

NALA Student Development Fund

Annual report 2021

How the fund was used in 2021 and feedback from students about learning from the Covid-19 pandemic

SOLAS

An tSeirbhís Oideachais Leanúnaigh agus Scileanna
Further Education and Training Authority



National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh



EUROPEAN UNION

Investing in your future
European Social Fund



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

**Co-funded by the Irish Government
and the European Union**

Contents

Executive Summary	3
Activity undertaken	6
Selection of photos from 2021	11
Student feedback	13
What students learned from Covid-19 pandemic that they will use in future.....	13
Tips for well-being.....	18
How students would like to learn in future	19
Other issues students raised with NALA.....	20
The impact of the fund from staff in centres point of view	20
Next steps	23

Published by

National Adult Literacy Agency (NALA)

Date of publication

January 2022

Acknowledgements

NALA wishes to thank all the centres and students who took part in the 2021 Student Development Fund. NALA is grateful to Catherine Devlin, of NALA's Student Subcommittee, and Margot Walsh, of the Adult Literacy Organisers Association who assessed the applications with the NALA Student and Membership Officer.

Acronyms used in this report:

ESOL – English for Speakers of Other Languages

ETB – Education and Training Board

FET – Further Education and Training

QQI – Quality and Qualifications Ireland

Executive Summary

This report gives an overview of the NALA Student Development Fund in 2021. It includes information on:

1. how the fund was used (page 6);
2. responses students gave about their experiences - learning from the Covid-19 pandemic (page 13); and
3. the impact of the fund from staff in centres point of view (page 20).

The aim of this report is to share the student feedback and also show the benefits of consulting students and having non-tuition group activities.

To us in NALA, it is clear that centres not only appreciate the Fund, but they see huge benefits to it. Examples of benefits are bringing new experiences and skills to students, teambuilding and giving students a voice. We believe this report will be of interest to those involved in adult literacy provision and to those involved in adult education more generally.

SOLAS, the Further Education and Training Authority of Ireland provides €40,000 finance for the Fund. NALA administers the Student Development Fund which supports local centres to carry out a non-tuition group activity for adult literacy students. The fund encourages student empowerment and the enjoyment of learning in the community. One of the criteria for assessing applications is how staff in the centre consulted with students in putting together the application. Another criteria is how the application promotes student development. When centres are successful in applying they agree to gather student feedback on a topic set by NALA. Centres include that student feedback in their written report to NALA on the fund. NALA summarises the feedback and shares it with our stakeholders through this report.

Who are the beneficiaries?

The fund is for adults and young people who are improving their literacy, numeracy and digital skills in a centre or on a programme and for ESOL learners (learning English). The fund must be used for students on courses that are pitched at up to and including Level 4 (not beyond Level 4) on the QQI Framework of Qualifications. Students could be in one-to-one or group tuition or improving their literacy as part of another programme. For example, on a Return to Education programme, family

learning, health and well-being, community education or a Youthreach programme. The terms “student” and “learner” are used interchangeably in this report.

Changes to the fund in 2021

The fund provides a grant, usually of up to €650 and the funding is considered a subsidy – it may not cover all the costs of the activity. In 2021, there was no restriction on the amount of funding you could apply for. Also, centres could opt to buy technology-enhanced learning equipment instead of, or in addition to, doing a non-tuition group activity.

Table 1 below shows that in 2021, 48 adult education centres, from 14 ETBs, benefited from the fund. 24 of the 48 centres who used the fund bought technology equipment. 1,370 students took part in activities and 658 students gave feedback to NALA.

Table 1. The number of centres who applied, were approved and drew down the Fund in 2021 and the number of students involved

Applied for the fund	57 centres
Successful applications	57 centres
Drew down the fund	48 centres
Bought technology items	24 centres
ETBs involved	14 ETBs
Students who benefitted from the fund	1,370 students
Students who gave feedback	658 students

Nine centres that were approved for funding in 2021, did not draw down the fund. The reasons were:

- difficulty carrying out the activity due to the Covid-19 pandemic restrictions and students being nervous about taking part (5 centres)
- change of staff, new staff and gap in staff cover with staff off sick (3 centres)
- the ETB not being able to find a supplier (1 centre)

The amounts of funding NALA allocated to centres ranged from €320 to €4,400. The total spend in 2021 was €43,973.

The Student Development Fund is one of the ways NALA hears from adult literacy students. Since it was set up in 1980, NALA has ensured that the views and experiences of adults with literacy and numeracy difficulties guide and inform the quality of our work. We do this by:

- having student members on our Board;
- having a Student Subcommittee of our Board;
- organising annual Student Days;
- supporting local centres with the Student Development Fund;
- holding other student specific events that focus on empowerment; and
- documenting and sharing our work with stakeholders.

To apply for the fund, centres must be small organisation members of NALA or, be one of two centres that apply under a large organisation member (such as an Education and Training Board).

Activity undertaken

Activities undertaken in 2021 ranged from doing a one-day Barista training course, to having a reptile zoo visit the centre, to pottery and art workshops, visits to cultural sites like Bunratty Castle and buying technology items. For the full list of activities, see Table 2 below.

Table 2. Name of centre and activity that took place funded by NALA in 2021 (all centres are adult literacy centres unless otherwise stated)

Education and Training Board (ETB)	Name of centre:	2021 activity with the NALA Student Development Fund:
Cavan and Monaghan ETB	Cavan	Bought 10 Samsung Galaxy Tablets and covers to support an intensive tuition in adult basic education group, and for use in classes in Cavan on "Introduction to smartphone and tablet" courses.
	Monaghan	Bought two scanning pens (reading pen with monolingual dictionaries providing word definitions) to support independent reading and suit learners with dyslexia and other literacy difficulties.
City of Dublin ETB	Dublin 8 Community Education Centre	Bought 35 laptop bags for the laptops the centre bought in 2020 so students could attend class from home using Zoom. Students had been carrying the laptops in boxes.
	South Inner City	Created a video of students telling their experiences of returning to adult education and what it has meant for them as individuals, and for their families.

	Finglas	Learners, who were unable to attend classes and particularly marginalised by Covid, went on a trip to the zoo. There is no direct bus route to the zoo from Finglas, so they hired a bus (zoo is quite costly).
Cork ETB	Cork Anti-Poverty Resource Centre Churchfield	Purchased web cameras, headphones and a printer to enable the students to learn Zoom and be able to print out their work. Also purchased a Galaxy Tablet and cover.
	Fermoy	Visited Fota Wildlife Park and Gardens with packed lunches.
	Mahon	Bought three Galaxy Tablets for students. This added to the stock of what students can learn to use in class and borrow. It gave more learners the chance to become familiar and confident with IT skills.
	Mallow	Trip to Blarney Castle and gardens.
	Midleton, Cobh and Youghal (3 centres)	Bought 15 Alcatel Tablets to help learners with their digital literacy.
	Youthreach Mahon	Workshop in Kinsale Pottery and Arts Centre. Students spent the day working with different clay and glazes. Students used the potter's wheel and received their finished pieces after ten days.
Donegal ETB	Donegal Town	Gardening project with Refugee Resettlement Programme students and student doing Employability Skills in Horticulture (QQI Level 3). ESOL students learned about what you can and cannot grow in Ireland. Horticulture students learned about the climate, fruits and vegetables in the ESOL students' home country.
	Finn Valley	Bought a Mobile Tall Book Display bookcase and a C-Pen Portable Reader (digital pen) and shrubs that students then planted at the centre.
	Inishowen	Bought bookcases and books for students.

	Letterkenny	Bought a 75" Flat Screen TV and Sound bar for ESOL students in particular. They can complement their learning and enjoy time together in a safe and relaxed place they know. Also bought a Samsung Galaxy tablet .
	Milford	Bought three club armchairs and a C-Pen Portable Reader (digital pen) to keep a focus on reading during a time of when people often have a more urgent need to learn digital skills.
Galway and Roscommon ETB	Lisnamult (Roscommon)	Bought visualizers, earphones and graphics tablets.
	Monksland (Athlone Town)	Bought visualizers, earphones and graphics tablets.
	Tuam, Headford and Dunmore (3 centres)	Purchased 3 Virtual Reality headsets (Oculus Quest 2), a coding embroidery machine and wireless keyboard and mouse sets for learners.
	Youthreach Lisnamult	Six students attended a Barista Coffee Training Workshop.
Kerry ETB	Kenmare	Bought equipment for research , field studies and classroom study in the area of biodiversity and a computer tablet for photography and research. A tutor with qualifications in zoology and science is developing a themed literacy programme for learners at QQI level 2 in the area of Biodiversity.
	Killarney	Bought two vegetable trugs, two cold frames and garden tools . Students grew their own vegetables.
	Listowel	Three different groups did a workshop with a local organic gardener . They put into practice what they had learned - bought soil, seeds and fertilizer, made a raised bed, set herbs and vegetables and watched them grow!

Kildare and Wicklow ETB	Baltinglass and Blessington (2 centres)	Trip to Russborough House with guided tour, a discussion on the NALA topic, a walk around the grounds and lunch in the cafe.
	Bray	Bought four Samsung Tablets and cases for classroom and for loan out to students where they do not have a device at home.
	Kildare and Athy (2 centres)	Bought an iPad and Apple Pencil for each centre to aid more students, especially beginner ESOL students. Students can highlight the word with the pencil and use the Speak option to have the text read aloud. This helps with pronunciation.
	Naas	Bought two digital pens (one Lingo and other Reader) so literacy learners can practice reading at home and in the centre. Learners can check they have read words correctly and practice reading more difficult text and larger words.
	Wicklow	Bought four Samsung Tablets and cases for classroom and for loan out to students where they do not have a device at home.
Kilkenny and Carlow ETB	Kilkenny	Two tailored workshops for parents on a family learning programme, with an artist in the Butler Gallery .
Limerick and Clare ETB	Ennis (Core Skills)	Trip to Bunratty Castle for ESOL students with some family members as they had not visited there before. Also bought items for an Irish project in two schools.
	Shannon	Student group doing level 2 and 3 horticulture visited the Vandeleur Gardens in Kilrush and visited a Halloween exhibition at Bunratty Castle and Folk Park.
Longford and Westmeath ETB	Athlone	Bought art materials, seeds and compost and a polytunnel for family learning project with local school.

Louth and Meath ETB	Navan	Did two trips with ESOL students , one to Collins Barracks and the other to Newgrange and the Brú na Bóine sites .
Mayo Sligo and Leitrim ETB	Carrick on Shannon	Visited a garden centre and did a workshop on wreath making .
Tipperary ETB	Clonmel	Developed a smartphone phonics app called " TETB Sound Out " now available to download to support learners with reading. Also funded a long and short version videos to promote the app.
	Nenagh Community Training Centre	Bought materials for students to make a bookcase shaped like a tree with NALA and Nenagh CTC initials on bookcase. Also bought books.
Waterford and Wexford ETB	Waterford Youth Training Education Centre	The National Reptile Zoo came to the centre . Trainees saw the reptiles and ask questions relating to them. They had a quiz and had pizza and desserts. Also bought a laptop for the centre and students to use.
Other NALA members	Mid West Simon Community	Trip to Bunratty Castle and gardens . Also bought two LENOVO IdeaPad laptops .
	South Dublin County Partnership	Bought a Zoom H8 Track Recorder for higher production value to increase listeners for podcast and learner voice sessions.
	Tiglin Challenge (beyond addiction) Wicklow	Bought three laptops for students recovering from addiction, improving literacy.
	Dublin Simon Community	Bought a laptop , laptop case, headset and wireless keyboard and mouse for clients to use when accessing services.

Selection of photos from 2021

Barista
Training,
Youthreach
Lisnamult



Gardening
project with
refugees on
Resettlement
Programme,
Donegal Town

Samsung
Galaxy
tablets,
Cavan



Bunratty Castle,
Mid West Simon

Butler
Gallery,
Kilkenny



Bookshelf,
Nenagh CTC



TV and
soundbar,
Letterkenny



Newgrange,
Navan



Student feedback

In 2021, we asked centres to gather student feedback on: What students learned from the Covid-19 pandemic that they will use in the future, tips for well-being and how students would like to learn in future. NALA sent successful centres a document giving key information about the fund, a guide for facilitators and the questions to ask students. We estimated it would take an hour to gather the student feedback.

658 students took part in the feedback sessions. More women than men took part with a ratio of 60:40. Just over a third of students were ESOL students. Mostly tutors and organisers facilitated the student feedback session. In four centres the students facilitated the session themselves. Mostly it was tutors or staff from the centres who took notes, but in nine centres, students themselves took the notes.

What students learned from Covid-19 pandemic that they will use in future

Centres asked students the following question:

What did you learn from Covid-19 that you will use in future?

Table 3. What students said they learned from Covid-19 that they said they will use in future and the number of centres where students raised this point.

What students said they learned from Covid-19 that they said they will use in future	Out of 48 centres, the number of centres where students raised this point
Digital skills are essential	33 centres
We need to protect ourselves and others	21 centres
Relationships with family and friends are crucial	21 centres
Our attitude to life affects us	16 centres
Exercising and being outdoors improves life	9 centres
Classes themselves are important	8 centres

Table 3 above shows that what students said most frequently that they learned from the Covid-19 pandemic was about the importance of digital skills. Next was the need to protect themselves and others along with another topic that relationships with

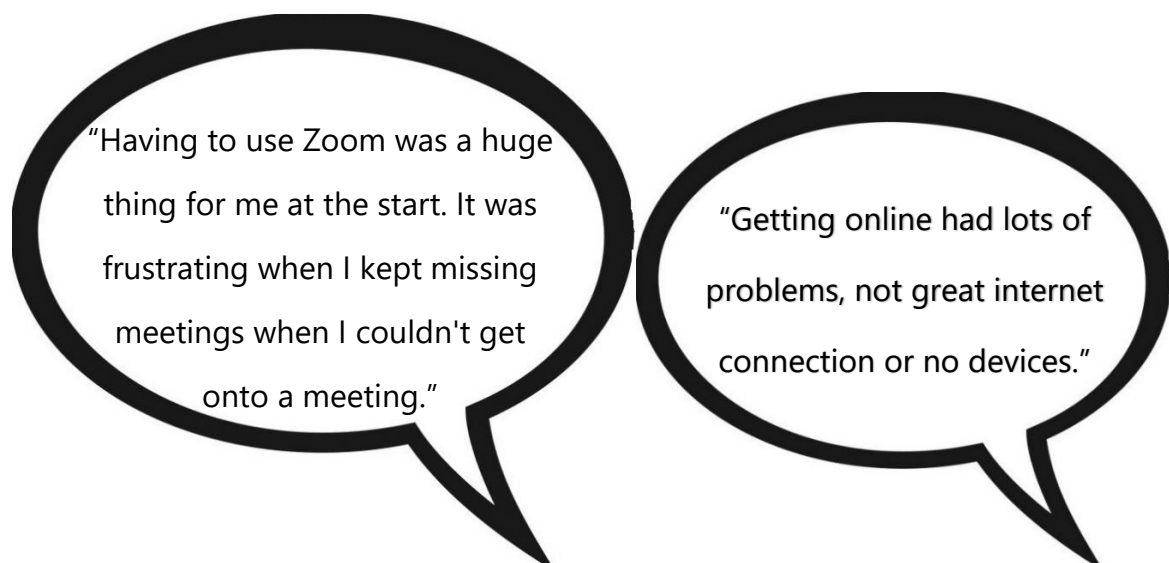
family and friends are crucial. This was followed by the theme that our attitude to life affects us. The importance of exercising and being outdoors was next followed by how classes themselves are important.

Digital skills are essential – students in 33 centres

Students from 33 centres said what they learned from Covid-19 that they will take into the future was the importance of digital skills. Students learned to use technology for everyday tasks such as paying household bills and online banking but technology was for keeping in touch with family and friends as well. Students also learned to use communication apps, for example Microsoft Teams and Zoom that was directly related to online classes. There was more fun stuff too, like using apps to identify plants and shrubs for lockdown walks and playing local bingo on zoom.

Being prepared for remote learning was identified as something that they needed to do now. Students realising the usefulness of digital skills in a pandemic situation, and for everyday life. Learning digital skills became necessary for important things like communication with family and friends, learning and finding health information.

Some students had a computer but could not use it. They found learning technology awfully hard. Finding a quiet place to use the computer at home was hard. Students became more aware of scams and learned to block scam numbers from their phone. Some did not have up-to-date technology. Students were appreciative of being given laptops on loan so they could use Zoom. Some struggled in the beginning but were delighted that they learned new skills and were able to participate in class.





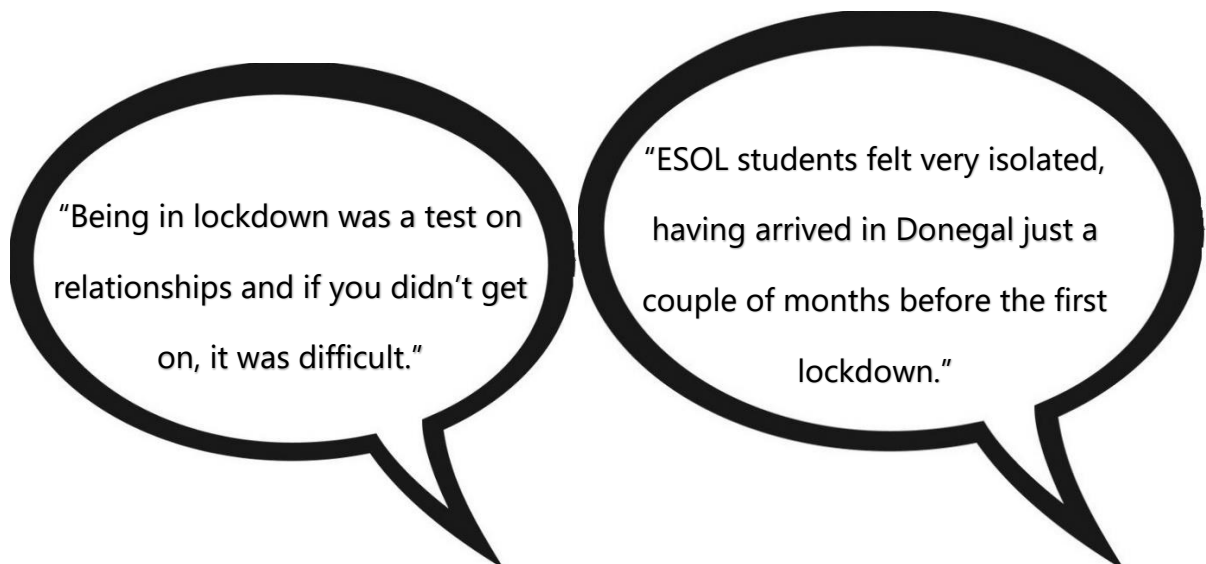
We need to protect ourselves and others – students in 21 centres

Students from 21 centres said that they learned to protect and take care of themselves and their families more during the Covid-19 pandemic.

They will take that with them into the future. They learned the health and social actions required during the pandemic (social distancing, coughing and sneezing etiquette, washing hands and sanitizing, wearing a mask, the importance of vaccines, generally being more cautious and staying in if feeling unwell and not mixing with other people and to follow guidelines, comply with rules around restaurants and how best to protect each another). Restricting going to shops and visited houses was difficult to learn throughout the Covid-19 pandemic. Some students said they became more aware looking after their mental health.

Relationships with family and friends are crucial – students in 21 centres

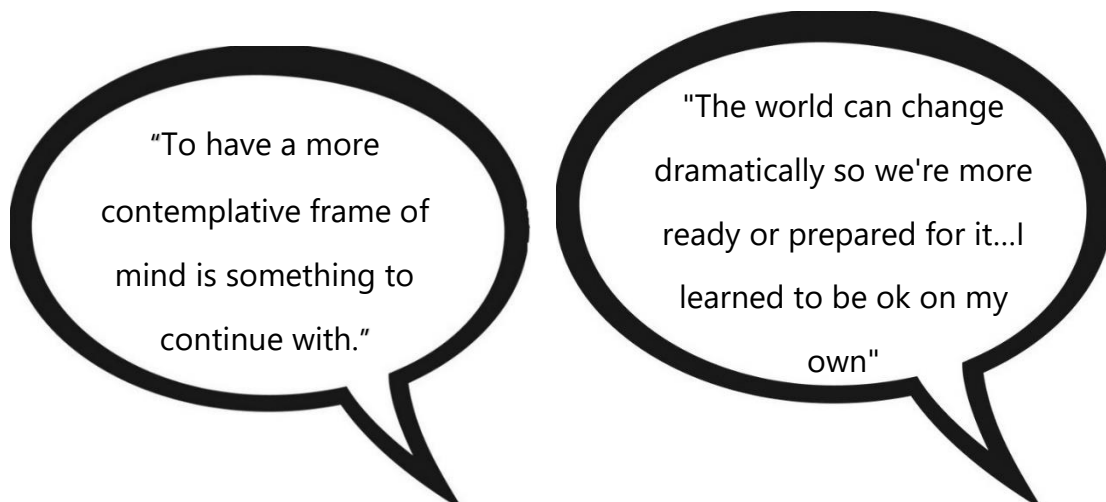
Students from 21 centres said that what they learned was the importance of meeting family and friends and how relationships affect them. Students missed meeting people, not being able to visit neighbours, go to weddings or funerals because of the large crowds. They felt in future they will make an effort to get out and see people.



Our attitude to life affects us – students in 16 centres

Students in 16 centres said they became more philosophical, realised how things can change dramatically and that they needed to be prepared. Some students said they:

- would take life less for granted, they appreciated things more - being able to go shopping or to the cinema,
- saw the importance of respecting each other's space - in class and at home,
- felt more grateful for peoples support and realised it is okay to ask for help,
- were aware that they are responsible for their own actions and health,
- felt less stressed,
- felt they achieved more than before the Covid-19 pandemic, and
- felt critical thinking, communicating and understanding things would be most important in future.

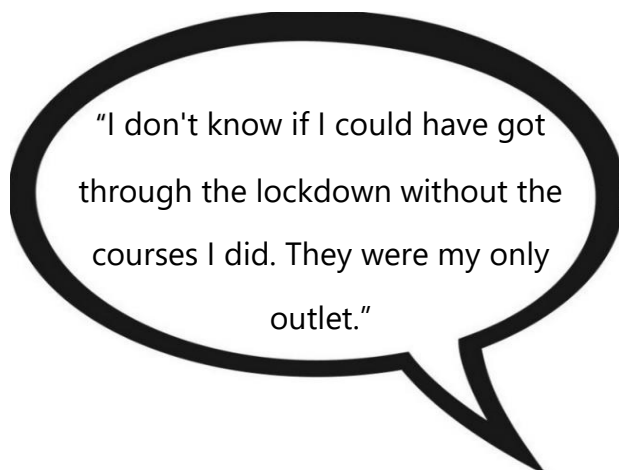


Exercising and being outdoors improves life – students in 9 centres

Students from nine centres said exercise, and walking in particular, was good for well-being. Both physical and mental health were mentioned. Other students said gardening and being in nature outdoors was important.

Classes themselves are very important – students in 8 centres

Students from eight centres said classes and meeting face to face was important and being in lockdown took that away. They missed the support of other students. They appreciated the opportunity to borrow a laptop for studies but found doing the amount of work online overwhelming. They were glad to have the opportunity to have classes in person, so as to have more guidance and be able to ask questions. Some students found the Covid-19 pandemic very isolating and lonely. Fear was a big factor. Some felt that all they learned was that no one was very worried about them.



Tips for well-being

Centres asked students the following question:

What tips for well-being do you have?

Table 4. Students' tips for well-being

Tip for well-being	Out of 48 centres, the number of centres where students said this
Do exercise especially walking	31 centres
Keep in touch with people	30 centres
Do a hobby, something you love	21 centres
Eat healthy food	13 centres
Go to classes	10 centres
Use relaxation techniques	10 centres
Have less screen time	8 centres
Do gardening	8 centres
Watch TV and movies	7 centres
Look for help if you need it	6 centres
Keep a good routine	5 centres
Get enough sleep	5 centres

Table 4 above shows that the thing students in most centres said was a tip for well-being was doing exercise. This was closely followed by keeping in touch with people, including family, friends, classmates and neighbours. Thirdly they said to do a hobby, something you are interested in. Other tips that students raised are listed above with how frequently these came up from students in the different centres.

How students would like to learn in future

Staff in centres asked students an open question:

In the future, how would you like to learn?

Table 5. Students views on how they want to learn in future

What students said about how they would like to learn in the future	Out of 48 centres, the number of centres where students said this
Face-to-face in the classroom	43 centres
A mix of face-to-face in the classroom and online learning	27 centres

Table 5 above shows there was a clear preference for face-to-face learning in the classroom with students from 43 centres saying this. Students from 27 centres said they would a mix of classroom and online learning.

The importance of their peers – students in 16 centres

Students from 16 centres mentioned the importance of their peers and students from five centres mentioned the importance of tutors.

Struggles highlighted – students in 13 centres

Students from 13 centres highlighted struggles they had when answering this question. These included:

- difficulties caused by having poor information technology skills,
- problems with Wi-Fi and Internet connections,
- distractions at home
- not having equipment (laptops, tablets) at home,
- a lack of routine and missing the social aspect of class.

Also, students from eight centres said they'd like to learn more from trips and workshops for skills. Students from seven centres used this opportunity to again highlight how important they feel digital skills are for the future.

Other issues students raised with NALA

Staff in centres asked students:

Are there other issues you wish to raise with NALA at this time?

Students in 21 centres thanked NALA for the Fund. In 14 centres, students gave feedback on NALA resources, particularly the student workbooks NALA circulated in 2021¹. They gave feedback on webinars, the Distance Learning Service and NALA's student days. In seven centres they said about the effects of the Covid-19 pandemic.

The impact of the fund from staff in centres point of view

Staff filling in the online report gave two or three points about the most important impact of the fund. Summarising those points, four main impacts of the fund in 2021 have been identified. The four impacts were, the fund:

- Gave students new experiences – 22 centres said this.
- Helped develop skills – 21 centres said this.
- Contributed to teambuilding amongst students and staff – 19 centres said this.
- Empowered students and gave students a voice – 14 centres said this.

Quotes from centre staff about new experiences:

"Many of the students in this group do not have their own transport and would rarely get an opportunity to travel to anywhere other than Cork City, even before lockdowns." – Ruth Doherty, Fermoy.

"Even getting on the bus was exciting. We learned new things and did proper clay for the first time on the wheel, and made real cups and bowls that we can use." – Beth Brennan, Youthreach Mahon.

"It was great to finally meet up after all the online work. It was great to feel valued by NALA and the Gallery. The artist was really good, she helped the group to understand the art and the activities were great, bringing home ideas to do with the kids was very popular." – Helen Walsh, Kilkenny Adult Learning Service.

¹ NALA developed "Digital Matters", "That's Interesting!" and "Voices Workbook" with funding left over from the 2020 Student Development Fund (low uptake due to the Covid-19 pandemic).

Quotes from centre staff about skills

“It enabled Tipperary ETB to develop an App ([“TETB Sound Out”](#) app) that supports the most vulnerable in our community to learn how to read, in their own time, on their phones, between classes.” – Mary Roche Cleary, Tipperary ETB.

“Our final year students who study the Leaving Certificate Applied programme missed out on a large part of the work experience aspect of their course due to the Covid-19 restrictions. Students received a certificate on completion of the Barista Training course and have a qualified skill for their CV's.” – Teresa Silke, Youthreach Roscommon.

“Your funding helped us to provide meaningful activities for our clients. These activities enables our clients to gain skills and experience that will help those experiencing homelessness gain employment and sustain a tenancy.” – Cliona Maughan, Dublin Simon Community.

Quotes from centre staff about teambuilding

“They thoroughly enjoyed the guided tour, the walk and the lunch but most of all the human connection, the chat and the laughter. The students feel valued when they are provided with an outing like this, they genuinely appreciate the fact that the learning centre and NALA would go to the trouble and expense of organising a day out for them. It increases their commitment to their attendance and their learning.” – Annette Mangan, Blessington and Baltinglass, Co. Wicklow.

“Students enjoyed planting shrubs at the FET centre and this activity had a positive impact in terms of the groups working together, learning new terminology in relation to the garden and having fun at the same time.” – Georgina Thompson, Stranorlar, Donegal.

“Students enjoy the sessions with new activities and high standard technology available to them. They have increased interest in videos and TV programmes, which has already encouraged our ESOL students to be motivated to watch more national TV at home for language practice. The impact of the fund is huge. Students want to come to the Centre to meet their friends and tutors. They have the appetite

for more interactive activities. We are now equipped and ready for our ESOL Club activities which complement accredited learning. Students' sense of loneliness that the pandemic made them experience is being addressed and minimized.” – Emilia Niewulska, Letterkenny.

Quotes from centre staff about empowerment, confidence and students’ voice

“Learners led this project, which gave all a sense of belonging. All had an input into what choice of books and online magazines that were bought. They met everyone's needs. It has given our learners the opportunity to have a library and appreciate books, which some have never done before.” – Jacqueline Carroll, Nenagh CTC.

“This was transformative and empowering for the learners to be able to produce their own lunch. The learners discovered that it is easy to sow your own and you don't need a huge amount of space. Some quotes - 'I can't believe I grew something myself from a seed to a plant.', 'You connect with nature, it is good for your physical and mental health.’” – Mary Concannon, Killarney.

“The fund gives flexibility, it gives students a voice regarding how they want to spend the fund. It empowers learners. This is funding for the learners, it their 'pocket money' from NALA to spend.” – Brid Murphy, Mahon, Cork.

“There was a sense of achievement from the group that their funding application was successful and the views and opinions were listened to. Furthermore they are proud that this is helping other learners and groups.” – Deirdre O’Callaghan, Cavan.

“This allowed us to take a huge step forward in incorporating more of the learners’ voice in to our thematic through the recording of the students’ story and feedback. We are putting more emphasis on the gathering the learners’ stories using their own words and voice and the fund helped us to do this...The equipment has allowed us to widen the scope of this project and include more participants and get stories from a more diverse cross section of the community. It means that as we begin to return to a face-to-face environment the equipment will allow us to bring people together and still create strong and good content with a high production value.” – Kenneth Ryan, South Dublin County Partnership.

Next steps

1. **Share this report:** NALA will share this report with our stakeholders. For the purpose of this report stakeholders include:
 - NALA's – Staff, Board, Subcommittees and Members;
 - SOLAS;
 - Adult Literacy Organisers' Association;
 - Learner Representatives on Education and Training Boards;
 - Education and Training boards Ireland (ETBI);
 - Adult Education and Guidance Initiative; and
 - AONTAS.
2. **Get in touch:** The NALA Student and Membership Officer is available to respond to any queries you might have from what came up in this report².
3. **Use the ideas given here for future events:** Staff in centres can read this report and pick up ideas of places to go and technology items to buy.
4. **Know the positive impact of this fund:** A key finding of the fund in 2021 was the positive impact that the fund had on students and staff in centres.³
5. **Refer to this report for adult literacy students' experiences.** 658 students gave feedback to NALA that is summed up in this report. There is evidence of how adult literacy students struggled with online learning during the Covid-19 pandemic. There is evidence of help given by staff in centres to enable students to learn online. Students may be interested in hearing the tips for well-being given by students in the 48 centres. The majority of students who gave feedback, would prefer face-to-face learning (students from 43 centres). There is also strong support for a mix of face-to-face and online learning (students from 27 centres).
6. **NALA will consult with stakeholders about feedback topics for 2022.**

² For questions about anything raised in this report please contact Margaret Murray, Student and Membership Officer, NALA, mmurray@nala.ie or telephone 01 412 7928.

³ NALA plans to continue to provide this fund in 2022. Centres will be able to apply for the fund in late-February 2022 with a closing date in March. Centres will be able to undertake activities from mid-April to October 2022.