

Our year and our work



NALA

National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh

Annual Report

2021



About this report

This report tells you about our work and finances in 2021.

Patron:

Michael D Higgins, President of Ireland

Chairperson: Margaret Kelly

CEO: Colleen Dube

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About NALA

We are the National Adult Literacy Agency (NALA).

We believe literacy is a human right.

We work to ensure that people with unmet literacy, numeracy and digital literacy needs can fully take part in society and have access to learning opportunities that meet their needs.

We are a charity and a membership organisation.

What we do

- We enable adults to develop their literacy, numeracy and digital literacy through education and training programmes.
- We support adult educators in their work. We provide training, develop teaching materials and work with tutors to share best practice and pioneer new teaching methods.
- We help organisations remove literacy-related barriers to customers accessing their services or to staff who may struggle with literacy.
- We work in partnership with government departments, organisations, tutors and learners to advance adult literacy policy and provision.



Our vision, mission and values

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.

Our mission

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 values

- Literacy is a human right
- Inclusion
- Collaboration
- Transparency
- Innovation
- Quality and best practice
- Equality



A message from our Chair and CEO

In NALA, we believe that literacy is a human right. However, in Ireland over half a million adults have unmet literacy needs. Even more have numeracy and digital literacy needs. This has a devastating impact on individuals, families, and communities.

Throughout 2021, we helped people to develop their literacy, numeracy and digital literacy skills. We listened and responded to callers to our Freephone. As no one learner is the same, our responses and our services are tailored to their needs and goals.

We offered information along with an extensive range of learning options, including referral to guidance and literacy services in a local Education and Training Board (ETB), and phone and online tuition with us.

Supporting tutors

We know from our conversations and collaborations that literacy tutors are incredibly busy and creatively supporting students in very challenging times. We support them by providing online training, webinars and courses and by sharing research on best practice and innovative teaching approaches. Feedback from tutors has been very positive. We will continue to develop our offerings to respond to tutors and students alike.



Literacy awareness

Many individuals with literacy needs find information difficult to understand and act on. We provided a range of editing, training and literacy awareness services to organisations to ensure that information and services are accessible and 'literacy friendly'.

To inform our work, we have collaborated on several European funded projects. We also commissioned and collaborated on research in a diverse range of areas including family literacy, financial literacy and numeracy.

Adult Literacy for Life

And finally, in September 2021, after many years of advocacy and months of consultation, the Government launched **Adult Literacy for Life** (ALL): A 10-year Adult Literacy, Numeracy and Digital Literacy Strategy.

Beyond its intrinsic importance to ensure the right to education, the Strategy has the potential to transform the lives of individuals with literacy needs. The Strategy is a whole of Government approach that will enable a range of organisations in society to combine their efforts to address this important area.

The Strategy builds on the work which NALA has been doing for over 40 years working closely with the ETBs and other partners. We welcome the opportunity to make a meaningful contribution to the Strategy's implementation.

NALA is participating in a working group and the ALL Strategy Implementation Group with Government Departments, SOLAS, Education and Training Boards Ireland (ETBI) and other stakeholders to ensure the Strategy's success.

Partnership

As more and more services are available online, it will be important that the digital divide is addressed for those with literacy needs. We will be focussing on this area in the year ahead. Working in partnership with others, we will continue to develop our online learning platform **'Learn with NALA'** and explore how we can do more to reach and support 'hard to reach' learners.

Now, more than ever, it will be vital that we support people with literacy needs, so that they can access and understand information, make constructive choices, self-advocate, and adapt to continuing change.

So, have a look around you - one-in-six people has a literacy need. They could be a neighbour, a family member, your customers or staff. In the following summary of our 2021 activity you might find inspiration to encourage them to pursue an educational opportunity, to provide more accessible services or get in touch with us for support or with a suggestion.

Because together, we can make a difference.



Margaret Kelly
NALA Chairperson



Colleen Dube
NALA CEO

Our priorities in 2021

1. Individuals with unmet literacy, numeracy and digital literacy needs

2. Adult literacy educators and services

3. Organisations dealing with the public

4. Policy makers and the general public

1.

Individuals with unmet literacy, numeracy and digital literacy needs

2021 at a glance



1,200

Our Freephone team provided 1,200 callers with information on local ETB services, NALA's Tutoring Service and Learn with NALA.



4,287

Our tutors and learning support workers provided 4,287 one-to-one phone tuition to 428 learners.

1,657



772 learners achieved 1,657 Quality and Qualifications Ireland (QQI) awards.

4,190



4,190 people registered to use our eLearning website Learn with NALA.



1,370

Our Student Development Fund benefited 1,370 students in 48 adult education centres.

1. Individuals with unmet literacy, numeracy and digital literacy needs



Personal story

Linda Waldron, County Laois

"In school I was a bit wild. I didn't want to be there and I missed a lot of days because I was working. But as I got older, I really regretted not paying attention.

"When I was reading a book, I wouldn't know a word – it wouldn't make sense. It was so frustrating. And it wasn't the teacher's fault. They were trying to help but I was just annoyed and frustrated. It is really hard in a classroom, I thought I'd be laughed at.

"I work as a cleaner now and it is a great job, but I don't want to always be doing cleaning, I love working with people and I think I have a lot to give."

" I just said 'I am going to make a change for myself'. It's the best thing I ever did."

Linda Waldron



"During the pandemic I saw the NALA advertisement on Facebook and I just said 'I am going to make a change for myself. I am going to help myself and learn to read and write'. It was a big step for me, I usually hold myself back from anything like that.

"Every Monday evening, I chatted to my tutor and I looked forward to it. And as I was reading with her, I was listening to myself get more confident. I have 12 nieces and now I can help the younger ones. I'd recommend it to anyone who is struggling with reading or writing. It's the best thing I ever did.

"Now I'm in Portlaoise Adult Education Centre, Laois and Offaly ETB, doing literacy and digital skills and I absolutely love it. I am hoping to do some computer classes and then maybe work towards an office job."

Linda Waldron, NALA Tutoring Service Learner

Image: © Michael Donnelly Photography 2021.

1. Individuals with unmet literacy, numeracy and digital literacy needs



Our work in 2021

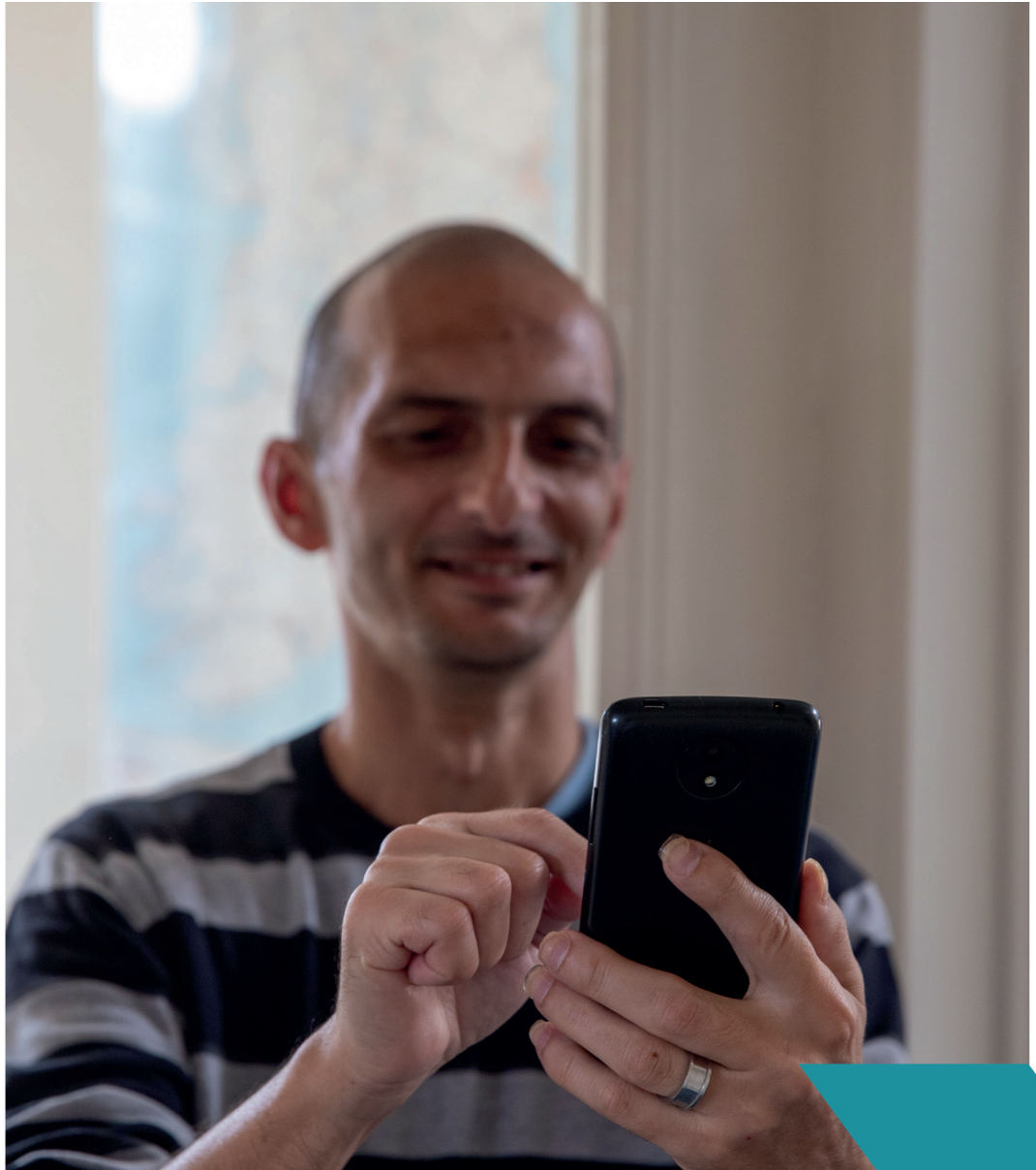
We made it easier for more adults to develop their literacy, numeracy and digital literacy through education and training programmes.

Information and advice

We spoke to **1,200** people with literacy, numeracy and digital literacy needs who contacted us for information and advice.

Many callers were nervous about making the call. We offered a friendly, reassuring voice to put them at ease. We listened, and depending on their requirements, we put them in contact with their local ETB adult literacy service, NALA's tutoring and online services, or sent them learning resources.

We also developed a new data sharing agreement with ETBs so that callers to our Freephone in 2022 will get the choice to get a call-back directly from their local ETB to discuss learning options.



1. Individuals with unmet literacy, numeracy and digital literacy needs

Teaching by phone

Our tutors and learning support workers provided **4,287** one-to-one tuition sessions by phone to **428** learners. They delivered personalised tuition, working with people on whatever they wanted to learn until they achieved their goals.

We also piloted a shorter learning option, for anyone who wanted immediate assistance with a particular literacy, numeracy or digital literacy task, such as filling in a form. This resulted in **195** people accepting the offer of a one-to-one shorter learning option and **453** people received follow up information packs and resources.

Learning online

We offered a range of free, easy-to-use online courses on **Learn with NALA**, our new and updated eLearning website. It provides adults with a unique opportunity to access over 50 courses in subjects such as English, Maths, Computers and Digital Media, and get certification.

During the year, **4,190** people registered to use Learn with NALA. Half used the website to learn independently at home and the remaining used it with support from other educational centres or teachers. This shows that the website is a very useful blended learning tool.

Accreditation and certification

We supported **772** learners achieve **1,657** national awards with Quality and Qualifications Ireland (QQI). **1,164** of these national awards were achieved at level 2 and **493** were achieved at level 3. For many people this was the first time they got a national qualification and it acted as a stepping stone for them onto further education and training courses.

We also issued **1,194** NALA Certificates of Completion to learners who successfully completed unaccredited courses on Learn with NALA. These courses included Certificates in level 1 Computer skills, Data handling and General Learning. We were delighted with this figure as it surpassed our target of 300 for the year.

Student webinars

The NALA Student Days were replaced with a series of five webinars: Looking after your wellbeing; Being wise online; Tips for digital learning; Public speaking; and Creating Writing. **153** students attended the webinars which is similar to the numbers that attended previous Student Days.

1. Individuals with unmet literacy, numeracy and digital literacy needs

Student development work

We provided a Student Development Fund to **48** adult education centres. The fund provides small grants for students to organise and take part in activities they might not normally get a chance to do, learn something new and meet other students.

1,370 students benefited from a range of exciting activities that including barista training, pottery workshops and trips to places of interest such as Fota Wildlife Park and the Burren. Students said that the cost, lack of transport and 'not thinking the activity was for them' acted as a barrier to doing these types of activities in the past. Those who took part in the barista training really appreciated the opportunity, as they felt it increased their employability as they had missed out on work experience during the year.



There was also a range of technology developed and bought to support student learning. These purchases included the development of a Phonics based app, tablets and electronic pens.

The total fund that was allocated to centres was €40,000.



Centres who receive the funding also gather student feedback for NALA. This year **658** students gave feedback on their experience of learning during the pandemic and how they would like to learn. We have shared the feedback with our Board, SOLAS and ETBI, and will also use it to inform our work.

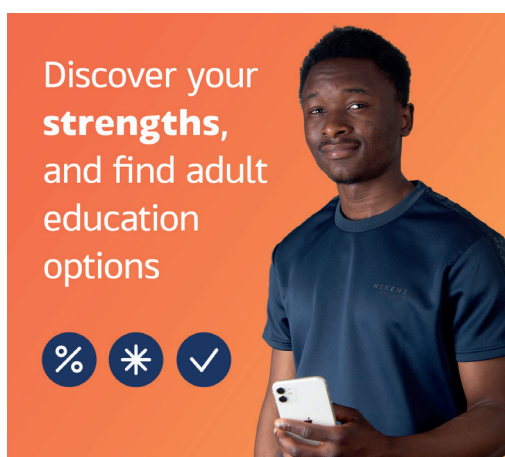
1. Individuals with unmet literacy, numeracy and digital literacy needs

Self-assessment tool – CITO Skills Checker

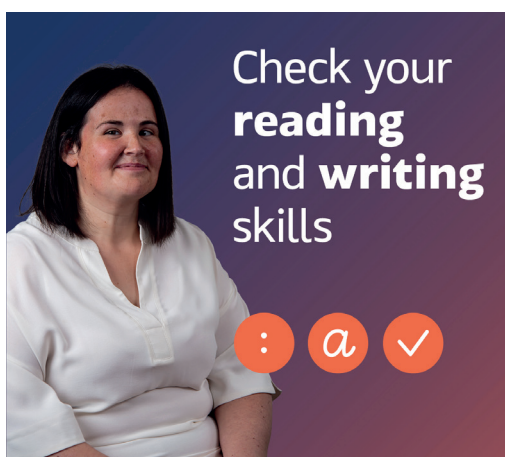
We developed an easy-to-use, online self-assessment tool called the Check-In, Take-Off (CITO) Skills Checker. It allows adults to recognise their existing skills and identify skills that can be developed. Once someone completes the assessment, it suggests relevant learning opportunities so that adults can go on to improve their skills, learn new ones and achieve their learning goal.

This Erasmus+ funded CITO project was done in partnership with Education and Training Boards Ireland (ETBI), Waterford Institute of Technology (WIT), the Ministry for Education and Employment – DRLLE for Research, Lifelong Learning and Employability (Malta) and Fønix AS (Norway).

We have also recently developed the CITO Communications Toolkit, which has been designed to help organisations to promote and engage with the CITO Skills Checker.



CITO Skills Checker



CITO Skills Checker



2.

Adult literacy educators and services

2021 at a glance



1,793

1,793 practitioners from ETBs participated in 76 professional development events and training.



238

238 practitioners enrolled on 445 professional development courses on Learn with NALA.

492



492 tutors in 151 centres were set up to use our eLearning website Learn with NALA for blended learning.

15,000



15,000+ teaching and learning resources were sent to ETB and non-ETB adult literacy services nationwide.



120

120 participants took part in workshops on family literacy.



Partnership story

Portlaoise Prison's Education Unit

In 2020 and 2021, we were involved in an inspiring literacy project with Portlaoise Prison's Education Unit, Laois and Offaly Education and Training Board and Waterford Institute of Technology, with support from Dublin Adult Learning Centre.

As a result of educational and wider inequalities, the average literacy level of prisoners is much lower than the general population. Not many people realise that over 40% of incarcerated people in Ireland left school before the age of 14. In this pilot programme, seven incarcerated men in Portlaoise Prison were supported to graduate as literacy tutors and are now qualified to support other men improve their literacy.

" People say we are doing the right thing using our time here like this. Using it to be educated."

Peer Literacy Tutor



The participants call themselves 'The Peers.' They have normalised education and learning in the prison so now it is a good thing to have books under your arm. The positive impact of 'The Peers' is confirmed by teachers from the Education Unit who say that the numbers of people turning up for support has increased. These quotes sum up the project best:

"I took part in the training because I understood how difficult life could be for people without literacy skills. I discovered many prisoners wanted to write letters to their families, especially their children, and could not due to literacy issues. I had the desire to help these people."

"People say we are doing the right thing using our time here like this. Using it to be educated. Many see it as the best way to do time."

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Our work in 2021

We supported adult educators in their work. We provided training, developed teaching materials and worked with tutors to share best practice and pioneer new teaching methods.

Professional development

We organised **76** professional development events on best practice in adult literacy, numeracy and digital literacy teaching. Many of these were delivered with ETB adult literacy professionals and showcased and shared the sector's innovative approaches to teaching literacy, numeracy, digital skills, and English for Speakers of Other Languages (ESOL).

1,793 adult education professionals from ETBs participated in this training, surpassing our target of 800 for 2021. Of these 1,102 took part in webinars and workshops. 238 took part in online training while 453 took part in blended customised training sessions.

Another **120** participants took part in eight workshops on family literacy and sharing of best practice family literacy guidelines.

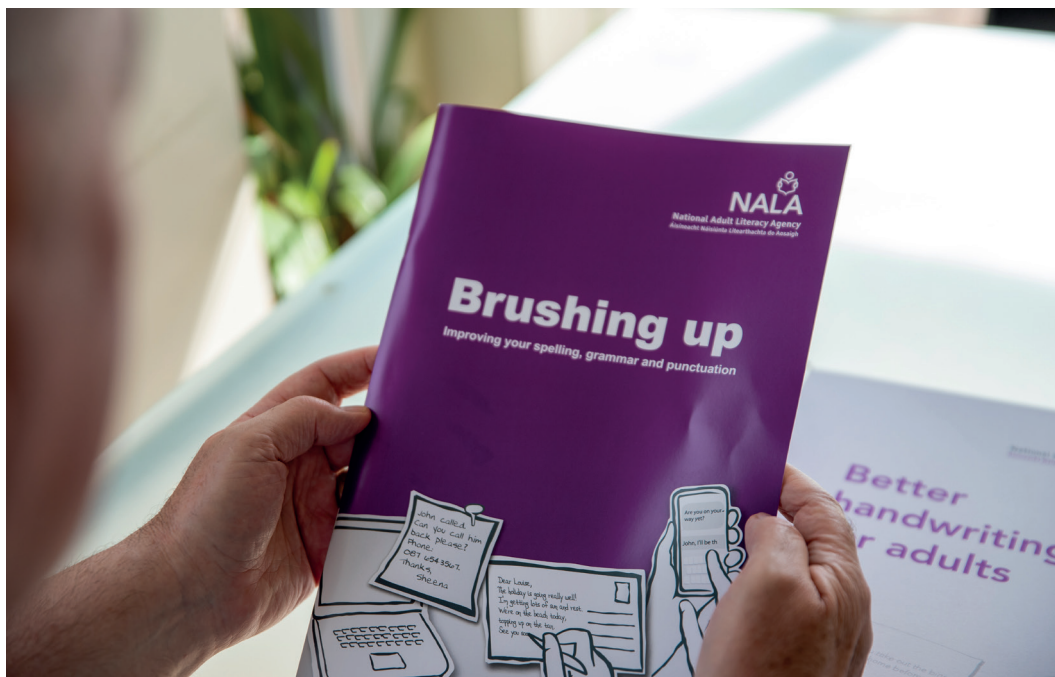


2. Adult literacy educators and services

Online courses for tutors

We offered four professional development courses on our eLearning website Learn with NALA. These courses facilitate adult education professionals to add to their knowledge by learning at a time and location that suits them.

During the year, **238** educators enrolled on courses and we issued **200** NALA professional development Certificates of Completion. The courses cover topics about preparing learning materials and integrating literacy which is highlighted as important in the further education and training professional development strategy.



Teaching and learning resources

We developed five new teaching and learning resources on a wide range of topics and themes that interest learners and tutors.



'Digital Matters' is a workbook for learners with practical instructions on how to use technology, search the internet and use social media.

'That's Interesting!' is a book of worksheets that learners can complete with their tutor or on their own.

'Voices Matter' was designed to be used alongside our recently published book of short stories, VOICES.

'Facts Matter' is an introductory guide for tutors who wish to build their learners' knowledge and critical thinking on media and digital matters.

'Preparing Learning Materials' is a guide for tutors on creating, writing and designing learning materials.

We delivered **15,000+** of these valuable teaching and learning resources to ETB and non-ETB adult literacy services nationwide.

2. Adult literacy educators and services

Online teaching support and blended learning

More than **150** education centres chose to use our eLearning website **Learn with NALA** to teach their learners online. We designed it so that every education centre can apply their own branding to the website and they are given a unique website address to share with their students.

492 tutors from these centres were also set up with unique access to the website so that they can monitor and support their students work and we have supported them use the website in a blended learning context.

Tutors and students get access to thousands of resources and we do the paperwork for QQI certification so tutors have more time for teaching. Importantly, even if we do the paperwork for QQI, we don't count these learners when we report to SOLAS. They remain with the education centre. Last year **1,373** learners from **87** centres associated with ETBs and **64** centres in the community and voluntary sector registered to use the website this way.

3.

Organisations dealing with the public

2021 at a glance



1,056

We trained 1,056 staff, giving them the skills to write and edit using plain English guidelines.



98

We helped 98 organisations communicate more clearly by editing 148 documents and texts in plain English.

496



We delivered health literacy training to 496 healthcare professionals from 9 organisations.



1,055

Our webinar on why reading matters for Ireland Reads day was viewed 1,055 times.



794

We delivered 25 literacy awareness training sessions to 794 participants in educational, community, public and private sector organisations.



Training story

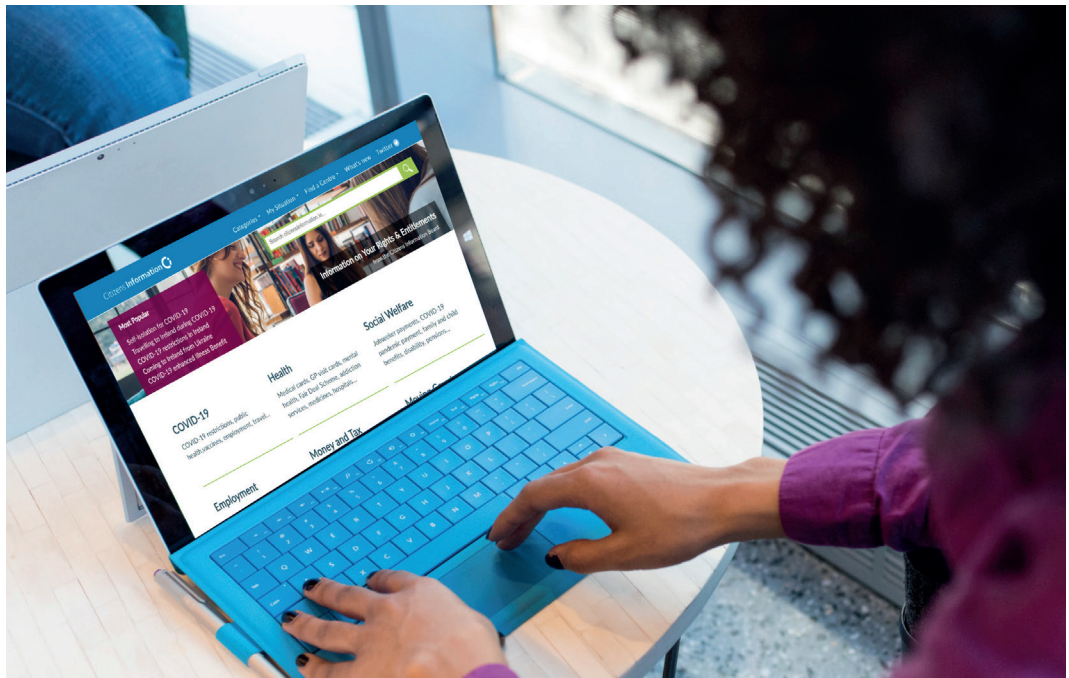
Citizens Information Board (CIB)

"In late 2020, the Citizens Information Board's Digital Content Team began working closely with NALA on a training and mentoring project. The Digital Content Team are the people who make sure that the information on citizensinformation.ie is regularly updated, factually correct and in plain English. This is no small task as last year over 45 million pages were viewed on the website!

"Twice a month, we met NALA for training sessions that included topics such as 'How to write effective hyperlinks', 'How to structure content' and 'How to reference legislation'. These sessions were always interactive, practical and rewarding. We also did 'Content critiques' where a member of the team volunteers to present a webpage they are writing and asks the team for structured feedback."

**" These sessions were
always interactive,
practical and rewarding."**

Cathy Gerrard, CIB



“While these can be a bit daunting, we all agreed that the ‘crits’ were a great learning experience for everyone involved. Importantly, team members could always consult with NALA on webpages that they were working on. The ongoing mentoring led to both sides developing an understanding of each other’s work and definitely resulted in greater clarity across citizensinformation.ie. As a member of the public recently told us:

‘I just want to compliment you on the simplicity and clarity of your website ... I wanted to find out some information on renting a property and the explanation was in clear English and, given the complexity of the subject, was easy to understand.’

“I think every single team member mentioned the NALA training sessions as something that worked really well last year, so that’s a testament to its success.”

Cathy Gerrard, Digital Content Manger, Citizens Information Board

3. Organisations dealing with the public



Our work in 2021

We provided professional services to help organisations to be more accessible to people with literacy, numeracy or digital literacy needs.

Plain English editing

We helped **98** organisations communicate more clearly with people accessing their services, including people who have literacy needs. We did this by editing **148** documents and texts in plain English to make them easier to understand and act on. We also developed style guides for organisations.

We worked with public sector organisations providing important information to the public. For instance, we worked on information about social welfare entitlements, health procedures and treatments, utilities, the environment and local government. We also edited documents for the private sector, for example financial information.



3. Organisations dealing with the public

Plain English training

We trained **1,056** staff, giving them the know-how and skills to write and edit using plain English guidelines. We made the training as relevant as possible by using examples from clients' own websites and documents. In our sessions, participants have the opportunity to apply what they learnt in a relaxed and supportive atmosphere.

We tailor the sessions for our clients' needs and that means being flexible. We delivered half-day sessions, full-day sessions, 2½ hour inputs, 1-hour inputs, and longer more extensive training to clients in a range of sectors. Our preferred training model is to deliver two 2½ hour sessions over two days, with a task in between sessions for participants.

Our evaluations show that this approach allows for greater engagement, deeper learning and time for the participants to absorb and use the techniques discussed. We also presented at a webinar on plain English that was attended by **300** participants.

Building and sharing our expertise

We attended an EU Commission conference on plain language and gleaned new insights into recent developments in this area such as Norway's planned plain language legislation (now enacted).

Our Plain English Coordinator became a National Standards Authority of Ireland (NSAI) registered technical expert on the NSAI expert group dealing with projects related to language and terminology.

The group is called International Organisation for Standards Technical Committee (ISO/TC 037) Language and terminology, and our coordinator is focused on the draft model of plain language standards being developed. When these draft standards are approved we hope they will encourage more people to use plain English guidelines.



3. Organisations dealing with the public

Literacy awareness training

During 2021, we delivered **25** literacy awareness training sessions to **794** participants in educational, community, public and private sector organisations. These were generally 1-hour sessions which included explanations of literacy statistics, how to know if a client may have literacy needs, how to deal with it sensitively and information on local ETB adult literacy services.

A former literacy student always speaks at our training about their own personal experience, and encourages participants to spread the word and reduce the stigma about literacy issues.

Each training session concludes with participants agreeing 'one small change' they will make, to make their organisation more accessible to individuals with literacy needs.

Health literacy work

We delivered health literacy training to **496** healthcare professionals from **9** organisations. Many people find health information difficult to understand and our training equipped healthcare professionals with the skills to support people to understand health information.

We continued our work promoting good health literacy practices with pharmacies and were delighted when the Haven Pharmacy Group became the first group to have all **49** branches receive our Crystal Clear health literacy quality mark. We award the mark to pharmacies where there is evidence of, and commitment to, providing a literacy friendly service. We also worked closely with the Irish Cancer Society and developed three patient information videos to raise awareness of key health literacy issues for people affected by cancer.



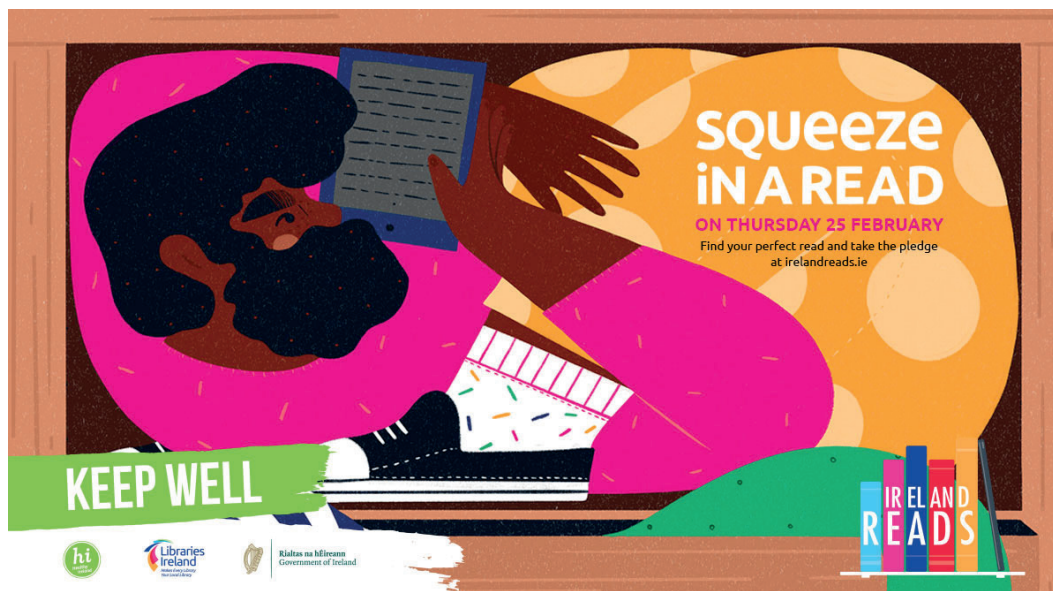
Clare McNally and Helen Ryan from NALA with Daragh Connelly from Haven Pharmacy Group.

3. Organisations dealing with the public

Linking with libraries

We partnered with the Irish library's **'Ireland Reads'** campaign that encouraged the public to 'Squeeze in a read' on 25 February 2021, a national day of reading. This resulted in a 30% increase in users of BorrowBox, the online platform for borrowing library books. As part of this campaign **150** people tuned in to watch a webinar we organised about why reading matters – the webinar has been viewed **1,055** times since then.

During the year, we also contributed to the public library's **'Right to Read'** national programme that promotes literacy and reading for people of all ages and backgrounds.



4.

Policy makers and the public

2021 at a glance



10

The new 10-year Adult Literacy for Life Strategy was launched in September 2021.



13

We made 13 policy submissions to government departments and state agencies.



3

We commissioned 3 research projects on financial literacy, family literacy and numeracy.

237



237 media pieces highlighting literacy-related issues and services.



6

We submitted 6 briefing papers to SOLAS in collaboration with NUI Maynooth.



353

Our Facebook awareness campaign led to 353 new enquiries and 195 requests for resources.



Workplace story

The benefits of learning

"I was working in a warehouse that shifted office equipment. I developed plantar fasciitis in my foot and shoulder cause the work was very, very heavy. I was called in by the manager and he said 'Look, we don't want to lose you, how do you fancy a part time job up in the office in customer services?'

"So, I contacted NALA to help me with my spellings and the tutor helped me update my CV cause I needed to do that as well. I knew I'd be fine on the phone but I was worried about emails and stuff like that because of the spellings. So, getting help with the spellings really helped me and I became a lot more confident about the work."

" I can't believe that at my age I'm now actually doing something I've always wanted to do."

Laura



"After a while I was getting better and better at what I was doing so they offered me a full-time job and now I'm working in the office as part of the sales team. I know this happened because I decided to update my skills. I probably should have gone back to education long before this, but getting the office job gave me the push I needed to be able to do this.

"I can't believe that at my age I'm now actually doing something I've always wanted to do. And I've signed up to do a computer course that can help me be more advanced in that area. I never thought I'd be able to get a job like this because I never did my Inter-Cert in school, but I'm doing it. I'm really grateful for where I am now and I know I got it through my own hard work and perseverance. I wish it hadn't taken so long, but now I can say I'm finally working in my dream job."

Laura, NALA Student - An in-depth look at the benefits of learning

(Excerpt from our '**Learning for Work**' report which detailed the benefits of workplace learning programmes)



Our work in 2021

We worked with government departments, organisations, tutors, learners, media and the public to raise awareness of, and develop appropriate responses for, unmet literacy needs.

Adult Literacy for Life strategy

In 2020, NALA called for, and secured, a commitment in the Programme for Government to develop and implement a new **10-year** strategy for adult literacy, numeracy, and digital literacy skills. Following this, Simon Harris TD, Minister for Further and Higher Education tasked SOLAS, the further education and training authority, with its development.

During 2021, we took part in **4** meetings of the Interdepartmental Stakeholder Group and Technical Advisory Committee and engaged in extensive consultation with our Board, staff and members to inform the development of the new strategy.

The new strategy, **Adult Literacy for Life (ALL)**, was launched in September 2021. Since then, we have continued to work with our members and all stakeholders on the implementation of the strategy.

Pictured on the next page is Minister Harris with Colleen Dube, NALA CEO, at the launch of the Strategy.



4. Policy makers and the public

Policy submissions

We made **13** policy submissions to government departments and state agencies to raise awareness of individuals with literacy, numeracy and digital literacy needs. Our submissions ranged from contributions on national government consultations such as the National Development Plan review, the Examination of Leaving Certificate Reform and Future Open Government National Action plan to stakeholder consultations such as the ETBI Strategy 2021-2023.

In each submission, we made the case that everyone should be enabled to have the literacy, numeracy and digital literacy skills they need to meet their needs, and that these skills are valued and supported at every level of society.

Research

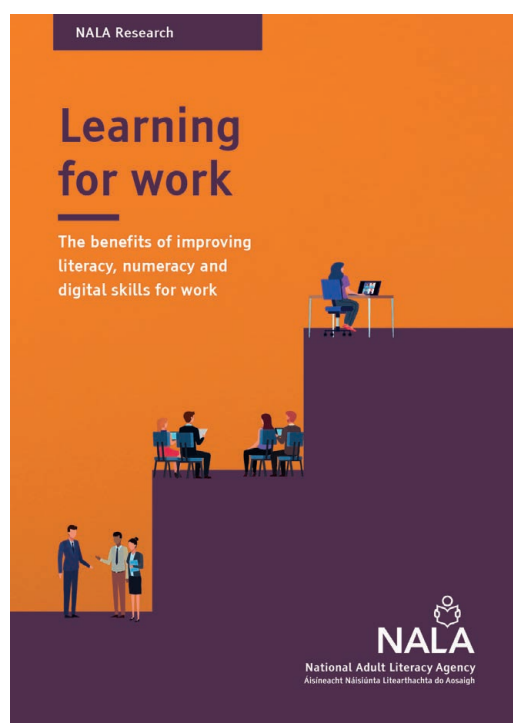
We submitted **6** briefing papers to SOLAS in collaboration with NUI Maynooth which aim to guide decision-making on themes emerging from three recent SOLAS-NALA-ETBI research reports on Family Literacy, Numeracy, and Inclusion of Adults with Intellectual Disabilities.

We commissioned **3** research projects on financial literacy, family literacy and numeracy for completion in collaboration with Thinktank on Action for Social Change (TASC), Trinity College Dublin and University of Limerick. Research and engagement with European partners continued on the Abedili and European Basic Skills Network projects.

We also launched our research report called **'Learning for work'** to raise awareness among employers of the benefits of supporting employees to improve their literacy skills. In this research, we gathered the views and experiences of:

- adult learners using our Distance Learning Service; and
- adults taking part in the ETB Skills for Work Programme, their employer and the Skills for Work coordinator for this programme.

The research showed that when adults improved their literacy, numeracy and digital skills, they reported an increase in their confidence and opportunities, particularly in the workplace.



4. Policy makers and the public

Awareness raising

We raised awareness of literacy, numeracy and digital literacy in Ireland through traditional and digital marketing tactics. We issued **8** press releases and did media interviews on topics related to family, health, digital and workplace literacy, as well as the new 10-year ALL strategy. This resulted in **237** media pieces highlighting literacy-related issues and services. There were articles, interviews and mentions of these topics in **20** national, **49** regional, **75** regional, **8** magazines and **85** online media.

We promoted successful student stories in the media, most notably through two short films that were funded by **An Post**, our long-time literacy partners. Michael Duffy, a former literacy student from Killashandra, County Cavan, told his inspiring story in a short film that featured at the An Post Book Awards on RTÉ One. In the film, he explained how improving his literacy at age 57 changed his life and opened up a new world of possibilities for him.



Before, he felt shut out from society but now he volunteers in his local community, takes part in amateur dramatics and passes whole evenings reading without realising the time. His video was watched **30,315** times after it was broadcast on RTÉ.

‘The unexpected letter’ short film featured student Linda Waldron, from Mountmellick, County Laois, who put pen to paper to write a letter to a co-worker who encouraged her to return to education. Her story brought to life the power of literacy and the written word, and was viewed **607,953** times online.



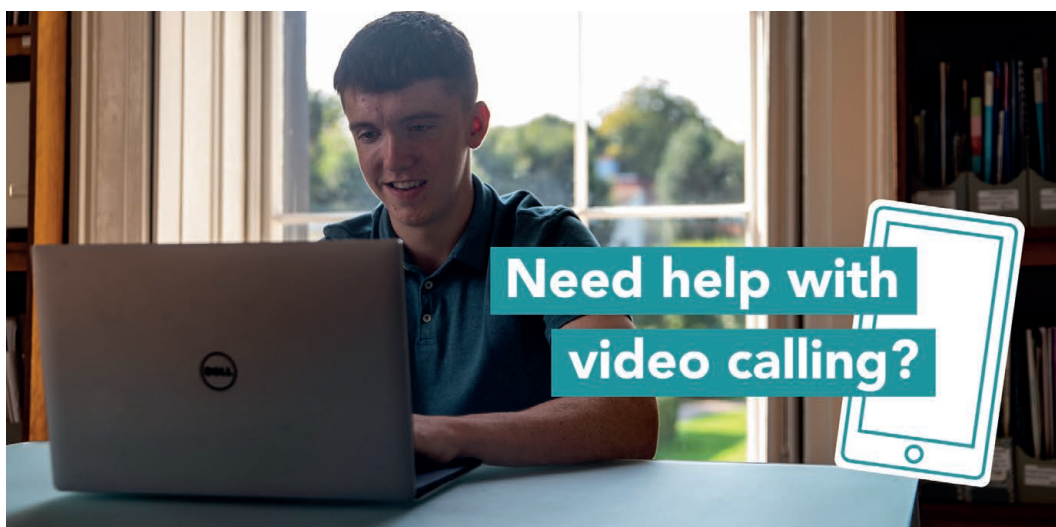
We also organised a series of **5** webinars starting on International Literacy Day. They focused on the challenges individuals with literacy needs faced when accessing public, financial and health information online.

200 people took part in these webinars.

4. Policy makers and the public

We delivered a digital marketing campaign with the aim of increasing awareness of and generating calls to adult literacy services in Ireland. The target audiences for the campaign were people with literacy, numeracy and digital literacy needs including early school leavers; parents; individuals with no qualification; and people who need help transitioning to the online environment. We chose social platforms that helped us to reach each of our target audiences, such as adults on Facebook and Instagram, friends and family on Twitter, and apprenticeship learners on Snapchat.

We ran ads on Facebook using a form that could be automatically filled in (pulling contact information from a person's Facebook page), that resulted in **353** new enquiries for us and **195** requests for resources. The breakdown of enquiries by the subject they wanted to learn was **163** technology, **135** literacy, and **49** numeracy.



We promoted our work and services through daily posts on Twitter, Facebook and LinkedIn as well as regular updates on our website and YouTube channel. This resulted in:

- NALA website: **98,000** users and **303,000** page views
- Facebook: **9,517** page likes and **6,021** engagements
- Twitter: **5,945** followers and **9,703** engagements
- LinkedIn: **3,792** page followers and **3,044** engagements
- YouTube: **495,533** video views

In addition to above statistics, our awareness work resulted in **1,200** individuals contacting us for information on literacy services. **61%** said they heard about us online, **24%** by word of mouth, **5%** on radio and the remaining from TV, newspapers or at events.

Partnership approach

Throughout the year, we worked with many organisations and stakeholders and offered advice on literacy, numeracy and digital literacy. These included:

- Department of Further and Higher Education, Research, Innovation and Science
- SOLAS, the further education and training authority
- Education and Training Boards Ireland
- Education and Training Boards
- Department of Health
- Department of Rural and Community Development
- Department of Social Protection
- Community and Voluntary Platform

An overview of our structure and funding

NALA is a registered company with limited and charitable status with **1,886** members.

We are governed by a Constitution consisting of a Memorandum and Articles of Association. We comply with the requirements of the Charities Regulatory Authority and the Governance Code for Community, Voluntary and Charitable Organisations. At our annual general meeting, members elect a Board, which makes sure our aims are put into practice.

We receive a grant of just over two million euro from SOLAS, the further education and training authority in Ireland, which enables us to staff a national office in Dublin and carry out our **work**. SOLAS also funds specific research and development work together with other government departments, state bodies, the European Union and the private sector.

Strengthening our effectiveness as an organisation

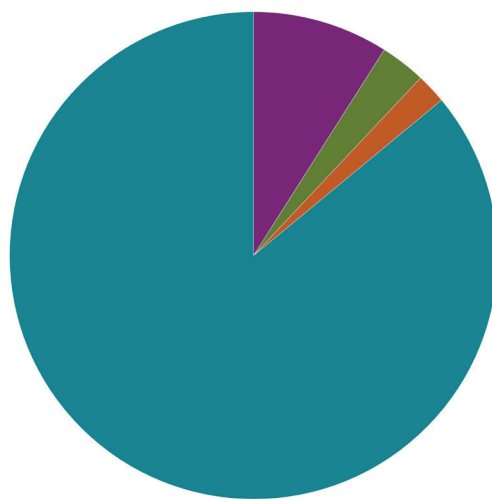
Our work in 2021

In 2021, we improved the effectiveness of our organisation to better meet our strategic objectives, increase accountability and impact and offer value for money.

Membership

Our members are individuals and organisations interested and involved in adult literacy. In 2021, we had **1,886** members and the income from membership fees was **€18,044**. During the year members availed of benefits including access to Learn with NALA, NALA's ezine, and discounts for using NALA's Plain English Service.

NALA membership in 2021:



● **86%** Free Members

● **9%** Small Organisation Members

● **2%** Individual Members

● **3%** Large Organisation Members

Our members include:

Individual and free members:

- adult literacy students
- tutors
- people working in education
- members of the public who are interested in literacy and numeracy

Small organisations members:

- adult literacy centres
- youthreach centres
- schools and community training centres
- prison, probation or Garda projects
- National Learning Networks
- disability support organisations
- Traveller organisations

Large organisation members:

- Education and Training Boards
- county libraries
- non-governmental organisations (NGOs)
- education-related national organisations
- organisations that are engaged in work with NALA through the Plain English Service, Literacy Awareness Training and solidarity work in the community and voluntary sector

Board

At our Annual General Meeting (AGM) on 24 April 2021 members elected a Board that oversaw our work during the year. All Directors of the Board give their time voluntarily and receive no financial benefits from the charity.

In 2021, NALA's Board had **14** Directors who met **7** times during the year and were responsible for our strategic direction and policy.

A document called Functions and Duties of NALA Board and its officers was distributed to all new members of the Board, along with the Constitution and the latest financial statements.

In May 2021, new Board Directors attended an induction session to familiarise themselves with the charity and the context within which it operates. Directors availed of training related to their duties on the Board and the subcommittees.

The Board also has four subcommittees, each with their own terms of reference and programme of work;

- 1.** Audit, Risk and Finance Subcommittee – met **7** times
- 2.** Literacy, Staff Policies and Governance Subcommittee – met **7** times
- 3.** Student Subcommittee – met **7** times
- 4.** Education, Training and Assessment Subcommittee – met **4** times

During 2021, NALA completed a review of its compliance with the Charities Regulatory Authority (CRA) Governance Code in accordance with the relevant CRA guidelines and templates and was fully compliant with all requirements of the CRA Governance Code at the 31 October 2021 filing date.

The minutes of the 2021 Board meetings are available on NALA's website [nala.ie](https://www.nala.ie).

NALA - a learning organisation

In 2021, NALA further developed the attributes and embedded the culture of a learning organisation. Key outcomes included:

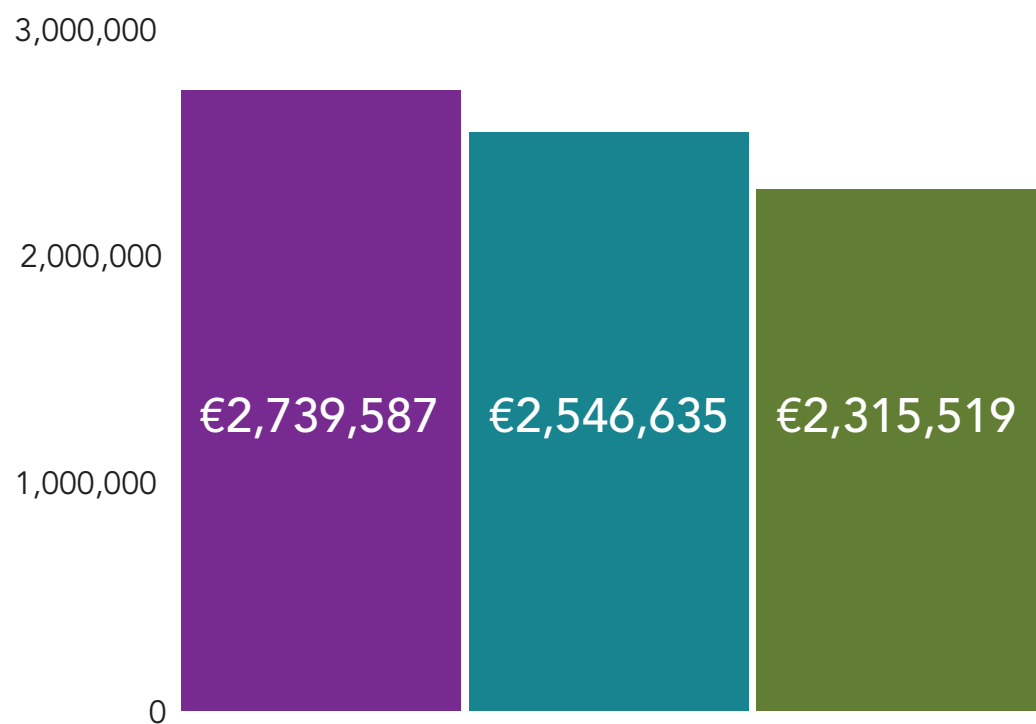
- holding regular staff committee meetings to propose ongoing actions and enhancements;
- revising the format of monthly staff meetings to be more participative and interactive;
- implementing a new professional management and development system and programme of training for all staff;
- considering and agreeing concrete actions to articulate and embed values of respect, fairness, trust and transparency in NALA's internal operations;
- consulting with NALA's distance learning staff to agree a new operational model and restructuring plan in the last quarter of 2021; and
- Implementing alignment with public sector pay and changes to retirement age and NALA's pension scheme.

Administration

In 2021, the Administration team:

- handled **3,025** calls, referring **1,210** callers to educational opportunities;
- disseminated **688** information packs;
- provided technical support to learners and centres using the Learn with NALA eLearning website;
- provided support on webinars, online events, finance, plain English and membership;
- managed recruitment campaigns for five new positions; and
- managed operations and resources to facilitate staff working both in-house and remotely during the pandemic restrictions.

Income 2021

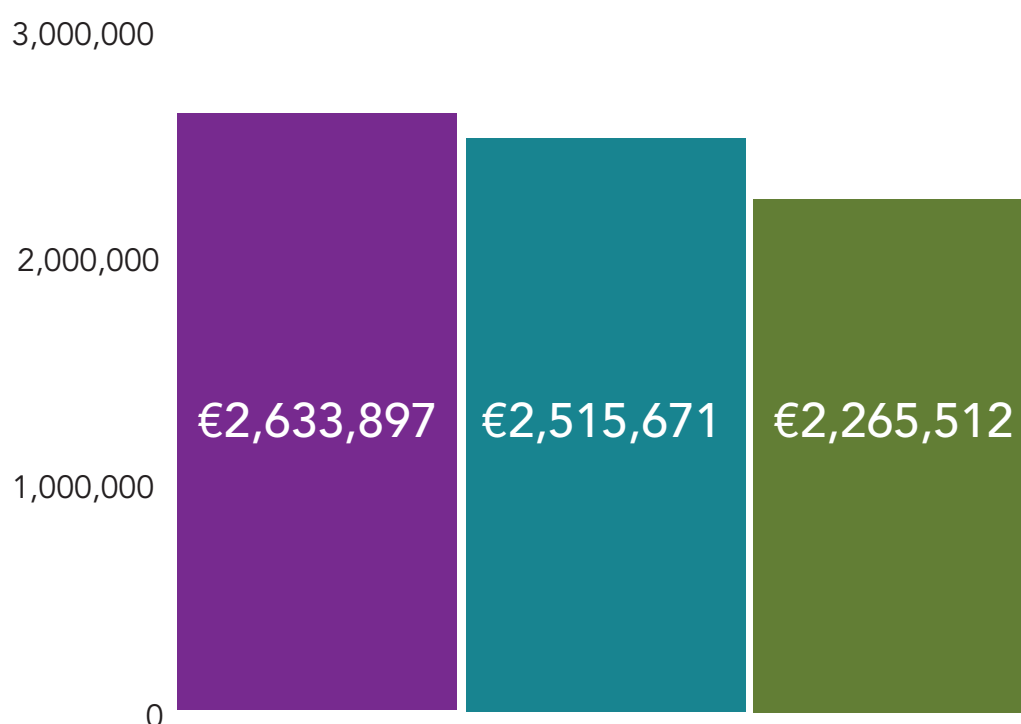


● Income 2021 - **€2,739,587**

● Income 2020 - **€2,546,635**

● Income 2019 - **€2,315,519**

Expenditure 2021



- Expenditure 2021 - **€2,633,897**
- Expenditure 2020 - **€2,515,671**
- Expenditure 2019 - **€2,265,512**

Audited accounts

You can view or download a copy of our full audited accounts, details of our organisation's structure and Board members, staff and all our publications from nala.ie

Financial statements

Company Registration No. 342807 (Republic of Ireland)
CRA No. 20020965
CHY No. 8506

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
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NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
DIRECTORS AND OTHER INFORMATION

Directors/Trustees

Anna Tuohy Halligan

Catherine Devlin (Appointed 24/04/2021)

Celia Rafferty (Appointed 24/04/2021)

Ciaran Casey

Elma Teahan

Frances Ward

Gwen Redmond

Hazel Cryan

Kevin Kelly

Lynne Keery (Appointed 24/04/2021)

Margaret Kelly

Maria O’Gorman

Mary Maher (Appointed 24/04/2021)

Patricia Ayton

Secretary Patricia Ayton

Company Number 342807

Charity Number 8506

CRA Number 20020965

**Registered office
and business address** Sandford Lodge, Sandford Close
Ranelagh, Dublin 6

Auditors Mazars
Harcourt Centre
Block 3
Harcourt Road, Dublin 2

Bankers A.I.B Bank
37 Upper O’Connell St.
Dublin 1

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
DIRECTOR'S REPORT
TO THE MEMBERS OF NATIONAL ADULT LITERACY AGENCY

The Directors present the audited financial statements of National Adult Literacy Agency for the year ended 31 December 2021.

OBJECTIVES AND ACTIVITIES

The National Adult Literacy Agency (NALA) is committed to making sure people with unmet literacy, numeracy and digital literacy needs can fully take part in society and have access to learning opportunities that meet their needs.

The vision for our Strategic Plan 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. This vision informs the objectives and actions in our plan. It also informs the collaborative approach that we take to our work with individuals including learners, adult literacy tutors and centres, organisations, policy makers and the general public.

Our strategic plan has three objectives:

- 1)** To work in partnership to add value to the delivery of the Further Education and Training (FET) Strategy 2020-2024 as it relates to adult literacy, numeracy, and digital skills.
- 2)** To create and share supports to improve literacy, numeracy and digital skills in healthcare and community development.
- 3)** To increase literacy, numeracy and digital skills through research, innovation, and effective communication.

We have also committed to ensuring that NALA is a learning organisation with a culture of continuous improvement that actively assists and facilitates the engagement and development of its staff and Board.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
DIRECTOR'S REPORT
TO THE MEMBERS OF NATIONAL ADULT LITERACY AGENCY

ACHIEVEMENTS AND PERFORMANCE IN 2021

NALA believes that literacy is a human right and all our work is focused on ensuring anyone with a literacy, numeracy or digital literacy need can take part fully in society.

Throughout 2021, we continued to adapt our services to meet the changes brought about by the COVID-19 pandemic. We offered quick and responsive learning solutions to individuals who contacted us seeking assistance with their unmet literacy, numeracy and digital literacy needs. For some this involved a quick intervention with one of our Adult Learning Educators on the phone and for others it involved a more prescribed learning path with either their local Education and Training Board (ETB) adult education service or our Learn with NALA service.

We also continued to offer professional development to hundreds of adult educators through innovative webinars and workshops, and plain English and literacy awareness training to staff in the public and private sector. We actively engaged in national and international research, promoted literacy and NALA's services and contributed to policy development to enhance literacy awareness and provision. We also identified and implemented policies and procedures to enhance NALA's effectiveness and internal and external engagement.

Here is a summary of our outcomes in 2021:

1. Individuals with unmet literacy, numeracy and digital needs

- **1,657** awards were achieved by **772** learners.
 - **1,164** awards were achieved at level 2 and
 - **493** were achieved at level 3.

ACHIEVEMENTS AND PERFORMANCE IN 2021 (Continued)

- **1,194** NALA Certificates of Completion have been issued to learners who successfully completed unaccredited courses on Learn with NALA (level 1 and preparing for level 3), surpassing the target of 300 for the year.
- **428** adult literacy, numeracy and digital literacy learners took part in **4,287** 1:1 personalised sessions with NALA Tutors and Learning Support Workers surpassing the target of 300 for 2021.
- **4,190** learner accounts were set up on Learn with NALA.
 - **426** learner accounts were registered with NALA's Tutoring Service,
 - **2,193** were registered as independent learners,
 - **198** were registered as home schoolers, and
 - **1,373** were registered as centre learners.
- **1,210** individuals contacted NALA for information on literacy services and were provided with information on ETB Adult Literacy Courses, NALA's Distance Learning Service and / or were sent learning resources.
- **548** new adult learners engaged in our new learner engagement pilot,
 - **195** received 1:1 personalised tuition and
 - **453** received follow up information packs and resources.
- **48** adult education centres received the Student Development Fund.
- **1,370** students benefitted from the Student Development Fund and **658** students gave feedback on topics related to FET strategy.
- **153** students attended 5 student webinars.
- **15,000+** teaching and learning resources were delivered to ETB and non-ETB adult literacy services nationwide.
- A new direct referral protocol for freephone calls with ETBs has been developed and will be piloted with ETBs in 2022.

ACHIEVEMENTS AND PERFORMANCE IN 2021 (Continued)

2. Adult literacy tutors and centres

- **151** centres were set up on Learn with NALA with **87** centres associated with ETBs and **64** centres in the community and voluntary sector.
- **1,373** learners registered with one of the **151** Learn with NALA registered centres. **723** learner accounts are associated with the **87** ETB centres. **650** learner accounts are associated with the **64** non-ETB centres.
- **492** centre tutors were set up and have been supported in using Learn with NALA in their centres in a blended learning context. This surpasses our target of 400 for the year.
- **1,793** practitioners from ETBs participated in **76** professional development events and training (1,102 participated in events, webinars and workshops, 238 took part in online training while 453 took part in blended customised training sessions). We have surpassed the target of 800 for 2021.
- **238** practitioners enrolled on **445** professional development courses on Learn with NALA's suite of 3 Integrating Literacy courses. **200** NALA professional development Certificates of Completion were issued.
- **120** participants took part in 8 workshops on family literacy and sharing of best practice guidelines.

3. Organisations

- **148** plain English editing jobs were completed for **98** organisations in the public and private sector.
- **1,056** staff were trained in plain English writing skills at **60** sessions. **300** staff attended a plain English webinar.
- **496** healthcare professionals did health literacy training from **9** organisations.

ACHIEVEMENTS AND PERFORMANCE IN 2021 (Continued)

- **794** participants attended **11** customised Literacy Awareness Training sessions.
- **116** participants from public services attended open online Literacy Awareness Training.
- **27** participants attended a Workplace themed Literacy Awareness Session.
- **24** participants took part in **2** customised Integrating Literacy Lesson Planning blended workshops.

4. Research and policy

- **13** policy submissions were made to Government departments and state agencies that raised awareness of the importance and benefits of making services accessible to adults with unmet literacy, numeracy and digital literacy needs.
- **3** research projects have been commissioned on financial literacy, family literacy and numeracy for completion in collaboration with TASC, Trinity College Dublin and University of Limerick.
- **6** briefing papers were submitted to SOLAS in collaboration with NUI Maynooth which aim to guide decision-making and thought leadership on literacy, numeracy and digital literacy across the FET Sector during the FET Strategy 2020-2024 through consideration of the themes emerging from three recent SOLAS-NALA-ETBI research reports on Family Literacy, Numeracy, and Inclusion of Adults with Intellectual Disabilities.
- NALA attended **4** meetings of the Interdepartmental Stakeholder Group and Technical Advisory Committee to inform the development the Adult Literacy for Life (ALL) Strategy that was launched on 8 September 2021. NALA also engaged in extensive consultation with SOLAS on the proposed implementation of the ALL strategy.

ACHIEVEMENTS AND PERFORMANCE IN 2021 (Continued)

- Research and engagement with European partners continued on the Abedili and European Basic Skills Network projects.

5. General public

- **237** media pieces highlighted literacy issues, services and NALA's work during the year, including **20** national, **49** regional, **75** radio, **8** magazines and **85** online.
- **98,000** people used the [nala.ie website](https://nala.ie)
- **176,000** people used our [helpmykidlearn.ie website](https://helpmykidlearn.ie)
- **18,000** people used NALA's new eLearning website Learn with NALA.
- **1,900** individuals and organisations were members of NALA.
- **201** people attended our International Literacy Day series of 5 webinars on topics related to unmet literacy needs and digital literacy, health literacy, online access to public services, financial literacy and media literacy.

NALA – a learning organisation

NALA further developed the attributes and embedded the culture of a learning organisation throughout 2021. Key outcomes included:

- implementing a new professional management and development system and programme of training
- revising the format of monthly staff meetings.
- consciously considering and agreeing concrete actions to articulate and embed values of respect, fairness, trust and transparency in NALA's internal operations.
- holding regular staff committee meetings to propose ongoing actions and enhancements.
- consulting with NALA's distance learning staff to agree a new operational model and restructuring plan in the last quarter of 2021.
- 1 new self-assessment tool for adult literacy learners and an outreach model and toolkit was developed through the EU funded Check-In, Take-Off (CITO) project.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
DIRECTOR'S REPORT
TO THE MEMBERS OF NATIONAL ADULT LITERACY AGENCY

FINANCIAL REVIEW

Income

NALA is funded primarily by SOLAS who provide core funding and also additional funding for specific projects. The application for funding each year is made in one submission which includes both the project and core funding requests. The application for funding is made in the month of December prior to the commencement of the grant year.

The remainder of NALA's income is derived from other sources as follows:

- a. Other specific project grants from various other institutions
- b. Plain English services income
- c. Membership subscriptions

Total income for 2021 was €2,739,587 (2020: €2,546,635). Income from our primary funder SOLAS was €2,395,304 (2020: €2,216,619). Total funding received from SOLAS in 2021 was €2,430,000 and €34,696 of this funding was deferred into 2022 pending response from SOLAS regarding funds of €34,696 not expended in 2021.

Total EU grant income for 2021 was €52,163 (2020: €116,884). This included two new grants, EU Abedili €26,710 (2020: nil) and EBSN €13,359 (2020: nil). The remaining balance came from the EU Erasmus Grant, €12,094 (2020: €116,884).

Our main source of unrestricted income is derived from our Plain English services. The demand for these services in 2021 resulted in income of €243,739 (2020: €167,630). This steady increase reflects the increased awareness of the Plain English service and the resultant increased demand for the service.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
DIRECTOR'S REPORT
TO THE MEMBERS OF NATIONAL ADULT LITERACY AGENCY
FINANCIAL REVIEW (Continued)

Membership income of €18,044 (2020: €20,991) was down during 2021 and is attributable in part to the COVID- 19 restrictions which made interaction more difficult for members.

The remainder of our income was derived from small grants for specific projects and other income.

Expenditure

The nature of NALA's funding and operating model ensures that our income and expenditure are closely aligned and consequently the increase in income during 2021 is reflected in a corresponding increase in expenditure.

Total expenditure for the year was €2,633,897 (2020: €2,515,671). All expenditure in 2021 was directed towards the achievement of NALA's charitable objectives. This includes governance, administration and other indirect support costs which have been proportionately allocated to our charitable activities.

Total support costs for the year of €411,087 (2020: €339,053) show an increase of €72,034 as set out in the notes to the financial statements.

Total expenditure funded by SOLAS in 2021 was €2,395,304 (2020: €2,216,619) while the EU Erasmus grant had expenditure of €84,520 (2020: €71,925). The two new EU grants expenditure for 2021 was €26,537 (2020: nil).

Plain English external editors' expenditure for 2021 was €61,168 (2020: €38,176) and reflects the increased demand for and delivery of plain language education and editing services in 2021.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
DIRECTOR'S REPORT
TO THE MEMBERS OF NATIONAL ADULT LITERACY AGENCY

FINANCIAL REVIEW (Continued)

Financial position

Having considered all income and expenditure, the overall outcome for 2021 was a surplus of €105,690 (2020: €30,964).

NALA's year-end financial position shows a total net assets value of €783,550 (2020: €677,860).

The net assets position includes fixed assets with a carrying amount of €95,023 (2020: €130,125) and net current assets of €688,527 (2020: €547,735). Net current assets are primarily made up of bank and cash balances of €867,485 (2020: €676,754) with the balance comprising our debtors and stock balances. The closing bank position of €867,485 is due in part to an increase of €54,110 in creditors to a year- end total of €247,036 (2020: €192,926). The movements in bank balances during 2021 is set out in the statement of cash flows on page 90.

Reserves

NALA holds both restricted and unrestricted reserves.

Restricted reserves

Restricted reserves balances represent the unexpended balances of funds recognised in our financial statements which have restricted terms and conditions as to their use. Funds that are granted that can only be used for specific purposes are monitored and reported upon separately each year and the remaining unspent balances on these funding grants are identified separately in our financial statements as restricted grants.

Unrestricted reserves

NALA's unrestricted reserves are made up of the fixed assets reserve of €95,023 (2020: €130,125) and NALA's contingency reserve fund of €670,451 (2020: €459,949).

FINANCIAL REVIEW (Continued)

The purpose of NALA's unrestricted contingency reserve fund is to ensure the stability of the mission, programmes, employment and ongoing operations of the organisation. The fund is intended to provide an internal source for situations such as a sudden increase in expenses, one-time unbudgeted expenses, unanticipated loss in funding, or uninsured losses. The contingency fund is not intended to replace a permanent loss of funding or eliminate an ongoing budget gap. The Board of NALA judges that it needs to set a prudent level for its unrestricted contingency fund that allows it to:

- meet its obligations as an employer by paying redundancy payments to its staff at the statutory minimum level
- continue to implement its activity plans should an important income stream cease unexpectedly or be delayed.
- address an appropriate level of cost associated with maintaining an office premises

The calculation of the required level of unrestricted reserves is an integral part of the organisation's planning, budget and forecasting cycle.

The policy seeks to keep a reserve fund equivalent to the monetary value of (1) Minimum redundancy payments for NALA staff and (2) an amount equivalent to two months expenditure. The policy was last reviewed in 2021 and the calculations to meet the policy requirements indicated a required target of €575,000.

This policy will be reviewed in 2022 by the Audit, Risk and Finance sub-committee of the Board. The Audit, Risk and Finance sub-committee recommend changes to the policy, if required, to the Board.

The 2022 review will consider the appropriateness of the method of setting the unrestricted target and will subsequently calculate a new target either using the same or still to be decided new criteria.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
DIRECTOR'S REPORT
TO THE MEMBERS OF NATIONAL ADULT LITERACY AGENCY

FINANCIAL REVIEW (Continued)

The overall level of reserves at 31 December 2021 are as follows;

Unrestricted Reserves: €765,474 (2019: €590,074)

Restricted Reserves: €18,076 (2020: €87,786)

The unrestricted reserves of €765,474 (2020: €590,074) show an increase of €175,400 during 2021. The closing unrestricted reserves balance remains in excess of the level targeted at the last review in 2021 however the Directors are satisfied with the current level of unrestricted reserves pending their 2022 review.

The overall financial position at the year-end was considered satisfactory by the Directors.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing Document

NALA is a charitable company limited by guarantee, incorporated on 8 August 1992. A new Constitution pursuant to the Companies Act 2014 was adopted in April 2016 and further amendments to the Constitution were adopted at the 2021 AGM. In the event of the company being wound up, members are required to contribute an amount not exceeding €1 (One Euro) per member of the company.

NALA's goals and approaches are guided by its charitable objectives as laid out in its Constitution.

Recruitment and Appointment of the Board

NALA is a members-based organisation. Its members are individuals and organisations interested and involved in adult literacy. At the Annual General Meeting members elect a Board that oversees the work.

STRUCTURE, GOVERNANCE AND MANAGEMENT (Continued)

All members of the Board give their time voluntarily and receive no financial benefits from the charity. Any expenses reclaimed from the Company are detailed in Note 5 of the notes to the financial statements. The Board seeks to ensure that the needs of learners are appropriately reflected through the diversity of the Board. To enhance the potential pool of the Board members, the charity has sought to identify adult learners who would be willing to become members of NALA and use their own experience to assist the charity. The more traditional business and educational skills are well represented on the Board. In an effort to maintain this Board skill mix, individuals are approached to offer themselves for election to the Board.

Organisational Structure

NALA has a Board of up to 14 Directors who meet a minimum of six times a year and are responsible for the strategic direction and policy of the charity. At present, the Board has 14 Directors from a variety of backgrounds relevant to the work of the charity. A scheme of delegation is in place and day-to-day responsibility for the provision of the services rests with the CEO. The CEO is responsible for ensuring that the charity delivers the services specified and that key performance indicators are met. The Directors are committed to maintaining the highest standards of Corporate Governance.

The Board has four sub-committees, each with their own terms of reference;

- 1) Audit, Risk and Finance sub-committee
- 2) Literacy, Staff Policies and Governance sub-committee
- 3) Student sub-committee
- 4) Education, Training and Assessment sub-committee

STRUCTURE, GOVERNANCE AND MANAGEMENT (Continued)

During 2021, NALA completed a review of its compliance with the Charities Regulatory Authority (CRA) Governance Code in accordance with the relevant CRA guidelines and templates and was fully compliant with all requirements of the CRA Governance Code at the 31 October 2021 filing date.

Board Induction and Training

A document called Functions and Duties of NALA Board and its officers was distributed to all new members of the Board, along with the Constitution and the latest financial statements.

In May 2021, new Board members attended an induction session to familiarise themselves with the charity and the context within which it operates. It covered:

- the obligations of Board members;
- the main documents which set out the operational framework for the charity including the Constitution;
- resourcing and the current financial position, as set out in the latest published accounts; and
- future plans and objectives.

Board members completed the following training in 2021:

- Frances Ward attended the Carmichael Centre's Corporate Governance Code course;
- Kevin Kelly attended Finance for Non-Finance Trustees with Boardmatch;
- Margaret Kelly attended CEO and Chair Training and Finance for Non-Finance Trustees with Boardmatch; and
- Patricia Ayton attended a Risk Management eLearning module delivered by the Carmichael Centre.

STRUCTURE, GOVERNANCE AND MANAGEMENT (Continued)

Directors

The following Directors held office during 2021:

- Anna Tuohy Halligan
- Catherine Devlin
- Celia Rafferty
- Ciaran Casey
- Elma Teahan
- Frances Ward
- Gwen Redmond
- Hazel Cryan
- Kevin Kelly
- Lynne Keery
- Margaret Kelly
- Maria O’Gorman
- Mary Maher
- Patricia Ayton

The Directors endorse the approach and objectives of the 2020-2022 Strategy document and believe it provides the focus to continue NALA’s work in improving Literacy, Numeracy and Digital Literacy to foster social inclusion and help empower segments of our population.

The Board of Trustees retain overall responsibility for the strategic development of the charity in close liaison with the Chief Executive Officer (CEO) and other key management personnel.

STRUCTURE, GOVERNANCE AND MANAGEMENT (Continued)

There is clear division of responsibility at the Charity with the Board of Trustees retaining control over all major decisions. The charity trustees delegate executive authority for the charity's operations to the CEO, who in turn delegates the day-to-day management of specific functions of the organisation to the senior management team.

It is a reserve function of the Board of Trustees to approve all staff appointments and the remuneration of any new appointee. The Board of Trustees is responsible for approving the charity's overall staffing levels and the appointment and remuneration range for any new posts.

Key Management Personnel

Colleen Dube is the current CEO of NALA having taken up the post of CEO on 9 November 2020. In addition to the CEO the senior management team is made up of Clare McNally (Communications Manager), Elaine Cohalan (Innovation Manager) and Paul Cahill (Finance and Corporate Services Manager).

Principal Risks and Uncertainties

The principal risk facing the organisation in the coming year is the level of funding it will receive from SOLAS and other sources.

Risk Management

A risk register has been established. Where appropriate, systems or procedures have been established to mitigate the risks the charity faces. Significant external risks to funding have led to the development of a strategic plan which will allow for the diversification of funding and activities. Internal control risks are minimised by the implementation of procedures for authorisation of all transactions and projects.

STRUCTURE, GOVERNANCE AND MANAGEMENT (Continued)

Health and Safety

Procedures are in place to ensure the health and safety of staff and visitors. In response to the COVID-19 pandemic, the Board has reviewed and approved a NALA COVID-19 Response Plan as well as a Working from Home Protocol.

Accounting Records

The directors are responsible for ensuring that proper books and accounting records, as outlined in Section 281 to 285 of the Companies Act 2014, are kept by the company. The directors have appointed appropriate accounting personnel in order to ensure compliance with those requirements. The books and accounting records of the company are maintained at the company's registered office.

Taxation status

The company is a registered charity CHY 8506.

Auditors

The auditors, Mazars, Chartered Accountants and Statutory Audit Firm, have expressed their willingness to continue in office in accordance with Section 383 (2) of the Companies Act 2014.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
DIRECTORS' REPORT
TO THE MEMBERS OF NATIONAL ADULT LITERACY AGENCY

Statement on relevant audit information

In the case of each of the persons who are directors at the time this report is approved in accordance with Section 332 of the Companies Act 2014:

- a) so far as each director is aware, there is no relevant audit information of which the company's statutory auditors are unaware, and
- b) each director has taken all the steps that he or she ought to have taken as a director in order to make himself or herself aware of any relevant audit information and to establish that the company's statutory auditors are aware of that information.

The financial statements were approved by the board of directors, authorised for issue on 9 March 2022 and are signed on its behalf by:

By order of the board



Margaret Kelly
Director



Ciaran Casey
Director

Date: 9 March 2022

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
DIRECTORS' RESPONSIBILITIES STATEMENT
TO THE MEMBERS OF NATIONAL ADULT LITERACY AGENCY

The Directors are responsible for preparing the Annual Report and the financial statements in accordance with Irish law and regulations.

Irish company law requires the Directors to prepare financial statements for each financial year. Under that law, the Directors have elected to prepare the financial statements in accordance with FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" issued by the Financial Reporting Council, and promulgated by the Institute of Chartered Accountants in Ireland and Statement of Recommended Practice (Charities SORP (FRS 102)), issued by the Charity Commission for England and Wales, the Charity Commission for Northern Ireland and the Office of the Scottish Charity Regulator.

Under company law, the Directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the assets, liabilities and financial position of the company as at the financial year end date and of the surplus or deficit of the company for that financial year and otherwise comply with the Companies Act 2014.

In preparing these 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;
- state whether the financial statements have been prepared in accordance with applicable accounting standards, identify those standards, and note the effect and the reason for any material departure from those standards; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
DIRECTORS' RESPONSIBILITIES STATEMENT
TO THE MEMBERS OF NATIONAL ADULT LITERACY AGENCY

The Directors are responsible for ensuring that the company keeps or causes to be kept adequate accounting records which correctly explain and record the transactions of the company, enable at any time the assets, liabilities, financial position and surplus or deficit of the company to be determined with reasonable accuracy, enable them to ensure that the financial statements and Directors' Report comply with the Companies Act 2014 and enable the financial statements to be audited. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Directors are responsible for the maintenance and integrity of the corporate and financial information included on the company's website. Legislation in Ireland governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

By order of the board



Margaret Kelly
Director



Ciaran Casey
Director

Date: 9 March 2022

Report on the audit of the financial statements

Opinion

We have audited the financial statements of National Adult Literacy Agency ('the Company'), for the year ended 31 December 2021, which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows, and notes to the financial statements, including the summary of significant accounting policies set out in note 2. The financial reporting framework that has been applied in their preparation is Irish Law and FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland issued in the United Kingdom by the Financial Reporting Council (FRS 102).

In our opinion, the accompanying financial statements:

- give a true and fair view of the assets, liabilities and financial position of the Company as at 31 December 2021, and of its surplus for the year then ended;
- have been properly prepared in accordance with FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland; and
- have been properly prepared in accordance with the requirements of the Companies Act 2014.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (Ireland) (ISAs (Ireland)) and applicable law. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report.

We are independent of the Company in accordance with the ethical requirements that are relevant to our audit of financial statements in Ireland, including the Ethical Standard for Auditors (Ireland) issued by the Irish Auditing and Accounting Supervisory Authority (IAASA), and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the directors' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the Company's ability to continue as a going concern for a period of at least twelve months from the date when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the directors with respect to going concern are described in the relevant sections of this report.

Other information

The directors are responsible for the other information. The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2014

In our opinion, based on the work undertaken in the course of the audit, we report that:

- the information given in the directors' report for the financial year for which the financial statements are prepared is consistent with the financial statements;
- the directors' report has been prepared in accordance with applicable legal requirements;
- the accounting records of the Company were sufficient to permit the financial statements to be readily and properly audited; and
- the financial statements are in agreement with the accounting records.

We have obtained all the information and explanations which, to the best of our knowledge and belief, are necessary for the purposes of our audit.

Matters on which we are required to report by exception

Based on the knowledge and understanding of the Company and its environment obtained in the course of the audit, we have not identified any material misstatements in the directors' report.

The Companies Act 2014 requires us to report to you if, in our opinion, the requirements of any of Sections 305 to 312 of the Act, which relate to disclosures of directors' remuneration and transactions are not complied with by the Company. We have nothing to report in this regard.

Respective responsibilities

Responsibilities of directors for the financial statements

As explained more fully in the directors' responsibilities statement set out on page 81, the directors are responsible for the preparation of the financial statements in accordance with the applicable financial reporting framework that give a true and fair view, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Company or to cease operations, or has no realistic alternative but to do so.

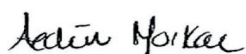
Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (Ireland) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located on the Irish Auditing and Accounting Supervisory Authority's website at: http://www.iaasa.ie/getmedia/b2389013-1cf6-458b-9b8f-a98202dc9c3a/Description_of_auditors_responsibilities_for_audit.pdf. This description forms part of our auditor's report.

The purpose of our audit work and to whom we owe our responsibilities

Our report is made solely to the Company's members, as a body, in accordance with Section 391 of the Companies Act 2014. Our audit work has been undertaken so that we might state to the Company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Company and the Company's members, as a body, for our audit work, for this report, or for the opinions we have formed.



Aedín Morkan

for and on behalf of Mazars

Chartered Accountants & Statutory Audit Firm

Harcourt Centre, Block 3

Harcourt Road Dublin 2

Date: 21/03/2022

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)

STATEMENT OF FINANCIAL ACTIVITIES (including an income and expenditure account)

FOR THE YEAR ENDED 31 December 2021

		Restricted Funds 2021 €	Unrestricted Funds 2021 €	Total Funds 2021 €	Total Funds 2020 €
	Note				
Income from:	3				
Charitable activities		2,447,467	289,947	2,737,414	2,546,405
Donations		-	1,948	1,948	168
Investments			225	225	62
		2,447,467	292,120	2,739,587	2,546,635
Expenditure on:					
Charitable activities	4	(2,517,177)	(116,720)	(2,633,897)	(2,515,671)
Net (expenditure)/ income	6	(69,710)	175,400	105,690	30,964
Net movement in funds		(69,710)	175,400	105,690	30,964
Reconciliation of funds:					
Total funds brought forward		87,786	590,074	677,860	646,896
Transfer of funds		-	-	-	-
Total funds carried forward	12	18,076	765,474	783,550	677,860

There were no other gains and losses other than those presented above.

All income and expenditure are in respect of continuing activities.

The notes on pages 91 to 113 form part of these financial statements.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
BALANCE SHEET
AS AT 31 December 2021

	Note	2021 €	2020 €
Fixed assets			
Intangible assets	7	64,637	100,002
Tangible assets	8	30,386	30,123
		95,023	130,125
Current assets			
Stocks	9	1,198	1,190
Debtors	10	66,880	62,717
Cash at bank and in hand		867,485	676,754
		935,563	740,661
Creditors			
Amounts falling due within one year	11	(247,036)	(192,926)
Net current assets		688,527	547,735
Total assets less current liabilities		783,550	677,860
Funds	13		
Restricted funds		18,076	87,786
Unrestricted funds		765,474	590,074
Total Funds		783,550	677,860

The notes on 91 to 113 form part of these financial statements.

The financial statements were approved by the board of directors, authorised for issue on 9 March 2022 and are signed on its behalf by:

Margaret Kelly

Margaret Kelly
Director

Ciaran Casey

Ciaran Casey
Director

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 December 2021

	Note	2021 €	2020 €
Cash flows from operating activities			
Net income		105,690	30,964
Adjustments for:			
Depreciation and amortisation		49,099	46,433
Interest income	3	(225)	(62)
Operating income before working capital changes		154,564	77,335
Increase in debtors		(4,163)	(5,330)
Increase in creditors		54,110	100,318
Decrease in stocks		(8)	-
Cash generated from operations		204,503	172,323
Interest received		225	62
Net cash provided by operating activities		204,728	172,385
Cash flows from investing activities			
Acquisition of tangible assets	8	(13,997)	(20,743)
Cash used in investing activities		(13,997)	(20,743)
Net increase in cash at bank and in hand		190,731	151,642
Cash at bank and in hand at beginning of year		676,754	525,112
Cash at bank and in hand at end of year		867,485	676,754

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2021

1. GENERAL INFORMATION

These financial statements comprising the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and the related notes constitute the individual financial statements of the National Adult Literacy Agency for the financial year ended 31 December 2021.

Company information

National Adult Literacy Agency (the "Company") is a company limited by guarantee, domiciled and incorporated in the Republic of Ireland with company registration of 342807 and is a registered charity. The Company is a public benefit entity. The nature of the Company's operations and its principal activities are set out in the Directors' Report on pages 64 to 80. The registered office and principal place of business is Sandford Lodge, Sandford Close, Ranelagh, Dublin 6.

Statement of compliance

The financial statements have been prepared in accordance with FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" (FRS 102). The financial statements have also been prepared in accordance with Statement of Recommended Practice (SORP) (FRS 102) "Accounting and Reporting by Charities".

2. ACCOUNTING POLICES

The significant accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all years presented unless otherwise stated.

Basis of preparation

The financial statements have been prepared on the going concern basis and in accordance with the historical cost convention.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2021

The financial reporting framework that has been applied in their preparation is the Companies Act 2014, FRS 102 “The Financial Reporting Standard applicable in the UK and Republic of Ireland” issued by the Financial Reporting Council and promulgated by the Institute of Chartered Accountants in Ireland and the Statement of Recommended Practice (Charities SORP (FRS102)) as published by the Charity Commission for England and Wales, the Charity Commission for Northern Ireland and the Office of the Scottish Charity Regulator which are recognised by the UK Financial Reporting Council (FRC) as the appropriate body to issue SORPs for the charity sector in the UK. Financial reporting in line with SORP is considered best practice for charities in Ireland.

The financial statements are prepared in Euro, which is the functional currency of the Company. Monetary amounts in these financial statements are rounded to the nearest €.

Income

Income is recognised when the Company has entitlement to the funds, any performance conditions attached to the item(s) of income have been met, it is probable that the income will be received, and the amount can be measured reliably. Income is deferred where the charity is limited by specific performance related conditions that are evident in the funding agreement, where there is a specification of a time period that limits the Company’s ability to recognise the income until it has performed an activity and when there are specific terms or conditions within an agreement that have not been met and are not within the control of the Company at year end.

Income from charitable activities

Income from charitable activities, whether ‘capital’ grants or ‘revenue’ grants, is recognised when the Company has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2021

Income from donations

Public donations are accounted for when received.

Income from investments

Income from investments is included when interest is receivable and the amount can be measured reliably by the Company. This is normally upon notification of the interest paid or payable by the bank.

Fund accounting

Unrestricted funds are available to spend on activities that further any of the purposes of the Company. Restricted funds are funds which the donor has specified are to be solely used for particular areas of the Company's work or for specific projects being undertaken by the Company.

Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required, and the amount of the obligation can be measured reliably.

Charitable expenditure comprises those costs incurred by the Company in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

Governance costs include those costs associated with meeting the constitutional and statutory requirements of the Company and include the audit fees and costs linked to the strategic management of the Company.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2021

Allocation of support costs

Support costs are incurred on those functions that assist the work of the Company but do not directly undertake charitable activities. Salaries and associated costs which can be attributed to specific projects are charged accordingly.

Intangible assets

Intangible assets acquired separately from a business are recognised at cost and are subsequently measured at cost less accumulated amortisation and accumulated impairment losses.

Amortisation is recognised so as to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Website development	25% Straight Line
---------------------	-------------------

Tangible assets

Tangible assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Depreciation is recognised so as to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Office equipment	25% Straight Line
Fixtures, fittings & equipment	25% Straight Line

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset and is credited or charged to surplus or deficit.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2021

Impairment of fixed assets

At each reporting period end date, the Company reviews the carrying amounts of its fixed assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any). Where it is not possible to estimate the recoverable amount of an individual asset, the Company estimates the recoverable amount of the cash-generating unit to which the asset belongs.

Recoverable amount is the higher of fair value less costs to sell and value in use. In assessing value in use, the estimated future cash flows are discounted to their present value using a pre-tax discount rate that reflects current market assessments of the time value of money and the risks specific to the asset for which the estimates of future cash flows have not been adjusted.

If the recoverable amount of an asset (or cash-generating unit) is estimated to be less than its carrying amount, the carrying amount of the asset (or cash-generating unit) is reduced to its recoverable amount. An impairment loss is recognised immediately in surplus or deficit, unless the relevant asset is carried at a revalued amount, in which case the impairment loss is treated as a revaluation decrease.

Stocks

Stocks are stated at the lower of cost and estimated selling price less costs to complete and sell. Cost comprises direct materials and, where applicable, direct labour costs and those overheads that have been incurred in bringing the stocks to their present location and condition. The method used in measuring stocks is FIFO.

At each reporting date, an assessment is made for impairment. Any excess of the carrying amount of stocks over its estimated selling price less costs to complete and sell is recognised as an impairment loss in profit or loss. Reversals of impairment losses are also recognised in profit or loss.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2021

Prepayments

Prepayments are expenses paid in advance and recorded as assets before these are utilised. Prepayments are apportioned over the period covered by the payment and charged to profit or loss when incurred. Prepayments that are expected to be realised no more than 12 months after the reporting period are classified as current assets. Otherwise, these are classified as noncurrent assets.

Deferred income

Deferred income consists of membership fees, other income and grants received in advance which will be recognised as income in the year to which these are attributable and upon fulfilment of conditions.

Financial assets

The Company has elected to apply the provisions of Section 11 'Basic Financial Instruments' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the Company's balance sheet when the Company becomes party to the contractual provisions of the instrument.

Cash at bank and in hand. Cash at bank and in hand are basic financial assets and include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts.

Debtors. Debtors (excluding prepayments) are recognised at the settlement amount due after any trade discount offered.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2021

Financial liabilities

Basic financial liabilities, including creditors are classified as debt and are initially recognised at transaction price. Financial liabilities classified as payable within one year are not amortised.

Creditors. Creditors (excluding deferred income and tax and social insurance) are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities.

Taxation

The Company has obtained exemption from the Revenue Commissioners in respect of corporation tax, it being a Company not carrying on a business for the purposes of making a profit.

Employee benefits

The costs of short-term employee benefits are recognised as a liability and an expense.

Termination benefits are recognised immediately as an expense when the Company is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

Retirement benefits

The Company operates a defined contribution scheme for the benefit of its employees. Contributions payable are charged to the statement of financial activities in the year in which they are payable.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2021

Leases

Rentals payable under operating leases, including any lease incentives received, are charged to income on a straight-line basis over the term of the relevant lease except where another more systematic basis is more representative of the time pattern in which economic benefits from the lease asset are consumed.

Judgements and key sources of estimation uncertainty

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of policies and reported amounts of assets and liabilities, income and expenditure. The accounting estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances, the results of which form the basis of making the judgements about the carrying amounts of assets and liabilities that are not readily apparent from other sources. Actual results may differ from these estimates.

Going concern. The directors have prepared budgets and cash flows for a period of at least twelve months from the date of the approval of the financial statements which demonstrate that there is no material uncertainty regarding the company's ability to meet its liabilities as they fall due, and to continue as a going concern. The key judgement applied in the preparation of budgets and cash flows is that SOLAS funding will continue for 2022. There is no indication from SOLAS that the core funding requested for 2022 will not be forthcoming. On this basis the directors consider it appropriate to prepare the financial statements on a going concern basis. Accordingly, these financial statements do not include any adjustments to the carrying amounts and classification of assets and liabilities that may arise if the company was unable to continue as a going concern.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2021

Determining lease commitment – Company as a lessee. The Company holds a lease for its business premises at Sandford Lodge, Sandford Close, Ranelagh, Dublin 6. The Company has determined that the risks and benefits of ownership related to the leased property are retained by the lessor. Accordingly, the lease is accounted for as an operating lease.

Estimating useful lives of intangible assets and tangible assets. The Company reviews annually the estimated useful lives of intangible assets and tangible assets based on the asset's expected utilisation, market demands and future technological development. It is possible that the factors mentioned may change in the future, which could cause a change in estimated useful lives.

There were no changes in the estimated useful lives of intangible assets and tangible assets during 2021.

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2021

3. INCOME

Current Year	Restricted Funds €	Unrestricted Funds €	Total Funds €
Income from charitable activities			
SOLAS Core Grant	2,073,288		2,073,288
SOLAS Learn with NALA (LWN)	156,118		156,118
SOLAS National Awareness Campaign	40,000		40,000
SOLAS Marking Progress (CPD)	50,000		50,000
SOLAS Briefing Papers	35,898		35,898
SOLAS Student Development Fund	40,000		40,000
EU CITO Project	12,094		12,094
EU Abedili Project	26,710		26,710
EBSN	13,359		13,359
Other Income		21,784	21,784
Plain English		243,739	243,739
Membership Fees		18,044	18,044
Conference Fees		630	630
Health MSD		2,250	2,250
Training		0	0
Maltese Ministry of Education		3,500	3,500
	2,447,467	289,947	2,737,414
Income from donations	–	1,948	1,948
Investment income	–	225	225
Interest income			
	2,447,467	292,120	2,739,587

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2021

Prior Year	Restricted Funds €	Unrestricted Funds €	Total Funds €
Income from charitable activities			
SOLAS Core Grant	1,619,544	–	1,619,544
SOLAS Learn with NALA (LWN)	330,456	–	330,456
SOLAS National Awareness Campaign	200,000	–	200,000
SOLAS Marking Progress	24,493		24,493
SOLAS Briefing Papers	31,343		31,343
EU ERASMUS Grant	116,884	-	116,884
SOLAS Numeracy	10,783	-	10,783
EAEA	900	–	900
Better World Books	–	6,201	6,201
Other Income	–	13,005	13,005
Plain English	–	167,630	167,630
Membership Fees	–	20,991	20,991
Conference Fees	–	980	980
Health MSD	–	1,600	1,600
Training	–	880	880
Resource Room	–	715	715
	2,334,403	212,002	2,546,405
Income from donations	–	168	168
Investment income			
Interest income	-	62	62
	2,334,403	212,232	2,546,635

4. ANALYSIS OF CHARITABLE EXPENDITURE

Current Year	Restricted Funds €	Unrestricted Funds €	Total Funds €
SOLAS Core Grant	2,073,288	55,552	2,128,840
SOLAS Learn with NALA (LWN)	156,118		156,118
SOLAS National Awareness Campaign	40,000		40,000
SOLAS Marking Progress Project	50,000		50,000
SOLAS Briefing Papers Project	35,898		35,898
SOLAS Student Development Fund	40,000		40,000
EU CITO Grant	84,520		84,520
EU Abedili	25,296		25,296
EBSN	1,241		1,241
EAEA	900		900
TCD Research	9,916		9,916
Plain English		61,168	61,168
	2,517,177	116,720	2,633,897

NATIONAL ADULT LITERACY AGENCY
(A COMPANY LIMITED BY GUARANTEE)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2021

Prior Year	Restricted Funds €	Unrestricted Funds €	Total Funds €
SOLAS Core Grant	1,619,544	65,809	1,685,353
SOLAS Write-on	330,456	301	330,757
SOLAS National Awareness Campaign	200,000	–	200,000
SOLAS Marking Progress Project	24,493	584	25,077
SOLAS Briefing Papers Project	31,343	(315)	31,028
SOLAS Numeracy Research Project	10,783	–	10,783
EU ERASMUS Grant	71,925	–	71,925
Plain English	–	153,350	153,350
Irish Aid	1,500	–	1,500
Portlaoise Prison	5,898	–	5,898
	2,295,942	219,729	2,515,671

Included within the above are support costs as follows

	General cost €	Governance cost €	Total 2021 €	2020 €
Wages and salaries	50,862	39,792	90,654	51,273
Audit		9,225	9,225	9,225
Rent and utilities	148,914		148,914	140,019
Other office cost	162,294		162,294	138,536
	362,070	49,017	411,087	339,053

5. Employees

The average monthly number of persons employed by the Company is as follows:

	2021	2020
Tutors	10	12
Other NALA staff	23	22
Average number of staff	33	34

Breakdown of wages and salaries is as follows:

	2021 €	2020 €
Wages and salaries	1,265,108	1,228,302
Social security cost	140,528	132,779
Pension costs	82,539	65,421
Redundancy costs	26,344	-
	1,514,519	1,426,502

The redundancy costs relate to the planned restructuring of NALA's tutoring service. The restructuring was completed in December 2021 with the expenditure of €19,913 and the accrual of a further €6,431 which will be paid in January 2022.

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The number of employees whose employee benefits (excluding employer's pension cost and PRSI) is greater than €60,000 is 4 (2020: 4) as follows:

	2021	2020
€60,000 to €70,000	-	2
€70,001 to €80,000	3	2
€80,001 to €90,000	-	-
€90,001 to €100,000	1	-
€100,001 to €110,000	-	-
€110,001 to €120,000	-	-

The total employee benefits (including employer's pension cost) of the key management personnel of the Company in 2021 amounted to €341,461 (2020: €355,509). The key management personnel include the CEO Colleen Dube, and the three members of the senior management team: Clare McNally, Elaine Cohalan, and Paul Cahill.

The Directors were not paid and did not receive any other benefits from employment with the Company in the year (2020: €nil). Reimbursement to Directors for vouched travel expenses to Board Meetings amounted to €nil in 2021 (2020: €nil). No Directors' expenses have been incurred during the year.

In 2021, the CEO received employee benefits (including employer's pension cost and PRSI) of €111,555 (2020: €108,543). The 2020 amount represents total employee benefits for the CEO position which had two employees in post at different times during 2020.

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6. Net Income for the Year

	2021 €	2020 €
Net income for the year is stated after charging:		
Depreciation and amortisation	49,099	46,433
Rent	110,000	110,000
Auditor's remuneration for external audit services	9,225	9,225

7. Intangible Assets

	2021 €	2020 €
Cost		
Balance at beginning of year	141,461	141,461
Addition	-	-
Balance at end of year	141,461	141,461
Accumulated Amortisation		
Balance at beginning of year	41,459	6,094
Amortisation	35,365	35,365
Balance at end of year	76,824	41,459
Carrying Amount		
At 31 December	64,637	100,002

8. Tangible Assets

	Office Equipment €	Fixtures, fittings and equipment €	Total €
Cost			
At 1 January 2021	168,944	32,590	201,534
Additions	13,997	-	13,997
At 31 December 2021	182,941	32,590	215,531
Accumulated Depreciation			
At 1 January 2021	140,727	30,684	171,411
Depreciation	13,060	674	13,734
At 31 December 2021	153,787	31,358	185,145
Carrying Amount			
At 31 December 2021	29,154	1,232	30,386
At 31 December 2020	28,217	1,906	30,123

9. Stocks

	2021 €	2020 €
Raw materials and consumables	1,198	1,190

The replacement cost of stock is not materially different to the balance sheet values.

The amount of stock recognised as an expense in 2021 amounted to €nil (2020: €nil).

10. Debtors

	2021 €	2020 €
Amounts falling due within one year:		
Trade debtors	31,637	26,450
Prepayments	35,243	35,637
Other debtors	-	630
	<hr/> 66,880	<hr/> 62,717

Trade debtors and other debtors are due within the company's normal terms, which is 30 days. Prepayments mainly pertain to advance payment for maintenance of the website.

11. Creditors

	2021 €	2020 €
Amounts falling due within one year:		
Trade creditors	75,714	64,556
Accruals	58,559	37,864
Deferred income	75,272	50,484
Taxes and social insurance	37,491	36,380
Other creditors	-	3,642
	<hr/> 247,036	<hr/> 192,926

Trade creditors, accruals and other creditors are payable at various dates in the next three months in accordance with the suppliers' usual terms and conditions.

Deferred income comprises payments received in advance for membership fees and Plain English services that are attributable to year 2022 and grants for which terms and conditions have not yet been met.

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Movements in deferred income are as follow:

	2021 €	2020 €
At 1 January	50,485	15,772
Credited to Statement of Financial Activities	1,725,115	1,730,724
Deferred during the year	(1,700,328)	(1,696,011)
At 31 December	75,272	50,485

Tax and social insurance are repayable at various dates over the coming months in accordance with the applicable statutory provisions.

12. Movement in funds

Current Year	Balance at beginning of year €	Income €	Expenditure €	Balance at end of year €
Restricted funds				
Charitable activities	87,786	2,447,467	2,517,177	18,076
Unrestricted funds	590,074	292,120	116,720	765,474
Total funds	677,860	2,739,587	2,633,897	783,550

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Prior Year	Balance at beginning of year €	Income €	Expenditure €	Balance at end of year €
Restricted funds				
Charitable activities	49,325	2,334,403	(2,295,942)	87,786
Unrestricted funds	597,571	212,232	(219,729)	590,074
Total funds	646,896	2,546,635	(2,515,671)	677,860

Restricted funds are attributable to the following projects. These are expected to be completed in the subsequent years.

	Balance at beginning of year €	Income €	Expenditure €	Balance at end of year €
Projects/ activities				
EU Cito Project	76,970	12,094	84,520	4,544
EU Abedili Project	-	26,710	25,296	1,414
EBSN Project	-	13,359	1,241	12,118
TCD Research	9,916	-	9,916	-
SOLAS Core Grant	-	2,073,288	2,073,288	-
SOLAS Learn with NALA	-	156,118	156,118	-
SOLAS FET Awareness	-	40,000	40,000	-
SOLAS Briefing Papers	-	35,898	35,898	-
SOLAS Marking Progress	-	50,000	50,000	-
SOLAS Student Fund	-	40,000	40,000	-
EAEA	900	-	900	-
Total funds	87,786	2,447,467	2,517,177	18,076

13. The Funds of the Company comprise the following:

Current Year	Unrestricted €	Restricted €	Total 2021 €
Fund balances at 31 December 2021 are represented by:			
Intangible assets	64,637	–	64,637
Tangible assets	30,386	–	30,386
Stocks	1,198	–	1,198
Debtors	66,880	–	66,880
Cash at bank and in hand	849,409	18,076	867,485
Creditors	(210,414)	(36,622)	(247,036)
Total net assets	802,096	(18,546)	783,550

Prior Year	Unrestricted €	Restricted €	Total 2020 €
Fund balances at 31 December 2020 are represented by:			
Intangible assets	100,002	–	100,002
Tangible assets	30,123	–	30,123
Stocks	1,190	–	1,190
Debtors	62,717	–	62,717
Cash at bank and in hand	588,968	87,786	676,754
Creditors	(192,926)	–	(192,926)
Total net assets	589,171	87,786	677,860

14. Members' Liability

The Company is limited by guarantee, not having a share capital and consequently the liability of members is limited, subject to an undertaking by each member to contribute to the net assets or liabilities of the Company on winding up such amounts as may be required not exceeding €1.27.

15. Financial Instruments

	2021 €	2020 €
Carrying amount of financial assets		
Financial assets measured at amortised cost	899,122	703,834
Carrying amount of financial liabilities		
Financial liabilities measured at amortised cost	134,273	106,061

16. Operating Lease Commitments

Lessee

The Company has a lease of ten years relating to its business premises at Sandford Lodge, Sandford Close, Ranelagh, Dublin 6. Rent expense recognised in 2021 amounted to €110,000 (2020: €110,000).

The total future minimum lease payments to be paid under non-cancellable operating leases as at 31 December are as follows:

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	2021 €	2020 €
Within one year	110,000	110,000
After one year but no more than five years	440,000	440,000
More than five years	64,167	174,167
	614,167	724,167

17. Related Party Transactions

There were no related party transactions during the year which are required to be disclosed.

Transactions with Key Management Personnel

Other than as set out at Note 5 there were no transactions with key management personnel during the current or previous financial year.

18. Control

The Company is controlled by the board of directors.

19. Subsequent Events

There have been no significant events affecting the company since the year end.

20. Approval of Financial Statements

The directors approved the financial statements on 9 March 2022.

Looking to 2022

NALA's Board reviewed the 2020-2022 Strategic Plan and reframed the strategic objectives as follows to guide NALA's work in 2022:

1. To support the implementation of FET and ALL strategies through continued advocacy and collaboration with policy makers, partners, practitioners and learners, and to develop and deliver resources and services to address gaps.
2. To undertake and promote research and share best practice on literacy with policy makers, partners, practitioners and learners.
3. To support organisations and society to be more aware of literacy inequalities and to deliver literacy friendly services.
4. To continuously enhance and evolve NALA's people and processes to deliver on NALA's mission, vision, purpose and objectives.

Some acronyms and terms explained

Advocacy

Actively supporting or arguing for a cause, idea or policy, which may involve raising awareness, recommending particular actions and, or, speaking up for individuals' rights.

Blended learning

This refers to a mix of different teaching and learning techniques. For example, a blended learning approach can combine face-to-face tuition with computer based learning.

ETBI

Education and Training Boards Ireland – the national representative association for Ireland's 16 Education and Training Boards.

FET

Further Education and Training

Fønix AS

Fønix AS are the largest organisation in Norway providing support to adults accessing and returning to employment and language training.

Integration of literacy and numeracy

Designing and delivering education and training programmes in a way that develops the course-related language, literacy and numeracy as part of the core subject.

ISO

International Organisation for Standards. ISO/ TC refers to the Technical Committee which is a group of experts that come together to make standards.

Learning opportunities

The range of literacy learning options, such as individual and group tutoring, workplace literacy programmes and distance education.

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.

NGO

Non-governmental organisation

Objectives

Planned results to be achieved within a stated period.

Outcome

Outcome means what happened or the result of something.

Partnership

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

Plain English

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

Professional Development (PD)

This is the way members of professional associations maintain, improve and broaden their knowledge and skills and develop the personal qualities required in their professional lives.

Policy

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

QQI

Quality and Qualifications Ireland

Recognition of prior learning (RPL)

A process used to evaluate skills and knowledge acquired outside the classroom to recognise competence against a given set of standards.

SOLAS

The authority for further education and training.

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.

Looking to 2022

In 2022, we will work:

1. To support the implementation of FET and ALL strategies through continued advocacy and collaboration with policy makers, partners, practitioners and learners, and to develop and deliver resources and services to address gaps.
2. To undertake and promote research and share best practice on literacy with policy makers, partners, practitioners and learners.
3. To support organisations and society to be more aware of literacy inequalities and to deliver literacy friendly services.
4. To continuously enhance and evolve NALA's people and processes to deliver on NALA's mission, vision, purpose and objectives.

Registered Charity Number: 20020965

Charity Number: 8506

Company Number: 342807

National Adult Literacy Agency (NALA)

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European Union
Investing in Your Future
European Social Fund



Rialtas na hÉireann
Government of Ireland

SOLAS
learning works



National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh

Adult Literacy is co-funded by the Government of Ireland and the European Social Fund.