

# Family literacy provision

Report on Family Literacy  
Provision outside of  
Education and Training  
Boards (ETBs) in Ireland

# About this report

This report outlines the findings of a commissioned survey study distributed online in March-April 2022 to examine the provision of Family Literacy in Ireland outside of the sixteen Education and Training Boards (ETBs) in Ireland. It is the first broad-based overview of Family Literacy outside of the ETB sector in the Republic of Ireland today.

The aims of the study were:

1. To explore the range of Family Literacy provision in Ireland, outside of the sixteen Education and Training Boards (ETB) in Ireland.
2. To identify the programmes, resources and materials used; and
3. To identify resource and support needs of providers.

The views expressed in this report are not necessarily the views of NALA.

## **Authors:**

Dr Ann Devitt, Associate Professor and Dr Colman Ross, Post-doctoral Research Fellow, School of Education, Trinity College Dublin.

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# The authors

## **Ann Devitt**

Dr Ann Devitt is an Associate Professor in language and literacy education at the School of Education in Trinity College Dublin (TCD). She is currently Academic Director for Learnovate, the Enterprise Ireland funded research and innovation centre focused on educational technology which is hosted in TCD. She is Principal Investigator on an Irish Research Council (IRC) funded project on Family Digital Literacy in partnership with the National Adult Literacy Agency (NALA).

## **Colman Ross**

Dr Colman Ross is an Irish Research Council research fellow at the School of Education in Trinity College Dublin (TCD). After spending over twenty years in Vietnam and South East Asia working on a diverse number of education development projects he returned to Ireland to contribute to the Irish Research Council (IRC) funded project on Family Digital Literacy in partnership with NALA. He is a graduate of Trinity College and conducted his doctoral research on the impact of Adult Basic Education on family and community development.

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# Abbreviations

<b>CPD</b>	Continuous Professional Development
<b>DEIS</b>	Delivering Equality of Opportunity in Schools
<b>DE</b>	Department of Education
<b>ESL</b>	English as a Second Language
<b>ESOL</b>	English for Speakers of Other Languages
<b>ETB</b>	Education and Training Board
<b>FRC</b>	Family Resource Centre
<b>HSCL</b>	Home School Community Liaison Coordinator
<b>ICT</b>	Information and Communication Technologies
<b>SCP</b>	School Completion Coordinator

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# Executive Summary

This report outlines the findings of a commissioned survey study distributed online in March-April 2022 to examine the provision of Family Literacy in Ireland outside of the sixteen Education and Training Boards (ETBs) in Ireland. It is the **first broad-based overview of Family Literacy outside of the ETB sector** in the Republic of Ireland today.

The aims of the study were:

1. To explore the range of Family Literacy provision in Ireland, outside of the sixteen Education and Training Boards (ETB) in Ireland.
2. To identify the programmes, resources and materials used; and
3. To identify resource and support needs of providers.

## Research Design

The research team compiled a comprehensive list of the organisations doing Family Literacy work outside of the ETB sector in Ireland through an extensive web search and direct contact to providers. The team designed the survey instrument in collaboration with NALA. It was piloted in February 2022. Following this the online questionnaire was circulated using Qualtrics software and remained open for 3 weeks from 23 March to 12 April 2022.

## Findings

Forty-eight individuals from forty-four organisations completed the online survey. The respondents represent a broad spread of organisations involved to different degrees in Family Literacy provision across Ireland. The geographical spread of organisations who took part in the survey has representations from all four provinces.

### Services and Programme provision based on Parents Needs

The respondents identified a range of services, programmes and activities that their organisations provide to parents and caregivers. These range from support for parents with form-filling and other written materials to specific Family Literacy programmes. In

addition to literacy and numeracy some organisations provide a variety of other programmes such as cookery, gardening, knitting and crochet, well-being and nutrition, bingo, art and smoking cessation.

### **Family Literacy Provision**

Of the 48 respondents from across the sector working in the area of family learning, thirteen were from organisations who provide specific Family Literacy programmes. Among them were staff from several well-known Family Literacy providers around the Dublin area, two organisations working specifically with members of the Travelling Community as well as a number of Family Resource Centres (FRCs) focused in Munster and the midlands. The majority of respondent organisations however do not provide specific Family Literacy programmes. They provide literacy services on a more as needed basis.

### **Learner Characteristics and Needs**

The organisations in the sample work with parents and caregivers of children from pre-school to post-primary school and some also with adult dependents. On average, the organisations work with about 300 parents a year but there was wide variety in this ranging from 20 to over 4000 parents. The vast majority of respondents identified Literacy, Language and Numeracy as important learner needs. A number of respondents also identified learning needs in relation to digital literacy, nutrition, budgeting and accessing support services in a range of areas.

### **Family Literacy Resources**

Providers use a wide range of resources and materials for Family Literacy. In particular structured programmes and workbooks were the most frequently used. A range of Information and Communication Technologies (ICT) resources were mentioned which support multimedia engagement and access, English language support, communication and content creation apps, Classroom response and engagement apps and resource websites. Of the 48 completed responses, one third indicated that they had developed their own Family Literacy resources and materials. Nine of these make their resources available to share. These include full programmes with materials and manuals, Traveller-specific resources, bespoke materials, session plans, parent resources and tip sheets.

The remaining four respondents indicated that they develop bespoke resources in response to learner needs.

### **Family Literacy Resource and Support Needs**

The majority of respondents indicated that they do not have sufficient resources for their Family Literacy provision. Respondents note a wide range of needs. Books and workbooks are the most commonly noted. English Language resources and training are also identified as very important. A small number indicated that any support at all would be helpful.

### **Professional Development Needs**

As regards professional development preferences, the overwhelming preference is for the webinar format. Newsletters and face-to-face seminars were also viewed as helpful by a number of respondents. Some of the responses indicate the desire to engage with their fellow practitioners. Relevant themes identified in the responses include tutor learning communities, collaborations, networking events, face to face seminars. The ease and directness of the newsletter and webinar formats however are greatly in demand.

## **Recommendations**

Acknowledging the diversity of organisations working in the area and the substantial expertise in Family Literacy within the sector, the recommendations from this study are as follows:

- As an initial step, NALA should contact the organisations identified in the research with the key findings, information on relevant activities and resources, and invitation to be added to NALA's membership and circulation list.
- NALA should conduct further consultation and discussion with a selection of organisations and individuals active in the area to inform NALA's future advocacy and awareness, resources and professional development activities.
- In order to supplement and deepen the overview provided in this report, NALA could consider commissioning some case studies reflecting the diverse nature of Family Literacy organisations and activities.



# 1 Introduction

This report outlines the findings of a commissioned survey study distributed online in March-April 2022 to examine the provision of Family Literacy in Ireland outside of the sixteen Education and Training Boards (ETB) in Ireland.

The aims of the study were:

1. To explore the range of Family Literacy provision in Ireland, outside of the sixteen Education and Training Boards (ETB) in Ireland;
2. To identify the programmes, resources and materials used; and
3. To identify resource and support needs of providers.

In this study, Family Literacy is defined as activity working with adults, both with and without their children, to improve and support the literacy-learning environment for everyone. Family Literacy activities are usually educational programmes that support parents and caregivers, (for example, grandparents, guardians) with developing and maintaining literacy in the home. Family Literacy resources are defined as resources for tutors to use in Family Literacy classes (for example books, authentic materials, Information and Communication Technologies (ICT) resources, videos, or other media) as well as resources used in designing programmes (for example module outlines, accredited programmes, and so on). The outcome of the study is to identify the different types of Family Literacy activities and materials used in the sector and to inform the ongoing work of NALA in the field.

Section 2 sets out the research design for the study.

Section 3 presents the findings in relation to organisations involved in Family Literacy and their learners.

Section 4 outlines the resources used and the resources and supports needed.

The final section summarises the study conclusions and sets out recommendations based on the findings.

## 2 Research Design

This section sets out the details of the study design, procedures and limitations. The survey study was conducted by the research team in collaboration with NALA from December 2021 to April 2022. In the first phase, the research team compiled a comprehensive list of Family Literacy service providers outside the ETB sector (section 2. 1) and developed the survey (section 2. 2). The survey was distributed online for 3 weeks from 23 March to mid-April 2022.

### 2. 1 Identification of Family Literacy Service Providers

The goal of this phase of the study was to compile a comprehensive list of the organisations doing Family Literacy work outside of the ETB sector in Ireland. This cohort constitutes the target population for the survey and covers a range of different organisations. The research team conducted the following search process to identify these Family Literacy service providers across Ireland:

- 1) Using a preliminary list compiled by NALA of relevant known organisations, organisation websites were checked to determine the extent of the literacy programmes and if they have connections to ETB's. According to the information on their websites, some of these organisations did not have any specific or identifiable literacy programmes. This included the National Parents Council, One Family, Parentline and mychild.ie.
- 2) During phase 2 of the search phase, organisations were individually contacted to confirm the existence or absence of literacy programmes, which fit the brief of the current study and to record the most relevant contact information.
- 3) A county-by-county web search for 'Family Literacy programmes' was conducted. The most prevalent result during this search was NALA and the literacy programmes run by each ETB. In some cases, additional literacy programmes with no apparent link to ETBs were found and added to the list. In some instances the target population was specific, such as programmes for the Traveller Community or for people with Down Syndrome.

- 4) Lists of associated service providers linked to POBAL Social Inclusion and Community Activation (SICAP) programme were obtained and these were screened and added to the list with relevant contact information.
- 5) The list of TUSLA family resource centres (FRC) was sourced and each FRC was contacted to determine the existence and extent of any literacy programmes and to record the contact information for these programmes.

The final list includes 227 organisations from across the Republic of Ireland and records the web addresses and contact information for each. The contact information list was updated during the survey process in response to email feedback on most appropriate contact emails for Family Literacy programmes.

## **2. 2 Survey Design and Distribution**

The research team designed the survey instrument in December 2021. The preliminary draft was refined in collaboration with NALA in early 2022. This draft was piloted online with a number of representatives from the Family Literacy sector. Based on the feedback from the pilots, we made some changes to the survey. We carried out a final review for minor edits with NALA representatives.

Following this the online questionnaire was circulated using Qualtrics software and remained open for 3 weeks from 23 March to 12 April 2022. Figure 1 summarises the survey population, contact process and response rate. The questionnaire was sent to the full contact list of 227 organisations. Any invalid email addresses were revised and re-sent. To increase the survey response rate, the research team made follow-up phone calls to 68 organisations, focusing on Tusla-supported Family Resource Centres (FRC) and geographic spread across all counties. The team made additional follow-up phone calls during the following week covering all categories of organisations. In a small number of cases, phone numbers and email addresses had changed and these were revised. Some organisations indicated that they had no Family Literacy programmes and advised us to contact the local ETB but in most cases there was a commitment to follow up on the survey with coordinators and managers. As the survey was circulated in March 2022, some FRCs were dealing with an influx of refugees from Ukraine and had limited capacity to complete the survey. On the week of 5 April, we issued a final round of emails to encourage participation.

The final response rate was 48, approximately 21% of the total population of 227 organisations. The data was analysed over subsequent weeks. The data analysis of quantitative data is largely descriptive. The qualitative data was analysed thematically to provide more detail and depth in the final report.



**Figure 1: Summary of Survey Deployment and Completion**

## 2. 3 Limitations

The study was systematic but there are some limitations. The key limitation is the sample. While the target number of responses was achieved, this only represents a portion of those involved in Family Literacy work in Ireland outside the ETB sector. The initial search may not have sourced all relevant providers and of those providers, not all responded. As the survey was voluntary and did not include an incentive for completion, the response rate was acceptable for this kind of study but not comprehensive. The survey findings must be considered in this light.

The second limitation relates to the nature of survey data. Given that most respondents can be expected to spend about seven minutes completing a voluntary survey, it is not possible in a survey to gather very rich qualitative data.

In this survey, respondents spent on average 10 minutes completing the survey which provides an indication of the commitment of the respondents to the theme of Family Literacy. While the survey provides a broad overview of Family Literacy provision and resources in use outside of the ETB sector in Ireland, it cannot provide great depth to this perspective given the limited space for rich qualitative input in a survey. The final section provides recommendations for how to gain further input from the sector.

Despite these limitations, this study does provide the **first broad-based overview of Family Literacy outside of the ETB sector** in the Republic of Ireland today.

# 3 Organisations, Learners and Programmes

This section presents the overview of the study respondents, the organisations involved, the learner groups and specific learner needs identified by respondents.

## 3.1 The Organisations

The forty-eight respondents represent a broad spread of organisations involved to different degrees in Family Literacy provision across Ireland. The geographical spread of organisations who took part in the survey has representations from all four provinces. In Leinster, there were 25 participants with the majority from Dublin but included Meath, Louth, Westmeath, Wexford and Wicklow. Munster is well represented also with 14 respondent organisations that included Cork, Kerry, Tipperary and Limerick. Four organisations from Mayo, Galway and Roscommon in Connaught responded to the survey as well as two from Monaghan and Donegal in Ulster. A small portion of respondents did not identify the location of the service provider.

## 3.2 The Learner Characteristics

The organisations in the sample worked with parents and caregivers of children from pre-school to post-primary school and those also with adult dependents, as summarised in Figure 2.

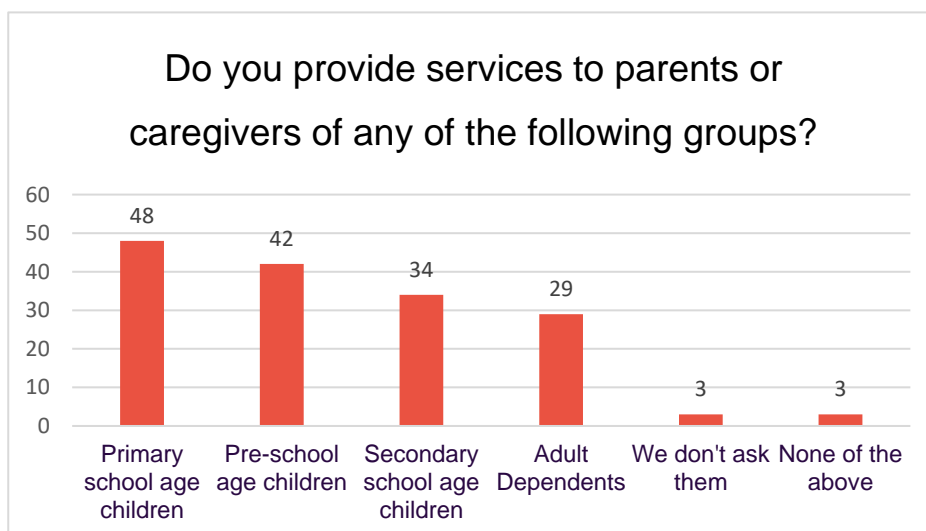
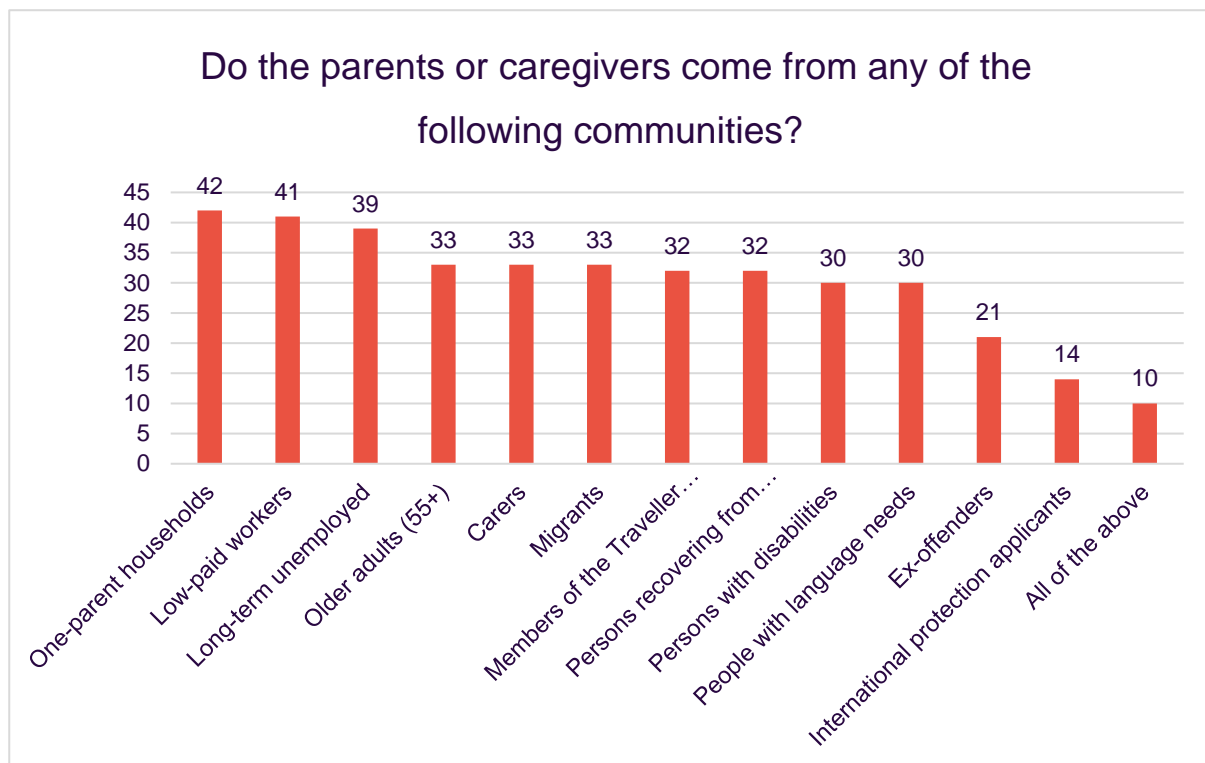


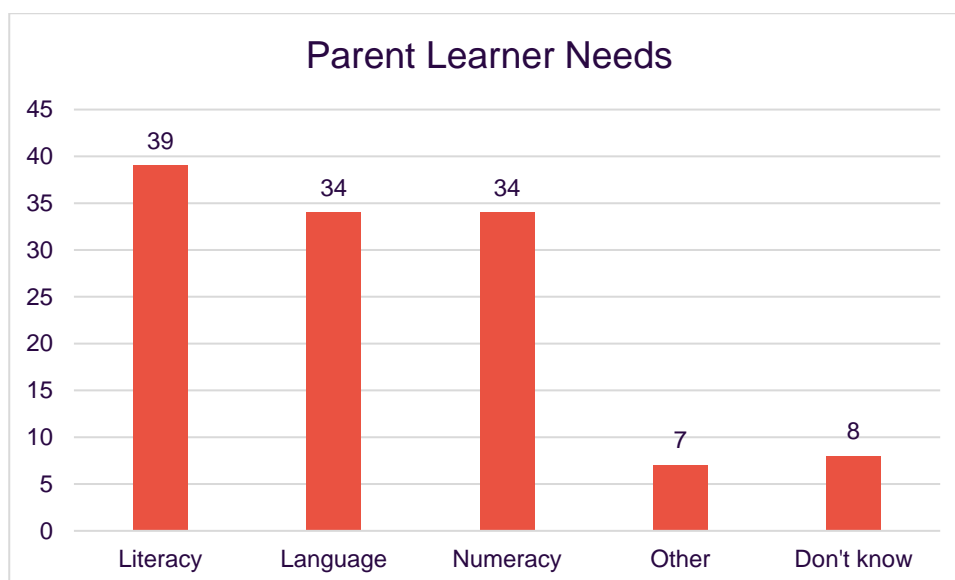
Figure 2 Parent and or Caregiver Learner Child Groups

On average, the organisations work with about 300 parents a year but there was wide variety in this ranging from 20 to over 4000 parents. In relation to the different populations the organisations serve, the adult learners covered all of the potentially vulnerable cohorts identified in the Adult Literacy, Numeracy and Digital Literacy 10-Year Strategy for Ireland (SOLAS, 2021) (see Figure 3).



**Figure 3 Parent and or Caregiver Potentially Vulnerable Learner Groups**

As regards identified learner needs, of the 44 organisations who responded, the vast majority identified Literacy, Language and Numeracy as needs for their learners (see Figure 4). In addition, a number of respondents identified learning needs in relation to digital literacy, nutrition, budgeting and accessing support services in a range of areas.



**Figure 4 Parent Learner Needs**

A number of respondents emphasised that many of the learners had previous damaging experiences of education. They further elaborated on the specific needs of the adults using their services identifying the following needs among parents in addition to language, literacy and numeracy needs:

- Parenting: understanding the role of play, reading and attachment;
- Complex and difficult living situations including high levels of poverty, unemployment, homelessness, addiction;
- Disabilities limiting access to education and independent living; and
- Mental health challenges.

The key points are summarised in the following quote from one respondent:

“We build trust and collaboration through dialogue, respecting the extensive knowledge they have about their lives, the need of their families and the situation their communities live in. They need not to be treated as objects of policy but as equal participants in learning. They need personal contact, experience of working in a group with others who may have some of the same concerns, and literacy education that respects their own syntax and culture.” (Respondent 4)



### 3. 3 Services and Programme Provision for Parents and Caregivers

The respondents identified a range of services, programmes and activities that their organisations provide to parents and caregivers. These range from support for parents with form-filling and other written materials (applications, CVs, letters from government agencies, and so on) to specific Family Literacy programmes. In addition to literacy and numeracy some organisations provide cookery, knitting groups, well-being sessions, chair aerobics, bingo, nutrition, art, smoking cessation, crocheting and gardening.

Parental support for school-going children that were highlighted include:

- access to parent support workers;
- counselling;
- play therapy;
- general parenting programmes;
- baby and toddler groups; and
- meitheals.

Some organisations provide family support services for Traveller men and women as well as innovative and unique Traveller-led and developed models of afterschool support for Traveller children and their families through an education, culture and wellbeing approach.

Twenty-eight of the respondents provided information on how literacy is integrated across these programmes with parents and caregivers. Of these respondents, six focus exclusively on literacy in their work. Five respondents indicated that they refer learners to other relevant services as needed.

The remainder indicated that they integrate literacy extensively across their programmes, in discrete and explicit ways – providing support for literacy tasks. For example through:

- supporting learners with English for Speakers of Other Languages (ESOL) needs,
- organising resources and interventions as needed on a one-to-one or group basis,
- developing a love and understanding for the importance of reading within family.

# 4 Family Literacy Provision, Resources and Needs

## 4. 1 Family Literacy Provision

As regards Family Literacy in particular, thirteen respondents stated that their organisations provide specific Family Literacy programmes. These respondents included staff from several well-known Family Literacy providers around the Dublin area, two organisations working specifically with members of the Travelling Community and a number of FRCs based in Munster and the midlands. The Family Literacy programmes listed by these respondents include a number of specific and established Family Literacy Programmes (for example Hug my book, Doodle Families, Wizard of Words, Dolly Parton's Imagination Library, and so on) as well as programmes adapted to adult learners.

These adapted or bespoke programmes cover literacy, English as a Second Language and English for Speakers of Other Languages (ESL / ESOL), homework support, well-being and life skills, as well as programmes integrated with the arts and craft. The programmes take different formats, working with groups, one-on-one or single event activities with an integrated Family Literacy focus. The programmes range in duration from 1-3 hours per session (most commonly one to one and a half hours per session) with some programmes occurring occasionally through the year and others a fixed duration of weeks, typically 6-8.

The remaining 35 respondents from across the sector working in the area of family learning do not provide specific Family Literacy programmes but rather provide literacy services on a more as needed basis.

## 4. 2 Family Literacy Resources

As regards resources and materials for Family Literacy, respondents identified a wide range of resources with structured programmes and workbooks as the most frequently used (see Figure 5). The full list of named programmes and resources is included in the appendices. Thirteen respondents provided details on books and workbooks.

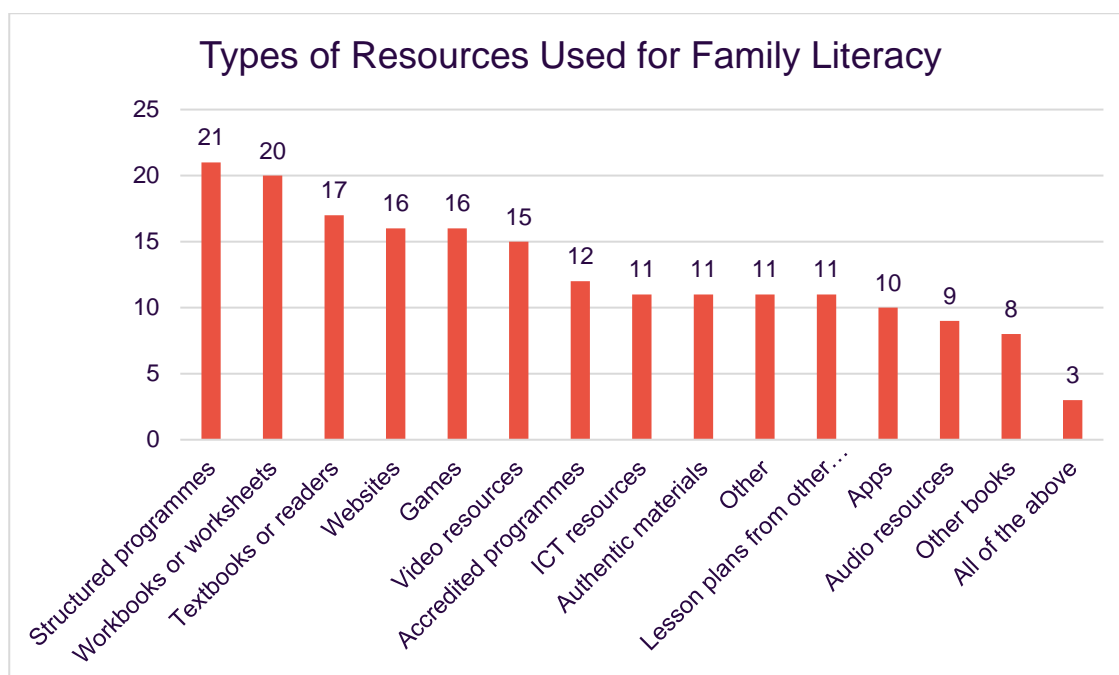
The workbooks used are associated with named programmes (for example Parent Plus, Doodle Families, Mind the Gap, Preparing for Life and PEEP workbooks). More generally the range of books and other publications, including poetry, identified are very tailored to specific learner groups<sup>1</sup> and some specific concerns (for example homelessness, child safety) as well as the subject focus of the sessions (for example mindfulness, school transitions, and so on). One organisation in particular uses readers written by students.

Thirteen respondents provided details on websites, apps and other ICT resources. These resources could be classified as supporting:

- multimedia engagement and access (primarily Youtube (mentioned by one fifth of respondents) but also audiobooks, whiteboards and accessibility software for visual impairments (JAWS and Magnifier)
- English language support (Google Translate and Duolingo for example)
- communication and content creation apps (for example WhatsApp, Padlet and Jamboard)
- Classroom response and engagement apps (for example Quizlet, Wordwall)
- Websites for resources (for example Twinkl, ImaginationLibrary.com and activity village)

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<sup>1</sup> Books noted for work specifically with the travelling community: Why the Moon Travels - Oein De Bhairduin , Pavee and the Buffer Girl



**Figure 5 Types of Resources used in Family Literacy Provision**

In addition to these resources, respondents also mention using children’s toys and books, their own materials and students’ own life stories and real-world activities (for example, local walks). Finally, a small number of providers refer learners to other providers to access relevant services.

Of the 48 completed responses, one third indicated that they had developed their own Family Literacy resources and materials. Nine of these make their resources available to share. These include full programmes with materials and manuals, Traveller-specific resources, bespoke materials, session plans, parent resources and tip sheets. The remaining four respondents indicated that they develop resources in response to learner needs. The responses suggest a resourceful sector drawing on and developing a range of resources tailored to the needs of their learners.

### 4. 3 Family Literacy Resource and Support Needs

The majority of respondents indicated that they do not have sufficient resources for their Family Literacy provision (21 responded “No” and 4 “Barely”). Respondents note a wide range of needs (see Figure 6, font size indicates frequency of response). Books and workbooks are the most commonly noted:

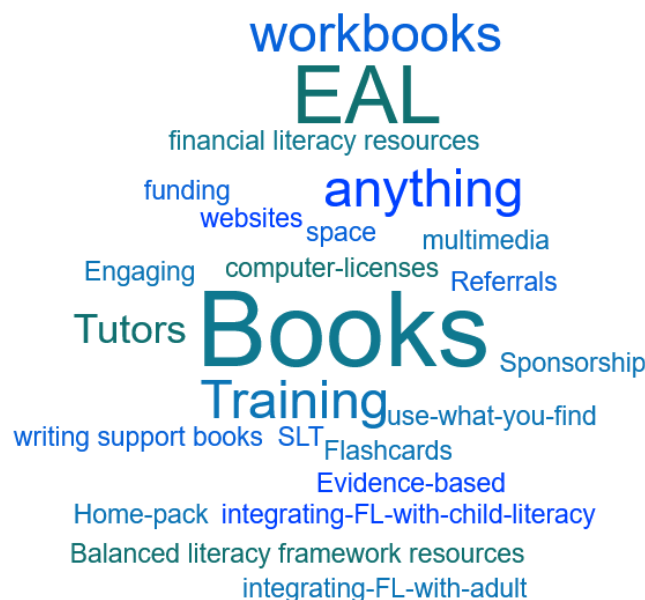
“We would love to have access to more books. We love to give families gifts of books on specific subjects to support issues they might be struggling with but funding is limited and we don't always have the resources to do this.”  
(Respondent 7)

English Language resources and training are also identified as very important. This incorporated resources to support ESOL but also resources in other languages to support the home language and literacy of families:

“Resources to provide additional support to parents / carers with either low levels of literacy or limited English.” (Respondent 11)

“Availability of resources in different languages.” (Respondent 14)

A small number indicated that any support at all would be helpful. The broad range and general nature of the suggestions would indicate that respondents would welcome a trusted source to access relevant resources. The respondents acknowledge the need for resources but they cannot or do not always specify exactly what those might be.



**Figure 6: Family Literacy Resource Need: Types**



**Figure 7: Continuous Professional Development (CPD) Preferences**

As regards professional development preferences, the overwhelming preference is for the webinar format (see Figure 7 font size indicates frequency of response). Newsletters and face-to-face seminars were also viewed as helpful by a number of respondents. Some of the responses indicate the desire to engage with their fellow practitioners. Relevant themes identified in the responses include tutor learning communities, collaborations, networking events, face to face seminars. Some respondents noted the value of collaboration in this area in particular in the face of limited funding:

“I worry that services will have to choose between different Family Literacy programmes going forward instead of us collaborating.” (Respondent 39)

The ease and directness of the newsletter and webinar formats however are greatly in demand.

## 5 Conclusions and Recommendations

The findings of the study provide a snapshot of a community of providers dedicated to supporting their relevant community. The responses indicate that there are several organisations specialising in the area of Family Literacy, a number of others focusing on children's literacy but looking to reach out to families also and many others who do not have an explicit literacy focus at all but are very conscious of the Family Literacy needs of their learners. This diversity in organisations engaged in Family Literacy outside of the ETB sector in Ireland must be considered in the recommendations of this study.

The findings highlight the range of needs of learners across the sector and also the breadth of resources being developed and used. The research identified some specific support needs for groups (for example, ESOL, Travellers) and preferences for resource (central repository) and professional development (face to face, networking and webinars). It also highlighted substantial expertise that could be harnessed in the future. Participants indicated a need for more connectivity or visibility across the sector in order to identify appropriate programmes for learners but also potentially to develop productive professional networks between organisations and individuals working in Family Literacy.

In response to this research, recommendations include:

- As an initial step, NALA should contact the organisations identified in the research with the key findings, information on relevant activities and resources, invitation to be added to NALA's membership and circulation list.
- NALA should conduct further consultation and discussion with a selection of organisations and individuals active in the area to inform NALA's future advocacy and awareness, resources and professional development activities.
- In order to supplement and deepen the overview provided in this report, NALA could consider commissioning some case studies reflecting the diverse nature of Family Literacy organisations and activities.

# References

SOLAS. (2021). Adult Literacy for Life: A 10–Year Adult Literacy, Numeracy and Digital Literacy Strategy. Dublin



# Appendix 1:

## Resources and Materials

### Family Literacy and Learning Programmes named in Survey (in Alphabetical Order)

Alpha to Omega structured programme

Babbling Babies speech and language session.

Baby massage courses

Breakfast Buddies

Brew crew

Childcare, Healthcare, Community Development, Advocacy

Circle of Security

Cuddle and Reading - is a 6-week reading at home programme

Dcodedyslexia.com

Dolly Parton's Imagination Library Cork.

Doodle Den and Doodle Families

Elklan Let's Talk with Your Baby group.

Fetac accredited programmes

FETAC Courses in Computers

FETAC Courses in Furniture Restoration

Hanen "I'm Ready" Programme.

Hanen "Learning Language & Loving It" Programme

Homevisiting programme for pregnancy to age 4 years.

Hub na Og Training - Everyday Spaces

Hug your book

Incredible years parenting courses

L3 General Learning

Loving language and Family reading in primary school junior classes

Mindfulness for Wellbeing in Schools

Modules in SNA Training & Health Care

Newborn Behavioural Observation for 0-3 months.

Parent child plus

Parents plus parenting courses (including Parent Plus Early Years)

Peep Learning Together group.  
PEEP learning together programme  
Roots of Empathy  
Stop, Think , Speak Methodology  
Story sacks  
Storytime at the Library group.

# Appendix 2:

## Family Learning Provision Survey

### Organisation

Q2.1 What is the name of your organisation or service?

Q2.2 Is your organisation or service linked to another organisation? For example, are some of your services funded by another organisation? Are some of your services provided by another organisation? Do you run collaborative projects with other organisations?

- Yes
- No
- I don't know

Q2.3 Please name the organisations or services yours are most closely linked to?

### Programmes

Q3.1 Do you provide services to parents or caregivers of any of the following groups?  
(Tick as many as relevant)

- Pre-school age children
- Primary school age children
- Secondary school age children
- Adult Dependents
- We don't ask them
- None of the above (This response will end the survey)

Q3.2 Please describe the services, programmes or activities that you provide to parents or caregivers.

Q3.3 On average, in a year, how many parents or caregivers do you provide services to?  
(A rough estimate is fine)

Q3.4 Do the parents or caregivers come from any of the following communities? (Tick as many as relevant)

- Older adults (55+)
- Members of the Traveller Community
- Persons with disabilities

- Low-paid workers
- Carers
- One-parent households
- Ex-offenders
- Persons recovering from addiction
- Long-term unemployed
- Migrants
- International protection applicants
- People with language needs
- All of the above

Q3.5 Do the parents or caregivers have unmet needs in the following areas?

- Literacy
- Language
- Numeracy
- Don't know
- Other \_\_\_\_\_

Q3.6 What types of needs do they have?

Q3.7 Do you integrate literacy learning into the programmes or services you provide to parents and caregivers?

- Yes
- As needed
- No

Q3.8 Please tell us how you integrate literacy into these family programmes or services.

## Family Literacy

Q4.1 Do you provide specific Family Literacy programmes or classes?

- Yes
- No

Q4.2 Please tell us what Family Literacy programmes or classes your organisation provides.

Q4.3 On average, how many hours are your Family Literacy programmes? (A rough estimate is fine)

## Resources and materials we use

Q5.1 In Family Literacy, tutors often use a very wide range of resources to best suit the needs of their learners. We want to find out about the resources that are most useful for you in your work. This can be general resources like Youtube or specific books or programmes you use.

What kinds of resources do you use in your Family Literacy provision?

- Accredited programmes
- Lesson plans from other providers or tutors
- Structured programmes
- Websites
- Textbooks or readers
- Workbooks or worksheets
- Other books
- ICT resources
- Video resources
- Audio resources
- Apps
- Games
- Authentic materials
- Other \_\_\_\_\_
- All of the above

Q5.2 Can you provide some examples of the accredited or structured programmes you have used?

Q5.3 Can you provide some examples of the textbooks, workbooks or other books you use most?

Q5.4 Can you provide some examples of the websites, apps, games or other ICT resources you use most? For example: familylearning.ie, tes.co.uk, YouTube, Duolingo, online touch-typing sites and so on.

Q5.5 Can you provide some examples of the audio-visual resources you use most?

Q5.6 Can you provide some examples of other useful resources you use the most in your Family Literacy programmes?

Q5.7 Can you provide some examples of the resources you use the most in your Family Literacy provision?

Q5.8 What websites or other sources do you use to find new resources for your programmes? For example, [familylearning.ie](http://familylearning.ie), [tes.co.uk](http://tes.co.uk), [nala.ie](http://nala.ie)

Q5.9 Has your organisation developed their own Family Literacy resources and materials?

- Yes
- No

Q5.10 What kinds of Family Literacy resources and materials have you developed?

Q5.11 Are these available to share with other organisations?

- Yes
- Some
- No

Q5.12 Where do you make them available?

### **Our resource needs**

Q6.1 For Family Literacy resources and materials, do you have everything you need?

- Yes
- Mostly
- Barely
- No

Q6.2 What kinds of resources and materials would be useful for Family Literacy work in your organisation?

Q6.3 How do you like to learn about new resources or best practice in the area of family learning? For example, online webinars, newsletters, face to face seminars, videos and so on.

### **Contact**

Q7.1 Can we have your email to contact you again?

We at the National Adult Literacy Agency would love to talk to you about the services you provide in the area of family learning and literacy. It would greatly help us with our work.

If you are happy for us to contact you please provide your email below.

Q7.2 Is there anything else you would like to add about Family Literacy or your organisation?



The National Adult Literacy Agency (NALA) is a charity and membership based organisation. We work to support adults with unmet literacy, numeracy and digital literacy needs to take part fully in society and to have access to learning opportunities that meet their needs. NALA does this by raising awareness of the importance of literacy, doing research and sharing good practice, providing online learning courses, providing a tutoring service and by lobbying for further investment to improve adult literacy, numeracy and digital skills.

**National Adult Literacy Agency (NALA)**

Sandford Lodge  
Sandford Close  
Ranelagh, Dublin 6  
D06 YF65

**Websites:**

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

**Phone:** 01 412 7900

**Email:** [info@nala.ie](mailto:info@nala.ie)

**Freephone:** 1 800 20 20 65

**f** [nalairreland](https://www.facebook.com/nalairreland)      **🐦** [@nalairreland](https://twitter.com/nalairreland)

**Registered Charity Number:** 20020965

**Charity Number:** 8506

**Company Number:** 342807

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



Rialtas na hÉireann  
Government of Ireland



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learning works

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