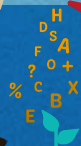


# Strategic Plan

# 2020-2022



**NALA**

National Adult Literacy Agency  
Áisíneacht Náisiúnta Litearthachta do Aosaigh



*“Literacy, as a gateway to participation in society, is a fundamental right and must be a priority for all who are concerned with human rights and equality.”*

**President Michael D Higgins**

Patron of the National Adult Literacy Agency

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# Introduction

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## Our vision

Our vision is an Ireland where adult literacy is a human right, where everyone can develop their literacy, numeracy, and digital skills, and where individuals can take part fully in society.



# A message from our CEO and Chairperson

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In Ireland, half a million people have problems reading and understanding information. Even more have difficulty doing basic math and using technology<sup>1</sup>. This has a devastating impact on individuals, families and communities.

For 40 years, the National Adult Literacy Agency has worked to ensure people with literacy and numeracy difficulties can fully take part in society and have access to learning opportunities that meet their needs.

We know from our work in this area that literacy changes lives and benefits everyone – individuals, society and the economy. It enables people to reach their full potential and helps to address poverty and social exclusion.

Through this strategic plan, we want to build on our work to date to close the nation's literacy gap and to create a more equal society.

We want to work with our partners to support people to gain the skills they need to achieve their personal, social and employment aspirations.

Our vision is an Ireland where adult literacy is a human right, where everyone can develop their literacy, numeracy, and digital skills, and where individuals can take part fully in society.

We believe literacy is part of the solution to creating a more equal society and changing lives for the better. After all, equal societies are happier, healthier and wealthier.

**Mary Bambrick**  
NALA Chairperson

**Dr Inez Bailey**  
NALA CEO

## Evolving definition of literacy

In the past, literacy was understood to be about individuals having the skills needed to read and write. These skills were seen as technical skills that remained the same and unrelated to the social context in which they were used.

Today, however, literacy is a broader concept and is understood to be about individuals having the skills needed to fully take part in society. Literacy involves listening, speaking, reading, writing, numeracy and using everyday technology to communicate, access services, and make informed choices. These aspects of literacy evolve and are closely related to social practice which recognises that people use different literacies for various situations, for example people need health specific literacy skills when dealing with a doctor.

For the purpose of this strategic plan we use the terms literacy, numeracy and digital skills.

# Literacy, numeracy and digital needs in Ireland

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The most recent OECD Survey of Adult Skills showed that 550,000 Irish adults are at or below level 1, the lowest level on a five-level literacy scale. Even more Irish adults — 750,000 — are at or below level 1 for numeracy and digital skills<sup>1</sup>.

At these levels people may find it difficult to:

- **understand the instructions on medicines,**
- **fill in an application form,**
- **add up a bill,**
- **help their children with homework, or**
- **search the web for information.**

## Low literacy costs. High literacy pays.

Unmet literacy needs cost everyone and have devastating consequences for our society, economy, environment and democracy.

A cost benefit analysis of adult literacy in Ireland concluded that by investing in literacy there is a positive and rapid return on investment across the board, for participants, the companies they work for and for the exchequer<sup>2</sup>.

Recent research has shown the need to raise productivity through employee training, including those with literacy, numeracy and basic digital skills needs. Those in lower skilled roles are less likely to receive training and yet are most vulnerable to changes in the world of work<sup>3</sup>.

But the impact of skills goes far beyond earnings and employment – individuals with literacy difficulties are more likely to report poor health, low financial wellbeing, to believe that they have little impact on political processes, and not to participate in volunteer activities. They are also less likely to trust others<sup>4</sup>.

Taken together, the results emphasise the importance of literacy for a more inclusive society – in people's participation in the labour market, education and training, and in social and civic life.



NALA's Student Subcommittee help raise awareness about adult literacy.



## Our mission

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Our mission is to advocate for literacy as a human right and to collaborate with our partners to influence policy and practice to support the development of literacy, numeracy and digital skills.





# Our work to date

## 1980s

NALA was established as a membership organisation by volunteers concerned at the lack of response to adults with literacy and numeracy difficulties in Ireland. We launched a nationwide awareness raising campaign on adult literacy services, pioneered new teaching methods, created policy on good adult literacy work<sup>5</sup> and organised events for adult literacy students and volunteer tutors.



## 1990s

The publication of the first Irish survey of adult literacy in 1997<sup>6</sup> was met with shock as it showed that one in four adults had very low levels of literacy. NALA's funding was increased and we intensified our efforts to get appropriate responses to adult literacy, involving providers of education and training, doing research that influenced policy decisions, and working with the unemployed.



## 2000s

This decade was marked by our growing expertise in adult literacy, influencing adult literacy policy and our ability to lead and support good practice. We launched our TV series about adult literacy on RTÉ One that influenced thousands of people to return to education and was followed by eight more TV series. During this time we supported thousands of adults to learn with tutor support over the phone, and provided exciting new opportunities for people to learn online<sup>7</sup>.

## 2010s

We continued to develop innovative teaching and learning resources, and carried out research and campaigns to raise awareness of adult literacy issues in Ireland. Importantly, we secured learner representatives on the newly formed Education and Training Boards and we worked with SOLAS, the further education and training (FET) authority, to include an improvement in literacy and numeracy outcomes for the adult population in its first five year strategy.



# NALA's direction and priorities for 2020-2022

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## What makes NALA unique?

NALA is the only organisation in Ireland that is solely dedicated to improving adult literacy, numeracy and digital skills. We are a membership organisation and a registered charity that is publicly funded. We carry out our work with an independent voice in the interests of the public. We learn from, and contribute to, literacy developments at European and international levels. We are both an advocate for, and a provider of, adult literacy, numeracy and digital skills supports. Our advocacy role includes trying to advance policy through engagement with government departments and relevant organisations.

The theme for our Strategic Plan 2020-2022 is to make Ireland more inclusive by creating opportunities and pathways for individuals to improve their literacy, numeracy, and digital skills. This theme informs the objectives and actions in this plan, and the collaborative approach that we take to our work.

## Objective 1

NALA has worked with SOLAS over the course of its FET Strategy 2014-2019, to improve literacy and numeracy outcomes for the adult population in Ireland. This strategy has now been updated by SOLAS in consultation with stakeholders from across the sector.

This work is very important and NALA will continue to work in partnership with SOLAS, Education and Training Boards Ireland (ETBI), the Education and Training Boards (ETBs), and other organisations, to implement the FET Strategy 2020-2024.

This will include how we will work together to design and deliver innovative solutions to problems, professional development tools, and how we promote literacy, numeracy and digital supports together.

For this reason, our first objective is: To work in partnership to add value to the delivery of the FET Strategy 2020-2024 as it relates to adult literacy, numeracy, and digital skills.

## Objective 2

NALA has recognised that the point at which literacy, numeracy, and digital skills supports are first sought is often when someone is experiencing difficulties. If tailored assistance can be provided at the point where they need help, it can support the person to address an immediate and important issue. It can also provide a pathway to seek further literacy, numeracy and digital skills supports. To achieve these outcomes, a sustained focus on specific environments is required.

For these reasons, our second objective for 2020-2022 is: To create and share supports to improve literacy, numeracy and digital skills in healthcare and community development.

## Objective 3

The way we communicate and access information has changed and continues to evolve. A priority for NALA is to remain creative and innovative in how we use technology to improve literacy, numeracy and digital skills; and to help adults to access our supports as and when they need them. We also wish to continue our research to inform adult literacy policy and initiatives, and to conduct strategic communication campaigns to draw attention to the supports that are available.

Our third objective is, therefore: To increase literacy, numeracy and digital skills through research, innovation, and effective communication.

## NALA – a learning organisation

Over the next three years our focus will be on further developing the attributes of a learning organisation that will assist us in aligning our resources, our development opportunities, and our decisions, with our strategic objectives.

NALA – a learning organisation, reflects our wish to continue to improve and to develop the methods we use to approach our work as our organisation evolves.

**Acknowledgements:** We would like to thank our staff, Board and members, and all the external stakeholders who gave their time to contribute and shape our Strategic Plan 2020-2022. It was very much appreciated. We look forward to working with you over the next three years to achieve our common objectives.



Helen Ryan, NALA policy officer and Tina Byrne, NALA research officer.

# Our objectives

Creating and enabling literacy,  
numeracy and digital skills pathways



## Objective 1

To work in partnership to add value to the delivery of the FET Strategy 2020-2024 as it relates to adult literacy, numeracy, and digital skills.

### Why did we choose this objective?

The FET Strategy 2020-2024 (SOLAS, 2020) is the main policy document, under the Department of Education and Skills, that guides the further education and training (FET) sector. Over the next five years, the FET Strategy will focus on improving opportunities for participation in FET by creating pathways for inclusion and skills development. Its priorities include how best to improve adult literacy, numeracy and digital skills levels for the benefit of the individual, society and the economy. We will work in partnership with SOLAS, Education and Training Boards Ireland, the Education and Training Boards and other organisations to add value to the implementation of the FET Strategy. In collaboration with them, and in consultation with learners and employers, we will plan and develop innovative, adaptable and effective solutions to support adult literacy, numeracy and digital skills development.

## What will we do to achieve this objective?

- We will establish an agreed method of planning with SOLAS and ETBI, confirm priority actions, and keep under review the most effective approaches to achieving those actions.
- We will identify and highlight how innovation in recognising prior learning and skills can support learner pathways to FET and to employment.
- We will introduce a new e-learning platform that will create and enable the development of further professional development (PD) supports in the ETBs, including supports for those delivering ESOL courses, and family literacy programmes.
- We will assist learners to develop the basic digital skills necessary to access adult literacy supports online.
- We will expand learning opportunities through our e-learning platform to support ETBs, other centres, and individuals.
- We will devise and consult on a strategy for increasing adult numeracy learning opportunities.
- We will support learner independence by facilitating learner-directed events and activities, and gather and share learner feedback to help inform governance and decision-making in the FET sector.
- We will design and deliver tailored promotion campaigns on available literacy, numeracy, and digital supports in the ETB sector.
- We will devise and consult on strategies and innovations for increasing literacy, numeracy and digital skills supports in the workplace, with a focus on small to medium sized enterprises (SMEs).
- We will partner with the private sector to bring additional resources to meet national adult literacy, numeracy, and digital skills objectives.

## Objective 2

To create and share supports to improve literacy, numeracy and digital skills in healthcare and community development.

### Why did we choose this objective?

People may not feel that they have difficulties with literacy, numeracy, and digital skills until they are faced with technical language or feel unable to cope in new situations. If NALA can provide literacy, numeracy and digital skills supports at different points in people's lives or when they encounter difficulties, then we can show the benefits of learning for the individual. These benefits can lead to a wider circle of positive impacts on families, communities and the economy, and they may result in the person seeking further supports through adult education. For these reasons, we believe that tailoring literacy, numeracy, and digital skills supports to different environments is an essential part of our work.

Over the next three years, we are going to focus on the critically important contexts of healthcare and community development. In doing so, we will consider health policy led by the Department of Health, and community development initiatives supported by the Department of Rural and Community Development, and the Department of Employment Affairs and Social Protection.

### What will we do to achieve this objective?

- We will work with our partners in Healthy Ireland, to embed and expand health literacy initiatives to support better health outcomes.
- We will work with our partners to deliver community development initiatives that focus on the sustained re-engagement of adults with their communities. We will also identify how literacy, numeracy and digital skills initiatives can support that goal, by developing personal agency.

## Objective 3

To increase literacy, numeracy and digital skills through research, innovation, and effective communication.

### Why did we choose this objective?

There are many benefits to increasing levels of adult literacy, numeracy and digital skills in Ireland; benefits to individuals, to communities, and to the economy. A large part of our role is to make supports accessible and available to anyone who needs and wants them, when they want them. This requires us to be innovative in how these supports are researched, designed, communicated and promoted.

### What will we do to achieve this objective?

- We will provide leadership on effective literacy, numeracy and digital skills models and policies by collecting and sharing data and research evidence.
- We will identify and implement promotional activities to raise awareness and directly support Objective 1 and Objective 2 of this strategic plan.
- We will make NALA's digital literacy supports more accessible and known.
- We will test and measure the impact of the new e-learning platform on providing effective digital learning supports.
- We will research the potential for online training and accreditation to increase the use of plain English in the public sector.
- We will use new research to make the case to adopt a whole-of-government approach to adult literacy, numeracy, and digital skills.

# NALA – a learning organisation

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A learning organisation is one that has a culture of continuous improvement and actively assists and facilitates the engagement and development of its staff and Board. The success of NALA's strategic plan relies on a number of factors. Internally, these include our capacity to deliver it, how we use our available resources, our decision-making processes, and our ability to reflect on progress towards our goals and changes in our environment. As we continue to evolve and shape our culture, it is these aspects of learning that we want to focus on.

## What actions will we take to develop further as a learning organisation?

- We will communicate how our learning organisation actions are connected and collaboratively review their effectiveness. We will review our current work to establish its level of alignment with this strategic plan.
- We will evolve our model of annual planning to distinguish actions that support this plan – directly or indirectly.
- We will use the full range of our staff and delegate decision-making in line with our evolving organisational structure.
- We will align a new performance management and development system (PMDS) to our annual planning.
- We will identify professional development requirements, as part of our PMDS that support staff in growing and sharing their expertise.
- We will create internal intra-organisation structures and systems that promote and facilitate the sharing of knowledge and experience.
- We will develop, consult upon and agree decision-making criteria to ensure that significant decisions of the executive and Board are analysed from different perspectives and aligned with the strategic plan.
- We will evaluate the strategic plan in mid 2021, including analysis and reflection on developments internally and externally, and update, amend, or add to the strategic plan, as appropriate.

Our indicators of progress against these actions are included in the Appendix on page 22.

# Appendix

This appendix lists the actions and indicators for progress that we have identified in three main strategic objectives and NALA – a learning organisation.





## Objective 1:

To work in partnership to add value to the delivery of the FET Strategy 2020-2024 as it relates to adult literacy, numeracy, and digital skills.

Actions	Indicators of progress
Establish an agreed method of planning with SOLAS and ETBI, confirm priority actions, and keep under review the most effective approaches to achieving those actions.	<p>Documented and agreed approach to planning.</p> <p>Priority actions documented, and agreement reached on how they will be progressively reviewed.</p>
Identify and highlight how innovation in RPL and skills can support pathways to FET and to employment.	<p>Examination undertaken of how the RPL capacity of our new e-learning platform can be extended.</p> <p>Continued collaboration with ETBI and European partners to deliver the Check in Take Off (CITO) project within the agreed project plan.</p> <p>Planning conducted on where and how the CITO project can be successfully disseminated and tested to empower users to make decisions and take up learning opportunities.</p>
Introduce a new e-learning platform that will enable the development of further professional development (PD) supports in the ETBs, including for those delivering family literacy programmes.	<p>Finalisation of a scoping paper to explore the most effective means of developing PD supports through the new platform.</p> <p>Development of a tailored PD plan in collaboration with ETBI and the ETBs.</p>
Devise and consult on a strategy for increasing adult numeracy learning opportunities.	<p>Publication of numeracy research.</p> <p>Development of a numeracy strategy, in consultation with the FET sector, with agreed actions, responsibilities and timelines.</p>

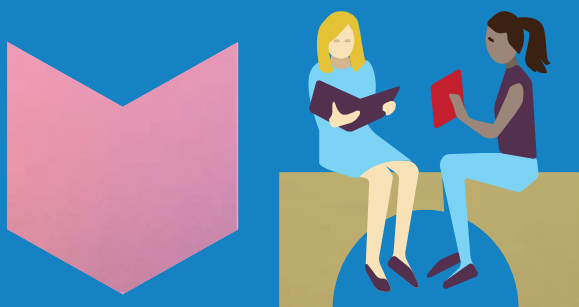
Actions	Indicators of progress
Assist learners to develop the basic digital skills necessary to access adult literacy supports online.	<p>Documentation of process and content provided in assisting learners to access our new e-learning platform.</p> <p>Identification of opportunities to repurpose the outcomes of this work to support other digital contexts.</p>
Expand learning opportunities through our e-learning platform to support ETBs, other centres, and individuals.	Evidence of expansion of learning opportunities through the new e-learning platform.
Support learner agency by facilitating learner-directed events and activities and gather and share learner feedback to inform governance and decision-making in the FET sector.	<p>Production and sharing of learner feedback reports.</p> <p>Report on impact of learner feedback received.</p> <p>Increased stature of the learner.</p>
Design and deliver tailored promotion campaigns on available literacy, numeracy and digital skills supports in the ETB sector.	<p>Agreement of promotion targets and plan.</p> <p>Delivery of agreed promotion campaign.</p> <p>Collaboration with ETBI and the ETBs on outcomes and learning from promotional activities.</p>
Devise and consult upon strategies and innovations for increasing literacy, numeracy and digital skills supports in the workplace, with a focus on small to medium sized enterprises (SMEs).	Consultation and research undertaken to inform strategies and innovations.
Partner with the private sector to bring additional resources to meeting national adult literacy, numeracy and digital skills objectives.	Development of a communication and promotion plan that includes approaches to securing third-party partnerships and funding.



## Objective 2:

To create and share supports to improve adult literacy, numeracy and digital skills in healthcare and community development

Actions	Indicators of progress
Work with our partners in Healthy Ireland to embed and expand health literacy initiatives, to support better health outcomes.	Evidence of sustained use of health literacy initiatives.  Additional healthcare professionals involved in health literacy initiatives.
Work with our partners to deliver community development initiatives that focus on the sustained re-engagement of adults with their communities, and identify how literacy, numeracy and digital skills initiatives can support that goal, by developing personal agency.	Commencement of new community development initiatives that have been agreed with our partners.



## Objective 3:

To increase literacy, numeracy and digital skills through research, innovation, and effective communication

Actions	Indicators of progress
<p>Test and measure the impact of the new e-learning platform on providing effective digital learning supports to learners.</p>	<p>Agreed method for periodic testing and measuring the impact of the new e-learning platform.</p> <p>Documented outcomes of testing and measurement of impact of new e-learning platform.</p> <p>Improvements to the new e-learning platform identified and implemented.</p>
<p>Make NALA's digital literacy supports more accessible and known.</p>	<p>Research conducted on the impact of our new e-learning platform.</p> <p>Identification of potential extended audiences for our new e-learning platform.</p> <p>Active collaboration with external partners to promote our new e-learning platform and Helpmykidlearn.ie to those requiring these supports.</p> <p>Increased use of resources, including our new e-learning platform and Helpmykidlearn.ie by those requiring these supports.</p>
<p>Identify and implement promotion activities to raise awareness and directly support Objective 1 and Objective 2 of this strategic plan.</p>	<p>Development and implementation of a communication and promotion plan to raise awareness and to support Objectives 1 and 2.</p>

Actions	Indicators of progress
<p>Research the potential for online training to increase the use of plain English in the public sector.</p>	<p>Documentation of research undertaken about online training in plain English.</p> <p>Decisions made and documented on how to pursue online training in plain English.</p>
<p>Provide leadership on effective literacy, numeracy and digital skills models and policies by sharing data and research evidence.</p>	<p>Methods agreed and in use to support systematic collation of in-house data and research evidence.</p> <p>Identification of research opportunities that can provide evidence of the benefits of improved literacy, numeracy and digital skills.</p> <p>Promotion and sharing of NALA's research and evidence with stakeholders and policymakers.</p>
<p>Start a discussion with government, grounded in research, on the benefits of a whole-of-government approach to adult literacy, numeracy and digital skills.</p>	<p>Finishing of research project conducted by TASC (Think-tank for Action on Social Change).</p> <p>Development of a summary of TASC findings for distribution to interested parties.</p> <p>Written proposal for a government working group on literacy, numeracy and digital skills.</p>



## NALA – a learning organisation

Actions	Indicators of progress
Communicate how our learning organisation actions are connected and collaboratively review their effectiveness.	<p>Development of communication tools to illustrate the connections between the actions.</p> <p>Staff feedback sought and reviewed on the effectiveness of the chosen actions, as part of a process of continuous improvement.</p>
Review our current work plans and their alignment with this strategic plan.	<p>Comparison of work plans with objectives and actions in strategic plan.</p> <p>Identification and record of work being undertaken that is not captured in this strategic plan.</p> <p>Agreed approach to how work not reflected in this strategic plan will progress over the next three years and identification of how much resources it will require.</p>
Evolve our current model of annual planning to distinguish actions that directly and indirectly support the strategic plan.	A revised template for annual planning being used.
Use the full range of our staff and delegate decision-making in line with our evolving organisational structure.	Analysis undertaken of the effectiveness of the distribution of responsibilities across the annual plan.
Align a new performance management and development system to our annual planning.	Revised model of performance management developed – and in use.

Actions	Indicators of progress
<p>Identify professional development requirements that support staff to grow their expertise and contribute to the expertise of colleagues. (This will be done as part of our performance management and development system).</p>	<p>Incorporation of professional development requirements into the performance management and development system.</p>
<p>Create intra-organisation structures and systems that promote and facilitate the sharing of knowledge and experience.</p>	<p>Agreement on and implementation of cross-team engagement opportunities that enable the sharing of knowledge and experience.</p>
<p>Develop, consult upon and agree decision-making criteria to ensure that significant decisions of the executive and Board are analysed from different perspectives and aligned with our strategic plan.</p>	<p>Development of decision-making criteria.</p> <p>Agreement on decision-making criteria at Board level.</p> <p>Use of decision-making criteria, as appropriate.</p>
<p>Carry out a mid-term evaluation of this strategic plan, including analysis and reflection on developments internally and externally, and update, amend, or add to the plan, as appropriate.</p>	<p>Documented approach to mid-term evaluation of strategic plan at outset of implementation of plan: including what measures will be used to evaluate our strategic plan, how and when will evidence be collected to inform the evaluation, and how will the evaluation be informed by cross-team engagement opportunities.</p>

# Glossary

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## Advocate

A person or organisation that actively supports or argues for a cause, idea or policy, which may involve raising awareness, recommending particular action and, or, speaking up for a person's rights

## Collaborate

Work together with other people or groups on an activity or to reach a particular goal

## Community development

A process where community members come together to take collective action and generate solutions to common problems

## Digital skills

Life-skills that involve the knowledge, skills, and behaviors needed to use a range of digital devices and technology such as smartphones, tablets, laptops and desktop computers and the confidence to use these skills in everyday situations

## Education and Training Boards (ETBs)

ETBs are statutory authorities which have responsibility for education and training, youth work and a range of other statutory functions

## e-Learning (Electronic Learning)

Learning involving the use of a computer or electronic device, for example a mobile phone

## Equality

A state of being equal or equivalent

## ESOL

English for speakers of other languages

## ETBI (Education and Training Boards Ireland)

ETBI is the national representative body for Ireland's sixteen Education and Training Boards

## Evaluate

Study something carefully and measure its features against certain standards to see what is good or needs to be improved

## Exchequer

The exchequer is a central fund that all tax payments and other revenue received by the State are paid into

**FET Strategy 2020 - 2024**

An Irish Government plan to provide high quality, integrated further education and training (FET) opportunities for learners and students

**Healthy Ireland**

An Irish Government plan to improve health and wellbeing

**Human right**

A right which is believed to belong to every person

**Level (1 – 10) Qualification**

One of the 10 levels of qualifications a person can get in Ireland

**Mission**

An aim of a group, an organisation or a person

**Numeracy**

A life-skill that involves the competent use of everyday mathematical skills and the confidence to manage the mathematical demands of real-life situations

**Objectives**

Planned results to be achieved within a stated period in the future

**OECD**

The Organisation for Economic Co-operation and Development (OECD) is an intergovernmental economic organisation with 36 member countries

**Partnership**

Two or more people or groups working together on an activity or to reach a particular goal

**Personal agency**

Personal agency is the ability of a person to make decisions and act on his or her own behalf

**Plain English**

Plain English is a way of presenting information that helps someone understand it the first time they read or hear it

**Policy**

A course of action adopted or proposed by an organisation or person

**Recognition of prior learning**

The recognition of prior learning (RPL) describes a process used to evaluate skills and knowledge gained through life outside of formal education and training

**SOLAS**

The Further Education and Training Authority in Ireland

**Stakeholder**

A person or group with an interest (a stake) in the actions or policies of an organisation, which means that they may affect the actions or policies and or be affected by them

**Strategic**

Something that forms part of or relates to a long-term plan to achieve an aim

**TASC**

TASC (Think-tank for Action on Social Change) is an independent organisation whose core focus is addressing inequality and sustaining democracy

**Vision**

In this plan, a mental picture of something positive in the future

**[www.helpmykidlearn.ie](http://www.helpmykidlearn.ie)**

This website brings together relevant information for parents and the wider community to support children's literacy and numeracy development

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**Literacy learning websites:**

Learn with NALA on [www.nala.ie](http://www.nala.ie)  
[www.helpmykidlearn.ie](http://www.helpmykidlearn.ie)

**Plain English website:**

[www.simplyput.ie](http://www.simplyput.ie)

**Freephone support line:**

1800 20 20 65

# About the National Adult Literacy Agency (NALA)

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The National Adult Literacy Agency is a charity and membership organisation that works to ensure people with literacy and numeracy difficulties can fully take part in society and have access to educational opportunities that meet their needs.

Since we were set up in 1980, we have been involved with tutor training, developing teaching materials, education services, policy making, research and campaigns to raise awareness of adult literacy issues and services in Ireland.

Many individuals and organisations have contributed to adult literacy work in Ireland. For our part, we have put literacy on the political agenda and secured funding for adult literacy services. Currently there are 65,000 adults attending ETB adult literacy courses nationwide.



**National Adult Literacy Agency**  
Áisíneacht Náisiúnta Litearthachta do Aosaigh

[www.nala.ie](http://www.nala.ie)



Ireland's European Structural and  
Investment Funds Programmes  
2014-2020

Co-funded by the Irish Government  
and the European Union



European Union  
Investing in Your Future  
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