and judgements made by the directors in the preparation of the financial statements, and of whether the accounting policies are appropriate to the company's circumstances, consistently applied and adequately disclosed.

We planned and performed our audit so as to obtain all the information and explanations which we considered necessary to order to provide us with sufficient evidence to give reasonable assurance that the financial statements are free of material misstatement or error. In forming our opinion we also evaluated the overall adequacy of the presentation of information in the financial statements.

Opinion

In our opinion the financial statement give a true and fair view of the state of affairs of the company a the 31st December 2002, and of its surplus for the year then ended and give, in the required manner, the information required by the Companies Acts, 1963 to 2001.

We have obtained all the information and explanations which we considered necessary for the purposes of our audit. In our opinion, proper books of account have been kept by the company. The financial statements are in agreement with the books of account.

In our opinion the information given in the Directors' Report on page 2 & 3 is consistent with the financial statements.

Sean Conlon & co

Registered Auditors

St. Pauls Church

North King Street

Dublin 7

19th February 2003

NATIONAL ADULT LITERACY AGENCY LIMITED

Income & Expenditure Account for year ended 31st December, 2002

Income	continuing operation	€
Government Grants	(Note 2)	1,551,539
Other Income	(Note 3)	60,565
Resource Room	(Note 4)	10,577
Total Income		1,622,681
Administration		
Salaries	(Note 7)	166,449
Pensions		8,400
Telephone		18,176
Stationery & Photocopying		17,396
Postage		29,187
Bank Charges		733
Subscriptions & Advertising		5,322
Executive Committee Expenses		4,367
Audit, Accountancy & Professional fees		7,158
Miscellaneous		137
Office Equipment Maintenance		8,257
Depreciation		1,395
Premises		
Rent & Cleaning		34,608
Insurance		3,927
Heat & Light		3,598
Repairs & Maintenance		2,797
Development & Research		
Salaries		441,607
Pension		22,295
CAIT		3,657
Other expenses		8,313
Travel & Subsistence		34,897
Research/Assessment		42,004
Quality framework		114,226
Practitioner Training		64,580
Distance Learning		317,168
Health Strategy		22,883
ICT Learning		10,706
ESOL Policy		6,889
Printing/Publishing		46,202
Meetings/Seminars		27,217
Website update		3,553
Advertising		11,975
Staff Training/Development		12,648
Learner development		13,666
Total Expenditure		1,516,393
Surplus for the Year		106,288
There are no other gains or losses.		

Approved on Behalf of the Board By:

Margaret Burke
Mary Maher

NATIONAL ADULT LITERACY AGENCY LIMITED

Balance sheet as at 31st December, 2002

		2002 €
Fixed Assets	(Note 5)	4,182
Current Assets		
Stocks: Resource Room		34,305
Stationery		1,336
Debtors	(Note 8)	90,090
Bank Balance & Cash on Hand		242,364
		<u>368,095</u>
Creditors (Falling due within one year)	(Note 9)	230,495
Net Current Assets		137,600
Total Assets less Liabilities		<u><u>141,782</u></u>
Represented by:		
Surplus for the year		106,288
Donation from National Adult Literacy Agency		35,494
		<u><u>141,782</u></u>

Approved on Behalf of the Board by:

Margaret Burke

Mary Maher

NATIONAL ADULT LITERACY AGENCY LIMITED

Notes on the Accounts for the Year ended 31 December, 2002.

1. Accounting Policies

The financial statements have been prepared under the historical cost convention.

Tangible Fixed Assets

Fixed Assets are stated at cost less depreciation.

Depreciation is provided at rates calculated to write off the cost less residual value of each asset over its expected useful life on a straight line basis, as follows:

Office Equipment 25%

Where grants are received in the year and the related expenditure is to be incurred in a later year the grants are shown as deferred income, under creditors and accruals, in the balance sheet.

2. Government Grants

	2002 €
Department of Education and Science	
– Core Grant	269,000
– Special allocation	1,331,260
– Deferred grant to 2003 (Note 10)	-213,764
Other Government Grants	
Department of Social & Family Affairs	59,500
Department of Health & Children	38,092
FÁS	60,944
Department of Transport (CAIT)	6,507
	<u>1,551,539</u>

3. Other Income

	€
Membership fees	20,290
ILD conference	3,843
BSA	3,601
Miscellaneous	2,435
Training fees	23,700
CAIT	1,696
Combat Poverty Agency	5,000
	<u>60,565</u>

Notes on the Accounts (continued)

4. Resource room

	2002 €
Opening stocks of books	38,369
Purchases for the year	137,723
	<u>176,092</u>
Closing stocks of books	-34,305
Cost of books sold	141,787
Closing stocks of books	152,364
	<u>10,577</u>

In the opinion of the directors there are no material differences between the replacement cost of stock and the balance sheet amounts.

5. Tangible Fixed Assets:

Cost	Total	Office equipment	Fixtures & fittings
Additions	<u>5576</u>	<u>4390</u>	<u>1186</u>
Depreciation Charge for year	<u>1394</u>	<u>1098</u>	<u>296</u>
Net book value at 31 December 2002	<u>4182</u>	<u>3292</u>	<u>890</u>

9. Staff numbers and costs

The average number of persons employed by the company during the year were as follows:

16

The aggregate payroll costs of these persons were as follows:

Salaries	547,805
PRSI	60,251
	<u>608,056</u>

7. Pension Information

Contribution to pension scheme

30,695

The company operates a defined contribution scheme. The company contributes 10% of employees salary.

8. Debtors

Debtors for books
Prepayments
FÁS
Department of Social & Family Affairs

2002

€

32,121
850
57,119
—
90,090

9. Creditors (Due within one year)

Creditors and Accruals
PAYE/PRSI
Deferred Dept. of Education & Science grant

€

12,481
4,250
213,764
230,495

The grant is deferred in respect of estimated but specific expenditure to be expended during early 2003.

The Bank holds no security from the directors or members of the company.

10. Corporation Tax:

None arise because no trading activity takes place.

11. Related Party Transactions:

None arise.

12. Borrowings and Leases:

There are no borrowings or leases.

13. Director's Interests:

Directors have no interests in the company.

14. Share Capital:

The company is limited by guarantee and has no share capital.

15. The financial statements were approved by the directors on the 19th February 2003.

Members of the Executive Committee

Mary Maher	Chairperson
Máirín Kenny	Vice-Chairperson
Joyce Burns	Hon. Secretary
Columba O'Connor	Hon. Treasurer

Peggy Murphy	John Lynch
Mary Cashin	Alice Campbell
Bernadette Sproule	Michael O'Toole
Joaquina McHugh	Anne Gilbert
Michael Briody	

The NALA staff are as follows:

Director

Inez Bailey

National Literacy Co-ordinator

John Stewart

Training Officer

Fergus Dolan

Public Relations Officer

Tommy Byrne

Research & Information Officer

Gemma Lynch

Quality Framework Co-Ordinator

Claire O'Riordan

Literacy Integration Co-Ordinator

Blathnaid Ní Chinnéide

Development Workers

New Projects

Helen Ryan

Administrative Staff

Office Manager

Mairin Kelly

Accounts

Fawzia McGlone

Training Administration

Margaret Maher

Administrative Secretary

Tanya Murphy

Resource Room

Sandra Peel

Cork Regional Office

Projects Co-ordinator

Jennifer Lynch

Regional Development Worker

Paul Facey Hunter

Mullingar Regional Office

Regional Development Worker

Mary Toher

NALA Membership – Corporate

Adult Literacy Schemes	Read Write Now/Ballyphehane
A.B.L.E. - Blanchardstown	Ringsend Literacy Scheme
A.B.L.E.S. Cork	Roscommon Adult Literacy Scheme
Altrusa/VEC Adult Literacy Scheme, Cork	SIPTU Basic Education Service
Arklow Adult Literacy Scheme	T.A.R.G.E.T. - Donaghmede
Athlone Reading & Writing Group	Tuam Adult Literacy Centre
Ballymun Adult Literacy Scheme	Waterford City Adult Literacy Scheme
Baltinglass Adult Literacy Scheme	West Cork North Adult Literacy Service
Bandon Adult Literacy Scheme	West Cork South Adult Literacy Service
Basic Education Service Tallaght	West Galway Adult Literacy Scheme
Bishopstown Adult Literacy Scheme	Wicklow Town Adult Learning Centre
Blessington Literacy Scheme (LIFE)	Wordaid Kilkenny
Bray Adult Literacy Learning Programme	Write On Mayfield
Cabra Adult Literacy Scheme	Write Together Group Churchfield
Carnew Literacy Scheme	Youghal Adult Literacy Scheme
Carrigaline Adult Literacy Scheme	
Clondalkin Basic Education Centre	Vocational Education Committees (VECs)
Cobh Read Write & Spell Centre	City of Cork V.E.C.
Cork Traveller Literacy Scheme	City of Dublin V.E.C.
Co. Carlow Adult Literacy Scheme	City of Galway V.E.C.
Co. Cavan Adult Learning Centre	City of Limerick V.E.C.
Co. Clare Reading & Writing Scheme	City of Waterford V.E.C.
Co. Donegal Adult Literacy Service	Co. Carlow V.E.C.
Ballyshannon Adult Literacy Scheme	Co. Cavan V.E.C.
Donegal Town Adult Literacy Scheme	Co. Clare V.E.C.
Gaeltacht Adult Literacy Scheme	Co. Cork V.E.C.
Inishowen Adult Literacy Scheme	Co. Dublin V.E.C.
Letterkenny Adult Literacy Scheme	Co. Galway V.E.C.
Raphoe Adult Literacy Scheme	Co. Kildare V.E.C.
Co. Laois Adult Literacy Scheme	Co. Kilkenny V.E.C.
Co. Limerick Adult Literacy Scheme	Co. Laois V.E.C.
Co. Meath Adult Literacy Scheme	Co. Leitrim V.E.C.
Co. Monaghan Adult Literacy Service	Co. Limerick V.E.C.
Co. Offaly Reading & Writing Scheme	Co. Longford V.E.C.
Co. Tipperary (NR) Adult Literacy Scheme	Co. Louth V.E.C.
Co. Tipperary (SR) Adult Literacy Scheme	Co. Mayo V.E.C.
Co. Waterford Adult Education Centre	Co. Meath V.E.C.
Co. Wexford Adult Literacy Scheme	Co. Monaghan V.E.C.
Drogheda Adult Learning Centre	Co. Offaly V.E.C.
Dublin Adult Learning Centre	Co. Roscommon V.E.C.
Dublin City S.W. Adult Reading & Writing Scheme	Co. Sligo V.E.C.
Dundalk Adult Literacy Service	Co. Tipperary (NR) V.E.C.
Dundrum Adult Literacy Scheme	Co. Tipperary (SR) V.E.C.
Dun Laoghaire Adult Learning Centre	Co. Waterford V.E.C.
Dunshaughlin Adult Literacy Scheme	Co. Westmeath V.E.C.
East Cork Adult Literacy Service	Co. Wexford V.E.C.
East Galway Adult Literacy Scheme	Co. Wicklow V.E.C.
Fingal Adult Literacy Scheme	
Fingal (North) Adult Education Centre	Libraries
Finglas Adult Literacy Scheme	An Chomhairle Leabharlanna
Galway Adult Literacy Group	Blanchardstown Public Library
Inchicore Adult Literacy Scheme	Bray Public Library
Ionad Foghlama Iarthar na Gaillimhe	Cabinteely Public Library
Kerry Education Service Literacy & Life Skills Programme	Deansgrange Public Library
Cahirciveen Adult Literacy Scheme	Dublin Corporation Public Libraries
Dingle Adult Literacy Scheme	Dundrum Public Library
Kenmare Adult Literacy Scheme	Dun Laoghaire/Rathdown Public Library Service
Killarney Adult Literacy Scheme	Carlow County Library
Killorglin Adult Literacy Scheme	Clare County Library
Listowel Adult Literacy Scheme	Cork County Library
Tralee Adult Literacy Scheme	Cork City Public Libraries
Kildare/Athy Adult Learning Centre	Cork Public Libraries
Kilmallock Literacy Group	Donegal County Library
KLEAR Kilbarrack	Kerry County Library
Larkin Community College Adult Literacy Scheme	Kildare County Library
LEAP Leitrim Education for Adults Programme	Kilkenny County Library
Leixlip Adult English Scheme	Laois County Library
Liberties Adult Literacy Scheme	Limerick County Library
Limerick Adult Learner Support Services	Longford County Library
Longford Adult Literacy Scheme	Louth County Library
Lucan Adult Basic Education Centre	Mayo County Library
Mahon Adult Literacy Scheme	Meath County Library
Midleton Adult Literacy Scheme	Offaly County Library
Mullingar Adult Literacy Scheme	Roscommon County Library
Naas Adult English	Shankhill Public Library
Newcastlewest Literacy Group	Sligo County Library
Northside Reading & Writing Centre	South Dublin Library Service
North Cork Adult Literacy Service	Stillorgan Public Library

Tipperary Joint County Libraries
 Waterford City Library
 Waterford County Libraries
 Wexford County Library
 Wicklow County Library

Other Corporate Groups
 Access 2000
 Action Inishowen
 ADM
 A.E.O. Association
 A.L.O. Association
 AONTAS
 Athy CDP
 ARIS Australia
 A.S.T.I.
 Association of Community & Comprehensive Schools
 Athy Travellers Club
 Ballinasloe Community Information Centre
 Ballybough Youth Project
 Ballymun Job Centre Co-op
 Ballymun LEC Literacy Project
 Belfast Unemployed Centre
 Blackpool/Glen/Faranree Community Youth Training Workshop
 Bridge Project
 Bungalow Resource Centre
 Canal Communities Training Programme (TURAS)
 Castlereagh Prison
 Catholic Youth Centre
 Cherry Orchard Family Centre
 Centre for Literacy, Canada
 Clare LES
 Clare Youth Service
 CLASP - Community of Lough Arrow
 Clondalkin Partnership Co.
 Clonmel Community Partnership
 Collectif Alpha, Belgium.
 C.O.R.I.
 Co. Carlow Youth Employment Ltd.
 Co. Monaghan Partnership Co.
 Co. Wexford Partnership Co.
 Connolly Information Centre
 Convent of Mercy, Kanturk
 Cumas Teo ADM
 Donegal Travellers Project
 Donnycarney Youth Project
 Drogheda Centre for Unemployed
 Dublin Inner City Partnership
 Dundalk Employment Partnership
 Dundalk Resource Centre for Unemployed
 Dun Laoghaire Community Training Workshop
 Dyslexia Association of Ireland
 Education Research Centre, Drumcondra, Dublin
 EGSA
 Exchange House
 FAS - The National Training & Employment Agency
 F.E.T.A.C.
 Fingal ICTU Centre for the Unemployed
 Finglas/Cabra Partnership
 Francis Street Community Education Centre
 Galway Centre for the Unemployed
 Galway City Partnership
 Galway Travellers Support Group
 Gorey Community School
 Henrietta Adult & Community Education (HACE)
 Higher Education Authority
 Inishowen Partnership Board
 I.N.O.U.
 I.N.TO.
 Ird Duhallow Ltd. ADM
 Irish Association of Older People
 Irish Association for Supported Employment
 Irish Learning Support Association
 I.V.E.A.
 JAEN Jobstown Ad. Ed. Network
 Kilkenny Employment for Youth
 Knockanrawley Resource Centre
 Letterkenny ICTU Centre for the Unemployed
 Limerick Centre for the Unemployed
 Limerick LES
 Loughan House

Loughlinstown Employment Group
 Loughrea Community Training Workshop
 Lourdes Youth & Community Services
 MABS Dun Laoghaire
 Mayfield Youth Training Workshop
 Mayo Local Employment Service
 Mercy Family Centre
 Ministries Development Office, Terenure
 Mullingar Training Development Agency
 National Centre for Guidance in Education
 National Educational Psychological Service
 National Youth Development Organisation
 N.C.C.C.A.P.
 Nenagh Community Network
 Newbridge Community Training Workshop
 New Ross Centre for the Unemployed
 North Kerry Together Ltd.
 Northside Partnership
 N.T.D.I. Bantry
 N.T.D.I. Bray
 N.T.D.I. Carlow
 N.T.D.I. Cork
 N.T.D.I. Sandymount
 NUI Maynooth Dept. of Adult & Comm. Education
 OBAIR
 Ogra Dún Dealgan
 OPEN -One Parent Exchange Network
 Park House Training
 Partnership Trá Lí
 Pavee Point
 Portlaoise Community Information Centre
 Prison Education Service
 Project for Adult Guidance in Education
 Regional Education Guidance
 Ringsend Community Training Workshop
 Rehabcare, Ballyfermot
 Rehabcare, Donboyne
 Rehabcare, Mayo
 St. Catherines Training Centre
 St. Colmcilles Training Workshop
 St. Fiachras Training Centre
 St. Mels Training Centre
 St. Olivers Training Centre
 St. Vincents Training Trust
 Shanganagh Castle Detention Centre
 Shanty Education Project
 SHS Training Centre
 SIPTU Basic Education Service
 South East Mens Network
 South West Wexford CDP
 Southside Local Employment Service
 Tallaght Centre for Unemployed
 Tallaght Community Workshop
 Tara Consultants Ltd
 Teagasc
 Teachers Union of Ireland
 Templeshannon Community Development Project
 Tivoli Training Centre
 Training Workshop in Horticulture
 Tuam CDP
 Tuam Community Training Workshop
 UCD Education Department
 UCD Adult Education Centre
 Vincention Partnership for Justice
 VTOS Leixlip
 Warrenmount Community Ed. & Dev. Centre
 Waterford Youth Industries Ltd.
 West Limerick Resources Ltd.
 Wexford Area Partnership
 Whitfriar Community Centre
 Wicklow Working Together
 Windmill Therapeutic Training
 WIT
 Youthreach, Arklow
 Youthreach, Bray/N. Wicklow
 Youthreach, Clondalkin
 Youthreach, Dominick St.
 Youthreach, Sligo
 Youthreach, Tralee

Glossary

ABE – Adult Basic Education – refers to the development of competence in adult skills that are need to fully take part in society such as literacy numeracy, communications

Action Learning – learning by doing, reviewing and doing better next time

Ad hoc – not regular or planned, happening only when necessary

Adult Basic Education – refers to the development of competence in adult skills that are needed to fully take part in society such as literacy and numeracy

ADM – Area Development Management – a statutory organisation set up by the Department of An Taoiseach which funds and oversees local development projects

AEOA – Adult Education Organisers' Association

AGM – Annual General Meeting

ALO – Adult Literacy Organisers

ALOA – Adult Literacy Organisers' Association

AP(E)L – Accreditation of Prior (Experiential) Learning

ALS – Adult Literacy Scheme

Analyse – to examine the details the details of something carefully, in order to understand explain it – Blood samples were analysed in the laboratory

Assessment Framework – Guide to know where a learner is when starting tuition and how well the learner is progressing

Attributes – quality or characteristic that someone or something has

Benchmarking – A point of reference

Best practice – a term used to describe good quality work/good working habits

BETA – Basic Education Tutors Association – represents salaried Adult Literacy Tutors

BSA – Basic Skills Agency – organisation for the support and development of ABE in England & Wales

Brainstorming – This is a method of using a group of people to generate new ideas about a problem. It involves uncritical acceptance and noting of every suggestion / idea voiced. Ideas and opinions are encouraged to be given freely and do not have to backed up with reasons, logic or ways of doing, in order to be noted for consideration.

CAIT – Community Application of Information Technology Initiative

CDP – Community Development Project

CE – Community Employment – FÁS employment training programmes in operation through out Ireland

CEEEOA – Chief Executive & Education Officers Association representing CEOs & EOs in VECs

CEO – Chief Executive Officer – the most senior management position in a VEC

CERT – The State Tourism Training Agency

CIF – Construction Industry Federation - employer representative body

Collate – analyse and compare to identify points of agreement and differences

Comment book – A special book where stakeholders can write their views on a particular subject or area

Consensus – when all the people in a group agree about something

Consistency – always happening (or behaving) in a similar way, usually positive

CTW – Community Training Workshops – training unit, in different centres around Ireland, providing vocational and ABE skills to early school leavers over 18 years of age

CWC – Community Workers Co-op

Dental Health Foundation – Government funded organisations promoting better dental health

DES – Department of Education & Science

DETE – Department of Enterprise Trade & Employment

Distance Education – Learning at home

Dynamics – the way that parts of a situation, group, or system affect each other

ECDL – European Computer Driving Licence

E EI – Education Equality Initiative

Educational Disadvantage Committee – Government committee to examine and devise solutions to tackle the issue of educational disadvantage

Empowerment – The process of transferring decision-making power from influential sectors to poor communities and individuals who have been traditionally excluded from it

EO – Education Officer – the senior education staff member in a VEC

ESOL – English for speakers of other languages

Ethical – relating to what is right or wrong

Ethos – the ideas and beliefs of a particular person or group

EU – European Union

Evaluate – to consider or study something carefully and decide how good or bad it is

FÁS – The National Training and Employment Authority

Facilitator – a person who helps the group/team to develop and work together effectively towards their common goal

FETAC – Further Education Training Awards Council

Focus Groups – a group of people who are brought together to discuss what they think about something such as a new product

FSAI – Food Safety Authority of Ireland – statutory body establish top over see the improvement of food safety

Framework – The basic structure that supports something such as a building and gives it its shape

Generic – general, not specific

Guiding Principles – values

Holistic – dealing with or treating the whole of something or someone not just parts

IBEC – Irish Business Employers Confederation – employer representative body

ICCPE – Irish Centre for Continuing Pharmaceutical Education

ICT – Information & Communications Technology

ICTU – Irish Congress of Trade Unions

Implement – system or plan to make something happen

ISC – Information Society Commission – which is devising a strategy for development of ICT in Irish society

ISME – Irish Small & Medium Enterprises – employer representative body

ITUT – Irish Trade Union Trust

IVEA – Irish Vocational Education Association representing Vocational Education Committees

Key Performance Indicators – Signs of achievement

LALB – Local Adult Learning Board

Library Council – An Chomhairle Leabharlanna The Library Council is the advisory body on public libraries to national and local government in Ireland

Local Government – Local and regional administrative structures, including County Council, City Councils, Urban District Councils and Town Councils. They are responsible for providing services to local communities and operate under the supervision of the Minister for the Dept of Environment and Local Government

Mentor – an experienced person who gives help and advice to a less experienced person

Mind-mapping – a picture that links images of ideas and thoughts

Mission Statement – What we are about

Monitor – watch something carefully and record your results

NALC – National Adult Learning Council – statutory body established to oversee the implementation of the White Paper “Learning for Life”