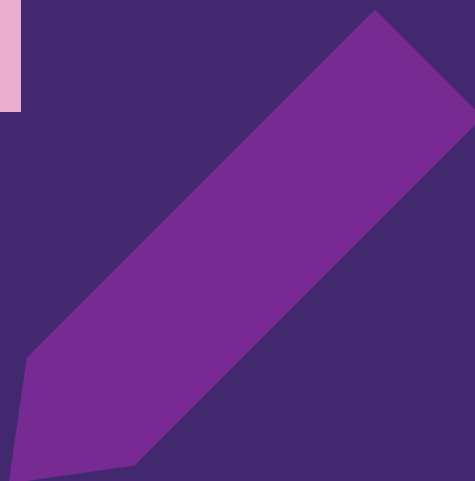
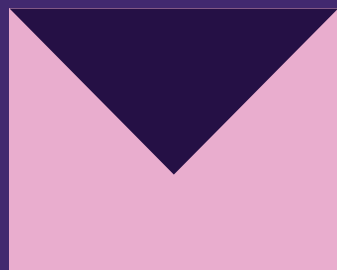


National Adult Literacy Agency (NALA)

Our year and our work

Annual Report 2022



National Adult Literacy Agency

Áisíneacht Náisiúnta Litearthachta do Aosaigh

About this report

This report tells you about our work and finances in 2022.

Patron: Michael D Higgins, President of Ireland

Chairperson: Margaret Kelly

Chief Executive Officer: 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 have unmet literacy, numeracy and digital literacy needs.
- We work in partnership with the Irish Government, organisations, tutors and learners to advance adult literacy policy and provision.



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.



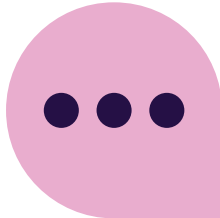
Our mission

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 Chairperson

2022 was a year of consolidation for NALA. With the labour market demanding higher skills and public services increasingly moving online, those with unmet literacy needs are finding it harder to take part fully in society – to exercise their rights as citizens, to access services, make informed decisions, and support their families and communities.

The publication of the Adult Literacy for Life (ALL) Strategy in September 2021 was a milestone in progressing literacy for adults as a human right. While it sets out a comprehensive range of actions to promote a whole of Government and society response to those with unmet literacy needs, progress on its implementation has been disappointingly slow. The ALL Programme Office based in SOLAS was only established in November 2022 to lead the Strategy's implementation. Sixteen regional co-ordinators, based in the Education and Training Boards were hired to assist with the implementation of the Strategy locally. An Innovation and Collaboration Fund was launched in late 2022 to encourage actions which promote partnerships and wider community engagement in providing adult literacy services. With these essential actions completed, meaningful implementation can now begin and clarity should emerge on the roll out of the Strategy. NALA looks forward to playing an active part in this process, working in collaboration with others.

In the interim, while waiting for clarity on how the ALL Strategy would evolve, NALA consolidated its work and agreed a Statement of Strategy to guide our activity during 2022 and 2023.

We have focused on:

- Advocating for adult literacy, numeracy and digital skills;
- Promoting good practice and engaging in research;
- Providing resources, professional development and literacy awareness and plain English editing and training;
- Supporting eLearning, tuition over the phone, and operating a referral service;
- Working in partnership with Education and Training Boards (ETBs), community and health organisations, libraries and financial institutions and prisons to expand the scope of adult literacy awareness and provision; and
- Strengthening our governance regime, continuing to update our staff contracts, policies, procedures, and reviewing our management, staffing, training and induction arrangements.

Our Board and staff have been active in planning, monitoring implementation, managing resources, risk management and mitigation, improving services for learners, and supporting the wider system through research, training, resources, outreach and partnership. I would like to thank NALA's Board, staff and our partners for all their work and achievements in 2022.

I would also like to thank the Directors who left the Board in April 2022 for all their service to NALA. They are Anna Tuohy Halligan, Celia Rafferty, Gwen Redmond, Hazel Cryan, Kevin Kelly and Mary Maher. We were also delighted to welcome new Directors including Aoife Foley, Dr Eleanor Neff, Maurice Sammon, Trish Nolan, Tom O'Mara and Tracey Reilly. They bring varied and valuable expertise and insights.

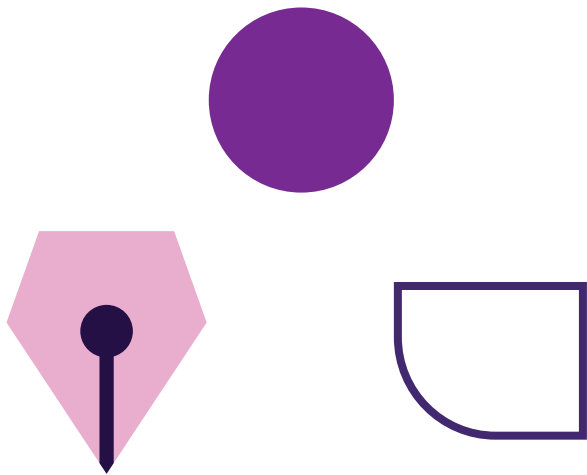
NALA's work continues to be ably supported by four subcommittees: an Audit, Risk and Finance Subcommittee; the Education, Training and Assessment Subcommittee; the Literacy and Staff Policies and Governance Subcommittee; and the Student Subcommittee. Together they have ensured that NALA has effective governance arrangements in place and complies fully with the requirements of the Charities Regulator.

We look forward to pro-active implementation of the ALL Strategy in 2023 and developing a new Strategic Plan to guide NALA's work.



Margaret Kelly

NALA Chairperson



A message from our Chief Executive Officer

An Annual Report is a great opportunity to reflect on the year before. When you remember and reflect you never see the full picture; you only see snapshots. The rest of the Annual Report provides you with a fuller picture of 2022; the facts and figures, images and impact. Here I would like to share some of the snapshots that appear in my mind's eye when I reflect on 2022.

Resuming in person events

During 2022, we were finally able to organise in person events. The English for Speakers of Other Languages (ESOL) event in May along with two Student Days in Dublin and Cork were like Christmas Day three times over with the excitement from participants sharing their experiences and ideas. Our International Literacy Day event on 8 September 2022 was an inspiring and transformational day not only for the learners, their families, tutors and care-givers but for NALA staff to see the diversity, creativity and potential of all those quietly and invisibly using the Learn with NALA website since its launch in March 2020. Returning to the Ploughing Championships was a fabulous if not mud-filled opportunity to fly the NALA flag in the fields of County Laois!

Researching current and future practice

Throughout 2022, we engaged in research projects to inform our activities and influence future policy and practice.

In collaboration with third level institutions and independent researchers we launched research reports into family literacy activities outside of Education and Training Boards, adult learners' understanding of numeracy and experiences of financial literacy in Ireland. We also completed a European Union Project which identified ways for adult educators to use digital media in their teaching.

Recruiting to enhance our services and reach

We recruited new staff who are focussing on developing our Learn with NALA website and supporting users of it. We also hired someone to concentrate on reaching out to the furthest behind groups. This work is done in collaboration with community and voluntary organisations to identify the unmet literacy, numeracy and digital skills needs of their beneficiaries and how we can respond to those needs. We anticipate this work being a core focus of our activities over the next few years and is being supported by other members of staff to give it depth and breadth.

Releasing resources to support learning and teaching

On International Literacy Day, we launched 'LEGENDS', a book and workbook of stories from Ireland's greatest sports stars, for emerging readers. With additional funding from the Department of Rural and Community Development and the ALL Programme office we were able to make 20,000 publications available free of charge to libraries, adult education, literacy learners and educators throughout the country.

Reinforcing our capabilities

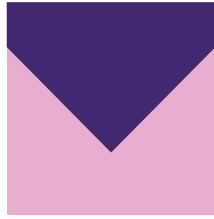
All of this work would not be possible without the commitment and capabilities of NALA's staff and systems. Throughout 2022, we reinforced our people, processes and premises by agreeing a new staff handbook and hybrid working policy. We also implemented a programme of remedial works in our offices and held a staff development day.

Reaching for the stars

I look forward to working with NALA staff, members and stakeholders to ensure that we are constantly reaching for the stars in our ambitions and activities to support current and future literacy learners and anyone and everyone who wants to join us on that journey.



Colleen Dube
NALA CEO



Our priorities in 2022

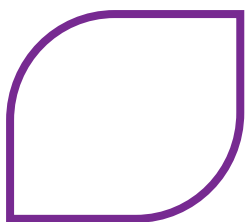
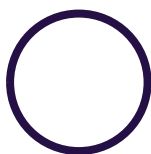
1. Individuals with unmet literacy, numeracy and digital literacy needs
2. Adult literacy educators and services
3. Organisations dealing with the public
4. Policy makers and the public

1.

Individuals with unmet literacy, numeracy and digital literacy needs



NALA's Student Subcommittee at Student Days in Dublin and Cork.



Learner Keith McConnon receiving his certificate from SOLAS CEO, Andrew Brownlee.

Celebrating learners on International Literacy Day

NALA was very proud to host a graduation ceremony for learners to mark International Literacy Day on 8 September 2022.

Over 170 guests, including learners with their friends and family, came to the event that featured learner stories and readings. The event finished with a presentation ceremony of Quality and Qualifications Ireland (QQI) Awards to about fifty adult learners from all over Ireland.

The learners received awards because they worked with NALA tutors over the phone, or used the Learn with NALA website to get their QQI Awards and Certification. Some learners used a combination of these services with the support of their tutor and education provider.

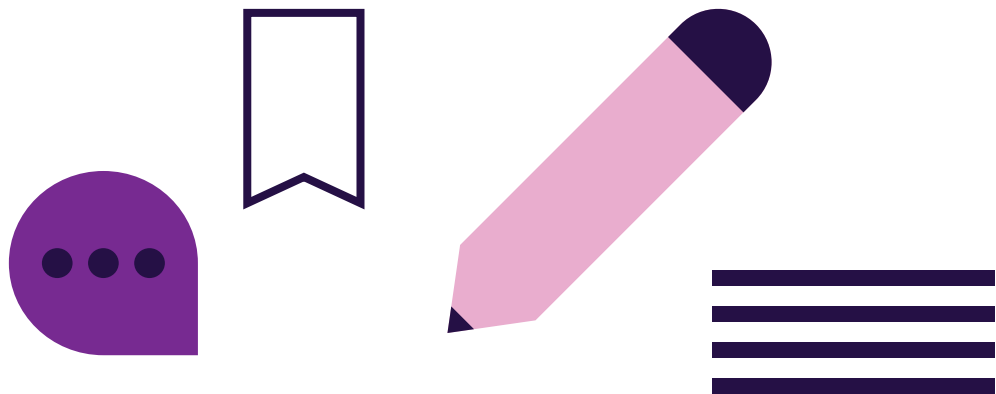
Individuals with unmet literacy, numeracy and digital literacy needs



Maurice Sammon, student with Waterford and Wexford ETB and NALA Board Member speaking at the International Literacy Day celebration event.

We were also delighted to have learners join us to speak on the day. Michael Duffy shared his story of returning to education with Cavan and Monaghan Education and Training Board (ETB). Maurice Sammon from Waterford and Wexford ETB and Liam Cleere from Tipperary ETB shared powerful pieces of creative writing with the audience.

Our CEO, Colleen Dube, told learners who received their awards from Andrew Brownlee, CEO of SOLAS, that "Choosing to learn or work towards an award or certification has its challenges and requires great commitment and perseverance. I commend you for all you have achieved. Remember this is just the start of your educational journey and there are lots of options to continue learning if you want to."



Our work in 2022

We made it easier for more adults to develop their literacy, numeracy and digital literacy by providing information and learning services.

Information and advice

We engaged with **905** people with literacy, numeracy and digital literacy needs who contacted us for information and advice. We have a freephone number, a freetext number and online options for people to contact us, such as email or messaging us on Facebook. Every person's needs are different and depending on their requirements, we put them in contact with their local ETB adult literacy service, NALA's tutoring or online services. We also posted **503** information packs about these learning options to people who contacted us.

Tutoring service

Our tutors provided **3,004** one-to-one tuition sessions by phone to **378** learners. This service is useful for people who want to learn from home with the help of a tutor. There is no set course and our tutors normally make one call a week for up to 30 minutes. They work with people on whatever they want to learn until they achieve their goals.

Our Tutoring Service often gives participants the confidence to continue their learning journey. For example:

- **60** learners progressed to online learning using Learn with NALA;
- **49** learners were referred to their local ETB; and
- **24** learners were referred to the Adult Education Guidance service.

1,046



Learners were supported to achieve QQI awards.

Learning online

We offered a range of free, easy-to-use online courses on Learn with NALA, our eLearning website. Learn with NALA provides adults with a unique opportunity to access **41** courses from level 1 to level 3 with the option of national certification from Quality and Qualifications Ireland (QQI) at levels 2 and 3. Courses are available in literacy, numeracy and digital literacy with subjects such as Reading, Writing, Personal Effectiveness, Maths and Computers Skills.

During the year, **3,115** people registered to use Learn with NALA. About **2,000** used the website to learn by themselves at home, and about **1,000** were enrolled in ETB-affiliated centres, disability, and community and voluntary sector centres.

Accreditation and certification

We supported **1,046** learners to achieve **2,250** national awards with QQI:

- **941** awards were achieved by learners working with NALA;
- **586** awards were achieved by learners in ETB-affiliated centres; and
- **723** awards were achieved by learners in disability, community and voluntary centres.

1,650 of these national awards were achieved at level 2 and **600** were achieved at level 3. For many people this was the first time they got a national qualification which can act as a stepping stone onto further education and training courses.

We also issued **2,248** NALA Certificates of Completion to **855** learners who successfully completed unaccredited courses on Learn with NALA:

- **1,773** Certificates of Completion at level 1; and
- **475** Certificates of Completion at Preparing for level 3 programme.

Individuals with unmet literacy, numeracy and digital literacy needs

Engaging learners

Through a targeted outreach campaign we supported **172** adult literacy, numeracy and digital literacy learners who had stopped using Learn with NALA. We also followed-up with **544** people who contacted us through a Facebook campaign which resulted in:

- **102** people availing of one-to-one tuition over the phone;
- **275** receiving information and resources by post; and
- **56** being referred to their local ETB.

Self-assessment tool – CITO Skills Checker

We completed our work on the European Union Erasmus+ funded Check-In Take-Off (CITO) Skills Checker project. This was an easy-to-use, online self-assessment and self-referral tool that allowed 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.

In October, we implemented a NALA version of the Skills Checker for adults in Ireland at **skillscheck.nala.ie**. In December, we promoted the Skills Checker on social media. Our aim was to test how many people completed the Skills Checker after seeing the advertisement. As a result of this promotion, we recorded **1,895** visits to the Skills Checker tool and **217** people completed the online assessment.

1,780



Students benefitted
from the Student
Development Fund.

Student development work

We provided a Student Development Fund to **76** adult education centres so that students can:

- organise and take part in activities they might not normally get a chance to do;
- learn something new outside their education centre;
- meet other students; and
- contribute to team building between students.

Most centres used the fund for cultural trips to places of local interest such as Hook Lighthouse or Spike Island. Others did workshops on various themes, for example bee keeping and outdoor activities like rope climbing. Eighteen education centres used the funding to buy new technology for learners.

The total funding that was allocated to centres was €40,000 and more than **1,780** students took part in activities.

Centres who receive the funding also gather student feedback for NALA. This year **1,282** students gave feedback and highlighted that they found online services like websites hard to navigate and online banking difficult to use. Students said it would help if they were able to talk to a real person in banks and if people used plain English.

Students also said the top reason why they keep coming back to their centre is because the staff and tutors are so helpful.

155



Students attended our Student Days, webinars and workshops.

Student Days

We organised two Student Day events in Dublin in May and Cork in October. The events are organised by students for students. Our Student Days provide a relaxed and fun opportunity for students from different education centres to come together and meet other students and **96** people attended.

The theme for the days was 'We're back again' as there hadn't been a student event since 2020 because of COVID-19 restrictions. Each event has a similar format, starting with interesting student and guest speakers, followed by workshops where students can learn something new. We also use the days to gather and share learner's views and experiences of learning to share with policy makers and to inform our future events.

Student webinars and workshops

Forty-one students attended six webinars on the following topics that students were interested in:

- Being wise online;
- Looking after your well-being;
- Public speaking;
- Understanding money information;
- Getting the most from talking to doctors; and
- How to become more confident.

We also held a Creative Writing Workshop for **18** adult literacy learners in Dublin in September. It was excellently facilitated by Colm Keegan who the participants said listened and responded appropriately to everyone's needs.

New book and workbook for learners

We worked with leading Irish author Patricia Scanlan and New Island publishers to develop a new book called 'LEGENDS'. Legends is a non-fiction book with inspiring stories from some of Ireland's greatest sports stars. The stories are written in plain English for new and emerging adult readers. It was jointly funded by the Department of Rural and Community Development, and the Department for Further and Higher Education, Research, Innovation and Science.

We also developed a companion workbook for learners called 'Legends Matter'. The workbook has reading and writing exercises, puzzles, quizzes and other learning activities around the sporting stories. We included Quick Response (QR) codes throughout the workbook to direct people to additional content, information and resources online.

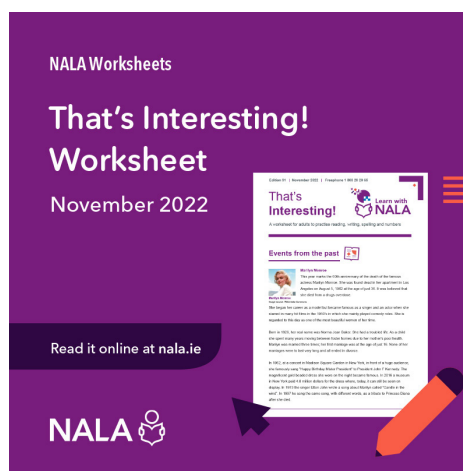


Rosemary Smith, rally and racing driver with Liam Cleere, Tipperary ETB student at the launch of LEGENDS.

Individuals with unmet literacy, numeracy and digital literacy needs

Learner worksheet

We developed **ten** new worksheets for our learners called 'That's Interesting!'. The monthly worksheets feature topical content, such as stories in the news and include puzzles and quizzes that practise literacy and numeracy skills. We posted **1,075** worksheets to learners and there were an additional **2,856** visits to the worksheets on our website.



2.

Adult literacy educators and services



NALA staff with speakers and attendees at the Family Learning Conference.



Pictured at the launch of 'LEGENDS' were Rosemary Smith, rally and racing driver with Maurice Sammon and Michael Duffy, learners and literacy ambassadors.

Sporting legends line out to support literacy

Reading might be one of life's great pleasures but for many it can be very intimidating. That's why we were thrilled to launch the new easy-to-read book called 'LEGENDS' that features stories from the lives of Ireland's greatest sporting legends.

Many people are interested in sport and whether played on a pitch or enjoyed from the side-lines, it is a very important part of their lives. We know that we learn best when what we are learning reflects our interests. For this reason we developed this book for anyone who hasn't read a book in a long time. We hope it will give them the confidence to start reading – either on their own or with the support of a tutor.

In September, we gave LEGENDS to thousands of adults who are attending courses to improve their reading and writing skills. We also gave books to libraries so that anyone can borrow them.



"I found LEGENDS to be an easy read, particularly the way it is printed on the page. I also liked the vocabulary that is used - every day words that we recognise."

Learner



So far, the feedback has been amazing from students, tutors and librarians alike.

"As we read each story at our own pace, I saw their confidence grow - confidence not only in reading but also in vocabulary, evident in the resulting discussions." - Literacy Tutor

"Congratulations on your latest publication, LEGENDS, it's fantastic and our library users love it." - Librarian

We are forever grateful for the editing skills of Irish author, Patricia Scanlan, with publisher New Island and the fifteen sporting legends who contributed their stories - Gavin Bazunu, Ronnie Delany, Keith Earls, A.P. McCoy, Barry McGuigan, Philly McMahon, Valerie Mulcahy, Paul O'Connell, Bonnar Ó Loingsigh, Sonia O'Sullivan, Niall Quinn, Henry Shefflin, Rosemary Smith, Cora Staunton and Katie Taylor.



Our work in 2022

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 **24** professional development events to share best practice in adult literacy, numeracy and digital literacy teaching. Many of these were delivered with ETB adult literacy professionals to share innovative approaches to teaching literacy, numeracy, digital skills, and English for Speakers of Other Languages (ESOL).

969 adult education professionals from ETBs participated in these events. Of these **358** took part in in-person conferences events and workshops and **611** took part in live online professional development webinars.

Of those who completed evaluations of our professional development events:

- 98% reported that they learned something new at the events;
- 99% reported that they would recommend the event to a colleague; and
- 96% reported that they would make changes to their work as a result of the event.

542



Educators enrolled
on Learn with NALA
courses.

Overview of professional development events and the number of each:

1. Tutor Forum event webinar series (5)
2. Digital Literacy and Financial Literacy online webinar series (5)
3. ESOL in-person conference with workshops (1)
4. ESOL online webinar (1)
5. In-person launch of LEGENDs and Learn with NALA graduation (1)
6. In-person ABEDiLi Digital Literacy conference (1)
7. International Literacy month webinar series (4)

Online courses for tutors

We have the following four professional development courses on our eLearning website Learn with NALA:

1. Introduction to integrating literacy
2. A practical guide to integrating literacy
3. Understanding adult literacy, numeracy and digital literacy
4. Preparing learning materials

These courses facilitate adult education professionals to add to their knowledge by learning at a time and location that suits them. During the year,

- **542** educators enrolled on courses; and
- **258** NALA Professional Development Certificates of Completion were awarded.

Two new courses 'Delivering a literacy friendly service' and 'The Guide to NALA numeracy resources' were started and will be launched in 2023.



Online teaching support and blended learning

Thirty-seven new education centres registered to use our eLearning website Learn with NALA to teach their learners online. There are now **219** education centres and **705** tutors using the online platform.

Every education centre has the option to apply their own branding to the website and they are given a unique learner registration website address to share with their students. Tutors in centres can monitor the progress of their learners.

Tutors and students also get access to NALA's level 1, 2, preparing for level 3 and level 3 programmes and resources as well as the option for QQI certification at level 2 and 3. NALA manages the QQI certification process and issues resulting certificates to the centres by post.

We provided **14** Learn with NALA training sessions to centres, 11 of which were onsite, and 3 of which were online open sessions. These were attended by **104** tutors. We also provided tutors with one-to-one support in how to use the website in a blended learning context over the phone and through email.

Improvements to Learn with NALA

We always listen to learners to find out how we can improve our service and 2022 was no different. After completing a learner needs analysis we:

- implemented automated in-course interventions offering learners additional support;
- expanded our help section for learners with new videos and explanations for the ten most frequently asked questions; and
- tried out end of course surveys on our courses.

During the year, we also:

- researched, developed and tested a number of other updates to the website to improve reporting and the user experience;
- developed a success framework for learners based on NALA's Literacy Impact publication that will be tried out in 2023;
- created a new course review toolkit and process for reviewing and updating our programmes against national and international best practice for adult literacy, quality assurance, accessibility and universal design for learning and instruction;
- developed and tried out 'introduction training' for new centres;
- created a new quick-start guide for learners in centres; and
- introduced a new set-up and management process for centres.

20,000+

Learning resources
were distributed
around the country.

Train the trainer – integrating digital

We completed our work on the European Union Erasmus+ funded Adult Basic Education Digital Literacy (ABEDiLi) project. This was a train the trainer programme developed to support adult literacy practitioners to integrate digital literacy into their practice.

Professional Development Series

We continued our work on the Erasmus+ funded European Basic Skills Network (EBSN) Professional Development Series project. This involved developing and piloting four Massive Open Online Courses (MOOCs) for adult literacy practitioners across three European countries (Norway, Hungary and Malta).

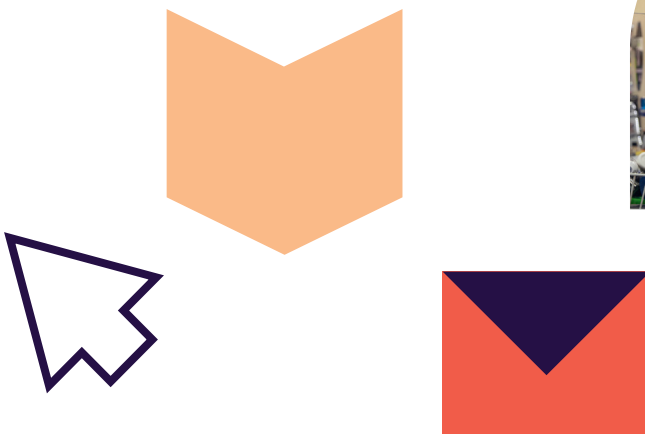
Delivering teaching and learning resources

We delivered **20,000+** adult literacy, numeracy and digital literacy teaching and learning resources to ETB and non-ETB services nationwide. We created an easy-to-use online form for educators to order resources and organised free delivery. We also secured additional funding through the SOLAS Adult Literacy for Life Innovation and Collaboration Fund to print and disseminate:

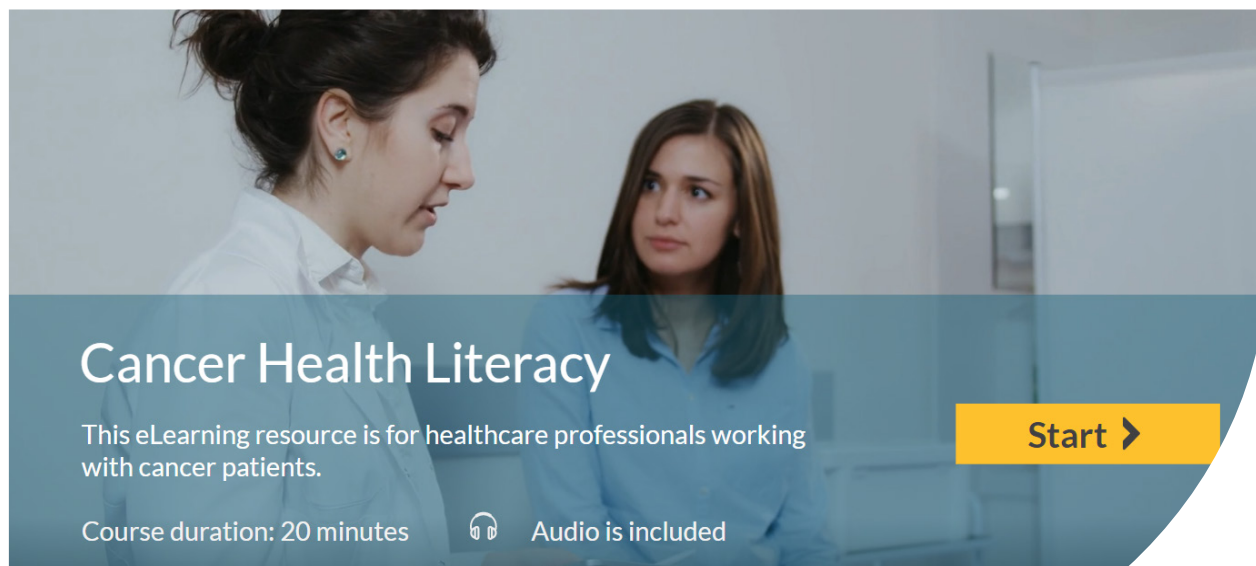
- 3,000 copies of 'Brushing up on Spelling and Grammar' workbooks
- 4,000 copies of 'That's Interesting' workbooks
- 4,000 copies of 'Better Handwriting' workbooks
- 4,000 copies of 'Write On' workbooks
- 4,000 copies of 'Brushing up on Maths at Level 1' workbooks
- 3,000 copies of 'Brushing up on Maths at Level 2' workbooks
- 4,000 copies of 'Digital Matters' teaching and learning digital literacy books
- 2,000 copies of 'Facts Matters' teaching and learning digital literacy books'

3.

Organisations dealing with the public




Organisations dealing with the public



Cancer Health Literacy

This eLearning resource is for healthcare professionals working with cancer patients.

Course duration: 20 minutes  Audio is included

Start >



Promoting health literacy practices in cancer care

Ireland's forthcoming Health Literacy Survey* shows that nearly one in three people in Ireland have limited health literacy. This means a large number of patients may struggle with reading, understanding and using health information to manage their treatment and care.

Cancer health literacy poses a particular set of challenges compared to other types of health literacy. Cancer patients' decisions and treatment schedules are often complex and timely decision-making can be critical. The distress associated with a cancer diagnosis can further impact patients' ability to remember, understand and apply information they need to effectively manage their treatment and care.

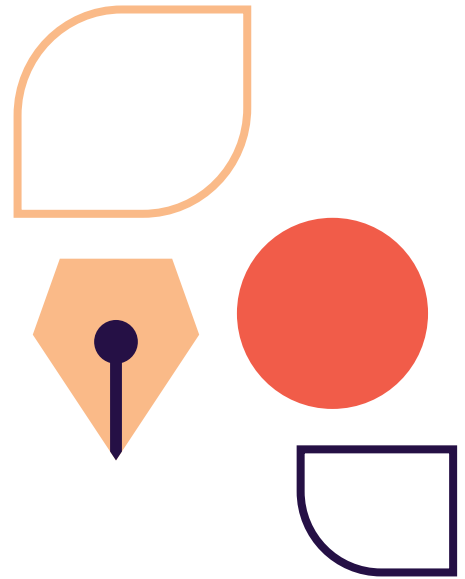
* Figures presented by the Department of Health at NALA webinar 'Addressing health literacy needs' 14 September 2022: nala.ie/support-us/webinar-addressing-health-literacy-needs/

Organisations dealing with the public



"I learned always get patients to repeat to you what you have said, to ensure they have taken in the information."

Course participant



In 2022, we joined forces with the Irish Cancer Society to launch a short eLearning course for healthcare professionals that explores good health literacy practice in cancer care. The course was funded by MSD Ireland.

It takes about 20 minutes to do and is a mixture of video and text with some interactive exercises that:

- raise awareness of how health literacy issues can affect cancer patients; and
- give an overview of health literacy-friendly approaches, such as the universal precautions approach to health literacy, teach-back and tips for writing plain language patient information.

The feedback received so far noted that:

- 100% of health professionals who did the course said that they found it useful;
- 78% said they learned something new; and
- 89% said they would recommend it to a colleague.



Our work in 2022

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 **72** organisations communicate more clearly with people accessing their services, including people who have literacy needs. We did this by editing **100** documents and texts using plain English guidelines. This work makes information easier to understand and act on.

We worked with the Department of Housing, Local Government and Heritage to support its work in modernising forms used in the electoral registration process. Forms we provided advice on included:

- voter registration forms (including for those with no fixed address);
- postal voter applications (for prisoners and people with an illness or disability); and
- special voter applications for those living in nursing homes and other residential settings.

Our plain English work with Dún Laoghaire Rathdown Housing Department was showcased in the Institute of Public Administration's Case Studies on Innovation in Housing Services, 2022. It noted a 15% reduction in maintenance requests logged within six months of the launch of the plain English edited Handbook for Tenants. This is about 1,000 fewer requests over a 12-month period and saved at least 23 working days per year.

1,100 
People received
Plain English
Training.

Plain English training

We trained **1,100** staff from **30** organisations. Our aim is to empower people who write for the public to cut through the jargon, put the reader's needs first and improve their communications and services. The training saw participants analysing and editing examples from their own websites and documents. Reviewing your organisation's work in front of colleagues can be difficult, so we worked hard to create the right environment in our training sessions.

We continued to tailor the sessions by discovering and meeting the client's needs. We delivered half-day sessions, full-day sessions, 2½ hour inputs, 1-hour inputs, and longer more extensive training to our clients. Our recommended training model is to deliver two 2½ hour sessions over two days with a task in between sessions for participants. We try not to call it homework! Feedback shows participants appreciate shorter and practical sessions over the week as it gives them time to take the plain English guidelines onboard and to gain confidence using them.

Building and sharing our expertise

We were delighted to provide our plain English expertise to help update the Communications Toolkit for the Public Sector. This third edition of the toolkit was developed by the Department of Public Expenditure, National Development Plan Delivery and Reform and the National Disability Authority.

We hosted international plain English expert Sara Slabbert, of the Plain Language Academy, to lead a webinar on how to make plain language a strategic priority in your organisation. Sara spoke about her work and research in South Africa and it was attended by **80** people from across the public and private sectors. We will have more events like this for 2023 so check our NALA Plain English Network on LinkedIn for more information and links to helpful resources.

Literacy Development and Outreach Work

We started a new outreach programme to target the 12 priority groups named in the Adult Literacy For Life Strategy. The objective was to increase our knowledge of the literacy needs of people in priority groups and work in partnership with organisations to better support them.

We did desktop research to map over **300** community and voluntary groups and organisations working with people in the priority groups. We then narrowed our focus to migrants, refugees, people seeking international protection and people recovering from addiction. We reached out to organisations to find out if people with unmet literacy needs in the community were able to access the supports they may need. We also offered literacy awareness training to organisations. Through this work we engaged with **120** staff from **35** organisations. We delivered two in person training sessions and two webinars specifically for the community and voluntary sector which **62** people attended.

This first phase of outreach shows that there is a lot more to be done to raise awareness of adult literacy needs and supports among the community and voluntary sector. As a result, we have started two projects. The first one is to develop a new series of English for Speakers of Other Languages (ESOL) literacy resources to support ESOL tutors and learners. The second project will develop a peer outreach pilot where people with experience of adult literacy services encourage others to get support. We look forward to developing and implementing these and other outreach projects in 2023.



Health literacy work

We continued our health literacy work in 2022 and delivered training on good health literacy practices to **400+** healthcare professionals.

In September, we held a webinar looking at addressing health literacy needs with:

- Deirdre Coy from the Department of Health sharing the findings for Ireland from the new International health literacy survey;
- Sarah Lane from the Irish Cancer Society on cancer health literacy and developing a short eLearning course with NALA; and
- Mary O'Hora from St. Patrick's Mental Health Services on becoming a literacy friendly hospital.

The webinar was attended by **38** people and has had **168** online views since September.

Literacy awareness training

Throughout the year, we provided literacy awareness training to about **1,000** staff from the public sector, local government, legal and education sectors. We provide this training to raise awareness on how they can provide their service so that it is fully accessible to people with unmet literacy, numeracy and digital literacy needs. Each training session concludes with participants agreeing 'one small change' they will make, to make their organisation more accessible to individuals with literacy needs.

Organisations dealing with the public

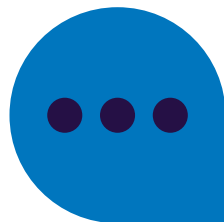
Linking with libraries

We participated in the Libraries Ireland 'Ireland Reads' campaign that encouraged the public to 'Squeeze in a read' on 25 February 2022, a national day of reading. Ireland Reads is a Government of Ireland programme, funded by Healthy Ireland, and supported by public libraries and organisations promoting literacy and the arts.

We also continued to contribute to the 'Right to Read' national programme that promotes literacy and reading for people of all ages and backgrounds.

4.

Policy makers and the public



Students and NALA staff at the National Ploughing Championships.



Pictured at the launch from left to right were Jennifer Hughes, Irish Banking Culture Board, Colleen Dube, NALA, Mairéad McGuinness, European Commission, Dr Sara Singleton, Think Tank for Action on Social Change (TASC) and Margaret Kelly, NALA.

Advocating for literacy friendly financial services

Over the last decade there has been an explosion in new technology around how we use money and access financial services online. While this has brought many benefits, we know from our work in NALA that there are many people who are struggling in this digital world.

In 2022, we launched new research that shines a light on the difficulties facing people. Called 'Financial Literacy in Ireland: Challenges and solutions', the research highlights how specific groups, such as older people, Travellers and migrants, experience even greater barriers to accessing financial services. This is mainly due to all financial services moving online, as many customers have unmet digital literacy needs; still use cash; and do not have access or cannot afford digital devices and broadband.



"I had difficulties reading and writing, ... it was always an embarrassment for me ... the barriers for me was even to fill in a form. I always kept away from anywhere that we would go that I would have to fill in a form, and that's possibly the reason why I've never done any banking."

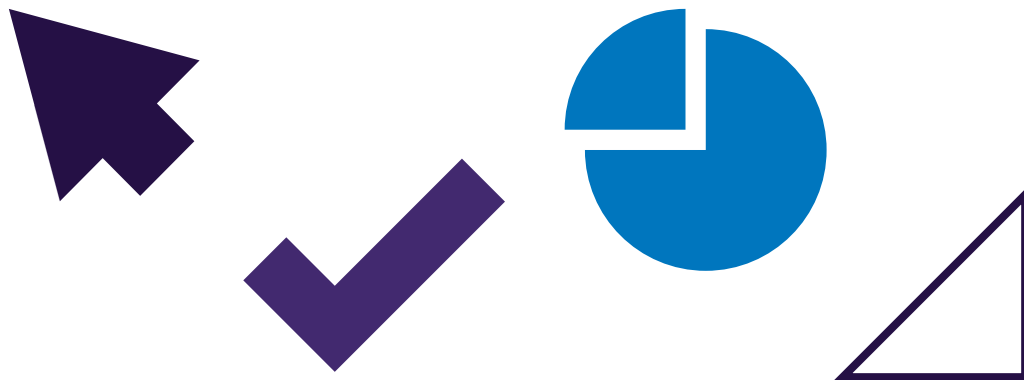
Research participant



In the research people said that they often felt pressurised and confused as financial institutions assume prior knowledge. They also felt excluded from financial services because of branch closures and the reduction of customer service staff.

Since the launch we have been using the research to help us make the case to Government and financial service providers to implement a range of recommendations to enable people to access the services they need and create a more equal society.

At the launch of the report, Mairéad McGuinness, European Commissioner for Financial Services, Financial Stability and Capital Markets Union said: "NALA's research contains vital recommendations for financial service providers and policy-makers. I'm also glad to see that this report links into our work at EU level to increase people's skills and knowledge around their finances in this increasingly digital era."



Our work in 2022

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

Adult Literacy for Life Strategy

In 2022, we continued to support the development of Adult Literacy for Life (ALL): A 10-Year Adult Literacy, Numeracy and Digital Literacy Strategy. During the year we met and communicated regularly with Simon Harris, Minister for Further and Higher Education, Research, Innovation and Science, who has tasked SOLAS, the Further Education and Training Authority, with the ALL strategy. We also took part in the ALL Strategy Implementation Group meetings and were delighted to see the appointment of a new national Director of the ALL Strategy as well as 16 new Regional Adult Literacy Coordinators who will oversee the implementation of the ALL strategy nationwide.

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. 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.

13 

We made 13 policy submissions during the year.

Our 2022 policy submissions included the following:

1. Upskilling pathways consultation
2. Organisation for Economic Co-operation and Development (OECD) skills strategy Ireland – 1st public consultation
3. OECD skills strategy assessment survey
4. Consultation on the draft of the second sustainable development goals national implementation plan 2022-2024
5. Retail Banking review
6. Laois and Offaly ETB strategy statement
7. New public library strategy
8. Consultation on unified tertiary education sector
9. Public consultation on sourcing of science advice
10. EU call for evidence on digital skills and EU call for evidence on digital skills factors of success
11. Public consultation on a draft policy framework for open disclosure in the Irish health and social care sector
12. Public consultation on the 'Roadmap for social inclusion: Mid-term review'
13. National Parents Council Primary strategic plan 2023-2027

Improving communication

During the year, we met with Further Education and Training (FET) Directors, Adult Education Officers and Adult Literacy Organisers from eight Education and Training Boards (ETBs). This helped us to learn, how:

- we could support their work better; and
- our services could support their work.

We also sent monthly updates to FET Directors with useful information and links to free adult literacy, numeracy and digital literacy resources which Directors could share with staff in their organisation.

Research

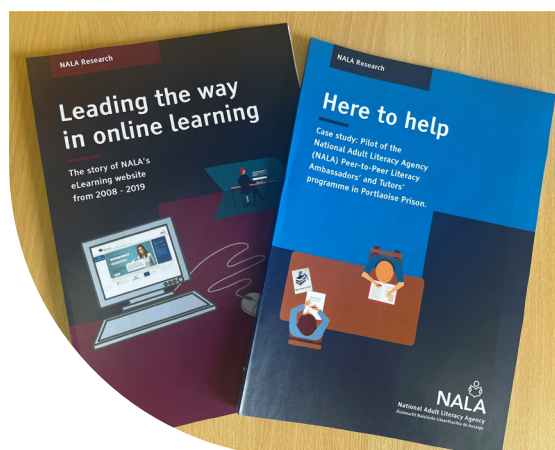
For 40 years we have used research to provide evidence-based solutions to the adult literacy issue and to inform our policy proposals and advice to organisations. In addition to the Financial Literacy in Ireland: Challenges and solutions report mentioned earlier, we published the following five other research reports:

1. Leading the way in online learning

This report tells you about WriteOn.ie, NALA's eLearning website that provided learning and certification for many adults from 2008 to 2019.

2. Here to help - Peer-to-Peer Programme

This case study tells the story behind the Peer-to-Peer Literacy Ambassadors' and Tutors' programme in Portlaoise Prison. This was a unique partnership between a group of adult learners in Portlaoise Prison, the Portlaoise Prison Education Unit, Laois and Offaly Education and Training Board (LOETB), Waterford Institute of Technology (now South East Technological University) and NALA.



3. Report on family literacy provision outside of Education and Training Boards in Ireland

This report is the first broad-based overview of family literacy outside of the ETB sector in Ireland. It surveyed and found a diverse range of family literacy provision and programmes. It also identified teaching and learning needs of providers and will be used to make the case for more resources for the sector.

4. Briefing papers

We published **six** briefing papers drafted by Dr. Bernie Grummell in Maynooth University. They were submitted to SOLAS 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.

5. Numeracy Definition Report

This research report describes adult learners' understanding and conceptualisation of numeracy. It was done to support the development of a working definition for numeracy in Ireland. This was a recommendation in SOLAS, the Further Education and Training Authority's report 'Good Practice in Integrated and Standalone Numeracy Provision at Levels 1-3'.

Awareness raising

We raised awareness of literacy, numeracy and digital literacy in Ireland through traditional and digital marketing tactics.

We issued press releases throughout the year that resulted in approximately **130** mentions of our literacy work in the media with an estimated value of €776,000 in advertising.

They included stories on:

- the launch of Learn with NALA at the beginning of the year;
- the launch of our new book called 'LEGENDS';
- our research on financial literacy; and
- our collaboration with the Irish Cancer Society.

Importantly, we secured a number of inspiring learner stories in the media. The highlights included:

- I learned to read at 46: Chris Carthy, a learner from Sligo shared her story with the Irish Independent.
- Literacy lessons an escape for prisoners. I wrote to my girlfriend. She wrote back and I could read it: A feature in the Irish Times about the peer-to-peer literacy programme in Portlaoise Prison.
- Back to School: A feature in Woman's Way about the benefits of adult education.
- Farming is only half the work: An article in the Daily Mirror and Irish Daily Star about how literacy learning helped one farmer fill in forms.



Digital marketing work in 2022

In 2022, we consolidated and refined our digital marketing strategy. We shared learner success stories on our social media channels and paid for online campaigns to raise awareness of adult literacy services.

Social media channels

On average we published stories three times a day on Facebook, LinkedIn and Twitter. This resulted in an increase in engagement from our followers, that means more people liked or commented on our stories, and shared them with their friends on social media. This resulted in our accounts reaching **590,790** people in 2022. We also set up an Instagram account to expand our social media presence. The videos on our YouTube channel received **38,921** views during the year.

Creating engaging content

We worked to create engaging and relatable content online by incorporating more stories from learners about their needs, experiences of returning to education and how it had changed their lives. We interviewed learners over Zoom and developed **13** short testimonial style videos that we shared across our social media channels.

We designed over **200** new graphics to promote adult literacy services, NALA professional development events and teaching resources.

Promoting local Education and Training Boards (ETBs)

We created **38** new graphics for eight ETBs that asked us to promote their services through Facebook campaigns from September to December resulting in **23,924** clicks to their websites. We also distributed over **1,300** posters across **15** centres.

544



People requested a call-back through our Facebook campaign.

Paid online campaigns

We planned and implemented **25** paid online campaigns to raise awareness of adult literacy issues, services, supports and resources. Again, we focused on sharing learners' personal experiences with returning to education and how it had positively impacted their lives.

Each month we based our campaigns around a theme such as:

- Learn with NALA over the summer;
- Returning to education;
- Numeracy in our everyday lives; and
- Developing skills for your work and social life.

We spoke to learners about their experiences with adult education while also asking them questions around these themes. We created graphic and video testimonials from these conversations and used them to promote our online services.

In total during the year, our paid online campaigns resulted in:

- **68,736** people clicking on our online campaigns to find out more information;
- **544** people filling out a form on Facebook requesting a call from us, after seeing our online campaigns;
- Our videos of learners being played **647,664** times; and
- Our online campaigns being shown **17,790,315** times (Impressions) and **1,642,162** people viewing them (Reach).

In addition, we recorded:

- **74,510** people visiting the NALA website and viewing **264,242** pages; and
- **18,596** people visiting the Learn with NALA website and viewing **119,481** pages.

An Post Book Awards

We were delighted to be asked again by our partners in An Post to feature a learner story on RTÉ's broadcast of the An Post Book Awards in November. In 2021, they featured Cavan and Monaghan Education and Training Board (CMETB) learner Michael Duffy. Veronica Poole represented City of Dublin Education and Training Board (CDETb) Coolock Adult Literacy Service in 2019 and 2020. This year it was Amanda Byrne's turn to share her inspirational story with the nation.

Amanda is a learner with the Adult Education Service in Loughlinstown, Dublin and Dún Laoghaire Education and Training Board (DDLETB). In the short film, she spoke openly and honestly about her journey of returning to education after working for thirty years and how that decision has changed her life for the better. She now has greater belief and confidence in herself to achieve her goals.

It's a very daunting experience being interviewed and filmed about your life but Amanda threw all that aside hoping that it might encourage even one person to do what she did. We have no doubt there were many people watching that night who saw themselves in Amanda and get the courage to take the next step into education. Thank you for sharing your story Amanda and also to Caro Neville, Adult Literacy Organiser at the Adult Education Service in Loughlinstown, DDLETB, who offered us so much support.

Ploughing Championships

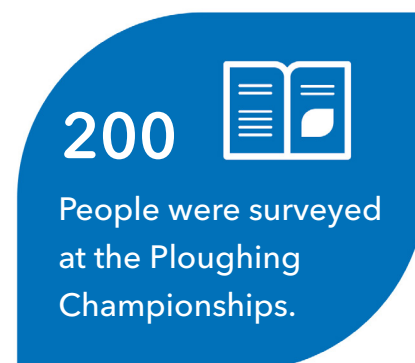
We were delighted to be back at the National Ploughing Championships this year. An amazing 277,000 people attended the event over three days in Ratheniska, County Laois. **Eleven** staff and **12** students worked the NALA stand, meeting the public, answering questions and distributing information to anyone who wanted information on literacy services and supports. Students also did talks and demonstrations of Learn with NALA at the Government of Ireland stand.

We issued two press releases highlighting these findings that resulted in coverage in:

- two national papers: Irish Daily Star and Irish Daily Mirror;
- four regional papers: Offaly Independent, Westmeath Examiner, Westmeath Independent, Killarney Advertiser;
- TheJournal.ie; and
- one radio interview with Kilkenny Carlow Local Radio (KCLRFM).



Sean Driver and Colleen Dube from NALA with Louth and Meath ETB student Thomas Campbell.



During the event, we took the opportunity to survey **200** people to get a better understanding of the public's confidence with literacy, numeracy and digital literacy. It revealed:

- **75%** of people surveyed said that either they or their family and friends have difficulty using technology, for example using the internet to find information or use services;
- **44%** of people surveyed said that either they or their family and friends have difficulty reading, writing or spelling, for example filling in forms or understanding information; and
- **38%** of people surveyed said that either they or their family and friends have difficulty doing math or numeracy, for example, adding up prices, working out medicine dosage or measuring quantities.

Partnership approach

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

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

An overview of our structure and funding

NALA is a registered company with limited and charitable status.

We are a membership organisation governed by a Constitution consisting of a Memorandum and Articles of Association. We comply with the requirements of the Charities Regulatory Authority and the Charities Governance Code. At our Annual General Meeting (AGM) 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. We also receive funding from the European Union (EU), our Plain English service, membership fees and the private sector.

Strengthening our effectiveness as an organisation

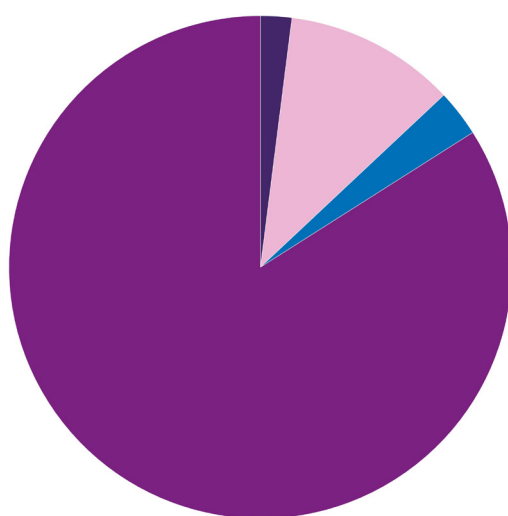
Our work in 2022

In 2022, 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 2022, we had **2,483** members and the income from membership fees was **€19,267**. 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 2022:



● **84%** Free Members

● **11%** Small Organisation Members

● **2%** Large Organisation Members

● **3%** Individual Members

Strengthening our effectiveness as an organisation

Our members include:

Individual and free members include:

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

Small organisations members are:

- 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 include:

- 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 the 30 April 2022 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 2022, NALA's Board had **14** Directors who met **6** times during the year and were responsible for our strategic direction and policy.

In May 2022, new Board Directors attended an induction session to familiarise themselves with the charity and the context within which it operates. NALA's Board Manual, which outlines the functions and duties of the NALA Board and its Officers, was distributed to all new members of the Board, along with the Constitution, latest financial statements and other useful resources. 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 4 times
- 2) Education, Training and Assessment Subcommittee – met 3 times
- 3) Literacy, Staff Policies and Governance Subcommittee – met 3 times
- 4) Student Subcommittee – met 7 times

Strengthening our effectiveness as an organisation

During 2022, 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 2022 filing. There were no amendments to NALA's Internal Financial Controls document during 2022 and our financial systems, processes and controls remain compliant with the CRA Internal Financial Controls Guidelines for Charities document.

The minutes of the 2022 Board meetings are available on our website www.nala.ie

There is more detail in relation to our Board, its members, our subcommittees and their activities in 2022 in the Directors' report later in this document.

NALA – a learning organisation

In 2022, 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;
- considering and agreeing concrete actions to articulate and embed values of respect, fairness, trust and transparency in NALA's internal operations; and
- agreeing a new staff handbook and hybrid working policy.

Strengthening our effectiveness as an organisation

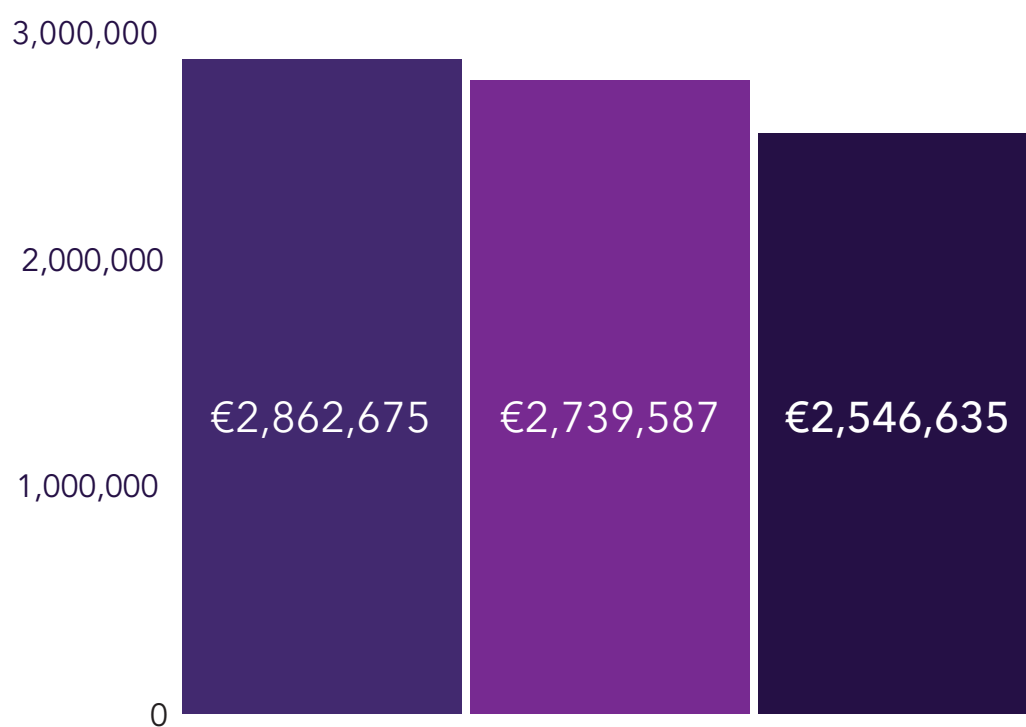
Administration

In 2022, NALA:

- handled **3,543** calls. These included **1,435** enquires on Learn with NALA and our Tutoring service and **905** referrals to educational opportunities;
- disseminated **503** 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 seven positions; and
- managed operations and resources to facilitate staff working both in-house and transitioning to hybrid arrangements.

Strengthening our effectiveness as an organisation

Income 2022

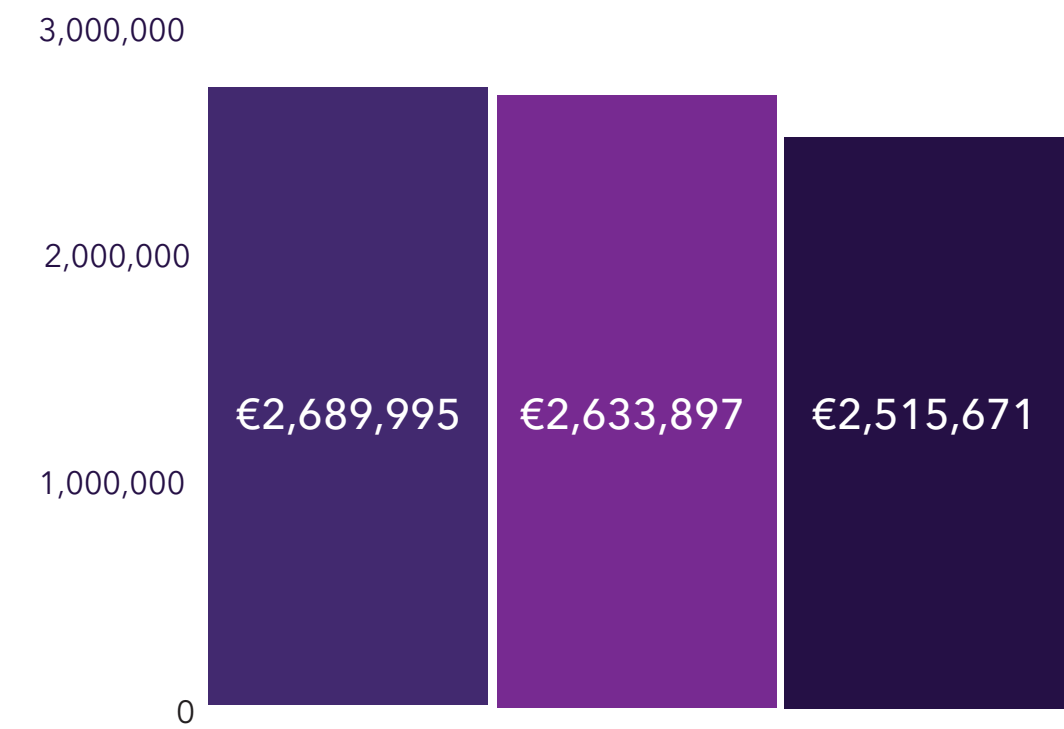


● Income 2022 - **€2,862,675**

● Income 2021 - **€2,739,587**

● Income 2020 - **€2,546,635**

Expenditure 2022



- Expenditure 2022 - **€2,689,995**
- Expenditure 2021 - **€2,633,897**
- Expenditure 2020 - **€2,515,671**

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 2022

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

Aoife Foley (Appointed 30/04/2022)
Catherine Devlin
Ciaran Casey
Eleanor Neff (Appointed 30/04/2022)
Elma Teahan
Frances Ward
Lynne Keery
Margaret Kelly
Maria O’Gorman
Maurice Sammon (Appointed 30/04/2022)
Patricia Ayton
Patricia Nolan (Appointed 30/04/2022)
Tom O’Mara (Appointed 30/04/2022)
Tracey Reilly (Appointed 30/04/2022)

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
Capel Street
Dublin 1

National Adult Literacy Agency
(A company limited by guarantee)
Directors' 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 2022.

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 2020-2022 Strategic Plan is an Ireland where

- adult literacy is a human right,
- everyone can develop their literacy, numeracy, and digital skills, and
- individuals can take part fully in society.

This vision informs the Strategic Plan's objectives and actions. It also informs the collaborative approach that we take to our work.

Following a mid-term review of the 2020 - 2022 Strategic Plan, NALA's Board agreed a Strategic Statement for 2022-2023 with the following four objectives:

1. To support the implementation of the Further Education and Training (FET) and the Adult Literacy for Life (ALL) strategies through continued advocacy, the development / delivery of resources and services to address gaps, and collaboration with policy makers, partners, practitioners and learners.
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.

National Adult Literacy Agency
(A company limited by guarantee)
Directors' Report
To the members of National Adult Literacy Agency

Achievements and performance in 2022

Throughout 2022, we implemented an ambitious work plan of supporting projects with success indicators to advance our four core objectives.

In most cases, NALA achieved or exceeded its targets for the year. In the limited number of instances where targets were not achieved the reasons are stated in **bold** in the key outcome(s) column in the table below.

Further detail of NALA's 2022 activity and impact can be found

- in the End of Year Report that NALA submits to SOLAS,
- in NALA's Annual Report and
- on NALA's website, www.nala.ie.

Objective 1: To support the implementation of the Further Education and Training (FET) and the Adult Literacy for Life (ALL) strategies through continued advocacy, the development / delivery of resources and services to address gaps, and collaboration with policy makers, partners, practitioners and learners.

Advocacy and policy	
Supporting Project	Key Outcome(s)
Literacy Related Policy Submissions	13 submissions (Target: 10).
ALL Strategy Implementation and Plain English Advocacy	Meetings and communications with Minister and Department for Further and Higher Education, Research, Innovation and Skills and SOLAS on the ALL Strategy's implementation and establishment of the ALL Programme Office and Structures. Attendance at ALL Strategy Implementation Group Meetings. Collaboration with the National Disability Authority on the Communications Toolkit.

Advocacy and policy	
Supporting Project	Key Outcome(s)
Key Stakeholder Outreach, Engagement and Partnerships	<p>Meetings with FET Directors, Adult Education Officers and Adult Literacy Organisers from 8 Education and Training Boards (ETBs) (Target: 16).</p> <p>8 ETBs did not accept NALA's invitation to meet.</p> <p>NALA drafted and issued 12 monthly emails and 8 e-zines to ETB contacts. There was an average 33% open rate and 15.4% click rate on the e-zines.</p>

Services and Resources for Learners	
Supporting Project	Key Outcome(s)
	<p>NALA provides direct support to adult literacy, numeracy and digital literacy learners through its Learn with NALA service</p> <p>Learners who engage with Learn with NALA have the option of 1:1 over-the-phone tutoring support with a dedicated Adult Literacy Educator or self-directed / blended online learning through our eLearning platform. Both offerings are supported by NALA's Freephone service</p> <p>Learn with NALA Learners can avail of the following literacy, numeracy and digital literacy programmes:</p> <ul style="list-style-type: none"> • Customised unaccredited programmes through our Tutoring Service • Standardised unaccredited programmes through our online learning platform at level 1 (12 courses) and preparing for level 3 (7 courses) • Standardised QQI accredited programmes through our online learning platform at level 2 (12 courses) and 3 (11 courses). Learn with NALA is currently the largest provider of online accreditation at QQI Levels 2 and 3

Services and Resources for Learners	
Supporting Project	Key Outcome(s)
Freephone, referral management and evaluation	<p>905 incoming calls, texts and emails (Target: 1,000).</p> <p>438 referrals to ETBs (Target: 550).</p> <p>These numbers were down on target as we had expected a national awareness campaign to be implemented as part of the ALL Strategy but this did not take place.</p> <p>6 Direct referral protocols issued to ETBs and 2 implemented with Dublin Dun Laoghaire and City of Dublin ETBs resulting in 28 direct referrals to Dublin Dun Laoghaire and 48 to City of Dublin. Target: Pilot a new direct referral protocol with three ETBs.</p> <p>503 information packs were sent (Target: 300).</p>
Tutoring service delivery	<p>378 phone learners (Target: 450).</p> <p>3,004 learning sessions (Target: 4,880).</p> <p>60 learners progressed to Learn with NALA (LWN) (Target: 100).</p> <p>49 learners referred to ETBs (Target: 150).</p> <p>24 referrals to Adult Education Guidance (Target: 80).</p> <p>Our targets for 2023 were modelled on 2020 and 2021 demand and numbers. Due to the lack of a national awareness campaign, a restructured service taking effect in 2022, staff sick leave and changes, those numbers were not met. We are recalibrating our targets for 2023 in light of the external context and internal capacity.</p>

Services and Resources for Learners	
Supporting Project	Key Outcome(s)
Direct learner support	<p>3,115 new learner accounts (Target: 2,000).</p> <p>2,250 Quality and Qualifications Ireland (QQI) certificates for level 2 and 3 courses (Target: 800).</p> <p>2,248 NALA certificates of completion awarded to 855 learners (Target: 400).</p> <p>10 new editions of NALA's learner worksheet, That's Interesting! created. 1,075 posted and distributed through the LWN announcement feature resulting in 2,856 visits to the worksheet on www.nala.ie.</p> <p>A new video help section was created for learners on LWN with new videos and support for the 10 most frequently asked questions. Target: 3 Videos.</p> <p>An adult literacy learner needs analysis was completed.</p> <p>Improvements and communications were implemented on LWN to support learner engagement and completion. This contributed to the active engagement of 3,308 online learners in 2022 (up from 3,251 in 2021) and the achievement of 2,248 certificates of completion (up from 495 in 2021) and 2,250 QQI certificates (up from 1,657 in 2021) Target: 500 learners re-engaged on LWN.</p> <p>HelpmyKidLearn.ie is a website operated by NALA to support parents with their children's learning. The site offers fun active learning activities for children aged 0 – 12 years of age. It was visited by just over 83,000 users in 2022.</p>

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Services and Resources for Learners	
Supporting Project	Key Outcome(s)
Indirect learner support	<p>219 centres set up on learn with NALA (Target: 100).</p> <p>705 centre tutors set up on LWN. From these, 262 Tutors were active across 116 registered centres (Target: 300).</p> <p>3 open monthly training webinars took place in October, November and December and six update e-zines were sent to centres (Target: 6 webinars).</p> <p>132 centre tutors received 1:1 support across over 45 centres. 104 of those tutors have completed training. (Target: 60 Centres).</p> <p>37 new centres were set up on LWN. (Target 10 new centres).</p> <p>New centre introduction training was developed and piloted. Centre set up email templates were updated. A new quick start guide for learners in centres was developed.</p> <p>A new centre set-up and management process and master file was created and implemented.</p>
Programme Learner Support System (PLSS) and management	<p>1,653 records on PLSS against NALA's seven course offerings. (Target: 1,650).</p>

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Services and Resources for Learners	
Supporting Project	Key Outcome(s)
Quality assurance and Quality and Qualifications Ireland (QQI) Certification, Validation and Re-validation management	<p>The External Parties and Governance and Management of Quality Policies approved by NALA's Board.</p> <p>The QQI panel approved the validation of the LWN Level 2 Writing award as an online programme subject to 3 conditions being met.</p>
Online platform maintenance and development	<p>A new technical issue management process and form was created to manage the reporting and follow up of issues on LWN.</p> <p>Updates were made to NALA's implementation of Salesforce to improve internal processes including new referral processes, data consent processes, reports and updated / new fields.</p> <p>A system schematic for our Learning Management system and customer relationship management (CRM) was developed and 5 system structure projects commenced.</p>

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Services and Resources for Learners	
Supporting Project	Key Outcome(s)
Online content development, reviews and updates	<p>One level 3 course, Managing Personal Finances was migrated to Learn with NALA (Target: 6).</p> <p>The target was not met due to technical difficulties with the system which impacted our customised Interactive Assessment Tools (IATs) These issues have been resolved.</p> <p>A course review process and tool was researched and developed for implementation in 2023.</p> <p>Course surveys were created and piloted on two learner courses: Level 2 Using Technology and Writing.</p> <p>A Text to Speech tool, ReadSpeaker and content style sheets to implement the Learn with NALA branding on all content screens was tested.</p>
Reporting and Evaluation: Data analytics, impact analysis and reporting / External Evaluation	<p>A success framework for learners on LWN was researched, scoped and drafted to align with NALA's Literacy Impact Report.</p> <p>Supported by D2L, NALA built a number of new dataflows and datasets.</p> <p>Reports were created to:</p> <ul style="list-style-type: none"> pull data from our systems to inform a Research Report that was commissioned to profile 2020-2022 learners on the LWN. inform operational and communications activity. inform and measure the impact of communications campaigns.

Services and Resources for Adult Literacy Practitioners	
Supporting Project	Key Outcome(s)
Events	<p>Needs analysis completed with adult literacy practitioners.</p> <p>24 events (Target: 25).</p> <p>969 participants (Target: 1,500)</p> <p>The primary reason that the participant target was not met was due to the reduced number of webinars and the return to in person events when COVID-19 restrictions were lifted. During the restrictions a series of webinars was offered instead of full day events resulting in higher numbers. In 2022 we had less webinars and more in person events where attendance was based on full day attendance.</p> <p>Practitioners from all 16 ETBs registered for NALA events in 2022.</p> <p>98% of those participants who answered reported that they learned something new at the events.</p> <p>99% of those who answered said they would recommend the event to a colleague.</p> <p>96% of those participants who answered reported that they would make changes to their work as a result of the event.</p>
LWN Online training	<p>542 practitioners enrolled in 779 LWN PD courses (Target: 150 practitioners) on integrating literacy, preparing learning materials and literacy awareness.</p> <p>258 Professional Development Certificates were awarded on NALA PD courses. (Target: 70 Certificates).</p>

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Services and Resources for Adult Literacy Practitioners	
Supporting Project	Key Outcome(s)
LWN Online training	<p>The Understanding adult literacy, numeracy and digital literacy course went live in September 2022.</p> <p>Delivering a literacy friendly service and The Guide to NALA numeracy resources courses are still being developed to be launched in 2023. (Target: 3 courses).</p>
Customised training	<p>This project was not progressed and this target was not met as the needs' analysis conducted with adult literacy practitioners indicated other areas of higher importance such as resource development and LWN training. NALA concentrated its efforts in these areas as it did not have the capacity to deliver customised training to practitioners as well.</p>
Teaching and learning resources	<p>Legends, a new reader and workbook was launched in September 2022 and additional funding was received to print 10,000 readers, 10,000 workbooks and 15 videos.</p> <p>20,000 teaching and learning resources were distributed to centres (Target: 10,000) including ESOL resources to support demand from ESOL learners.</p> <p>In addition, a comprehensive set of resources are available free to tutors or learners on NALA's website.</p>

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Student Development	
Supporting Project	Key Outcome(s)
Student and learners' views are fed into NALA's work through the Student Subcommittee and students on NALA's Board. In addition, NALA receives advice and recommendations from the following activities during the year.	
Student days	96 students attended student days in Cork and Dublin (Target: 100).
Student empowerment webinars	59 students attended our 5 student empowerment webinars and creative writing workshop (Target: 50).
Student development fund	<p>€40,000 was allocated to 76 adult education centres (Target: 50) to run activities that support learning outside the classroom or to purchase teaching and learning resources and equipment.</p> <p>1,780 students participated in events. (Target: 1000).</p>

Objective 2: To undertake and promote research and share best practice on literacy with policy makers, partners, practitioners and learners

In addition to maintaining ongoing contacts with policy makers and key stakeholders in Ireland, NALA participates in a range of EU funded programmes and is an active member of the European Basic Skills Network.

Supporting Project	Key Outcome(s)
Abedili EU Project	Train the Trainer pilot programme was delivered with 12 participants and the final report was submitted. The project focused on how to integrate digital media into teaching practice.

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Supporting Project	Key Outcome(s)
Briefing Papers	Report finalised and presented at webinar for NALA staff. The briefing papers focussed on the cross-cutting themes identified from the earlier research reports on family learning, numeracy and the inclusion of adults with intellectual disabilities.
CITO EU Project	This EU project was aimed at developing a system to enable adults to assess their own basic skills. The final conference was held and the final report was submitted. A new version of the SkillsChecker was developed and launched on www.skillscheck.nala.ie
European Basic Skills Network EU Project	4 Massive Open Online courses were piloted with 30 participants These are professional development programmes on basic skills, digital literacy, empowering learners and promoting diversity and interculturalism.
Family Literacy Provision Research Project	Final report launched and published on nala.ie
Financial Literacy in Ireland Research Project	Final report launched and published on nala.ie
Numeracy Definition Research Project	Final report launched and published on nala.ie
Peer-to-Peer Literacy Ambassadors' and Tutors' programme in Portlaoise Prison	Final report launched and published on nala.ie

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Objective 3: To support organisations and society to be more aware of literacy inequalities and to deliver literacy friendly services.

Supporting Project	Key Outcome(s)
Literacy Awareness training	1,000 staff from the public sector, local government, legal and education sectors attended training (Target 1,000). 1 online health literacy course was developed with the Irish Cancer Society, funded by MSD Ireland.
Literacy Outreach and Development Programmes	Literacy Development Worker recruited who engaged with 120 staff from 35 organisations in 30 meetings, 2 in person training sessions and 2 webinars.
Plain English	There were approximately 100 plain English editing jobs done for 72 different clients (Target: 100). 1,100 staff from 30 organisations trained in plain English (Target: 1000).

Objective 4: To continuously enhance and evolve NALA's people and processes to deliver on NALA's mission, vision, purpose and objectives.

Supporting Project	Key Outcome(s)
Promotions and Communications	Approximately 130 mentions of NALA work in the media. Reach across online, broadcast and print was 22 million people and the value was €776,000. We ran 25 paid social media ad campaigns. We reached 68,736 clicks on our social media ads and 1,642,162 people viewed our ads. 75,000 users on nala.ie; 111,000 sessions; 265,000 page views.

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Objective 4: To continuously enhance and evolve NALA's people and processes to deliver on NALA's mission, vision, purpose and objectives.

Supporting Project	Key Outcome(s)
People	Hybrid Policy was trialled, reviewed and agreed. Updated Staff Handbook agreed.

Future Plans

In 2023, NALA will agree a new implementation framework with supporting projects and success indicators to:

- collaborate on the impactful implementation of the Further Education and Training (FET) Strategy and the Adult Literacy for Life (ALL) Strategy
- advocate for and raise awareness of literacy as a human right and the need for more literacy friendly services and the use of Plain Language
- provide information and learning opportunities to literacy learners
- offer professional development and resources to literacy practitioners
- deliver Plain English editing and training services
- generate and share research and best practice
- communicate and collaborate with our members and stakeholder
- continuously improve and enhance our operations.

Once there is clarity on the ALL Strategy, NALA will develop a new Strategic Plan to guide our future activities. At all times, we will focus on supporting the Furthest Behind First and delivering our activities with ambition and accountability, energy and excellence.

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Financial Review

Income

Total income for 2022 was €2,862,675 (2021: €2,739,587).

SOLAS is NALA's primary source of funding, providing funding for NALA's core operational costs, in addition to project funding for specific project costs. NALA submitted its funding application for 2022 to SOLAS in December 2021 and received formal approval of NALA's funding allocation in April 2022.

The Adult Literacy for Life (ALL) Strategy provided further funding opportunities during 2022. SOLAS administers The ALL Strategy funding and the ALL Innovation and Collaboration fund. NALA submitted funding applications to SOLAS in July and November 2022 and received additional funding from these two sources.

Income from our primary funder SOLAS was €2,451,916 (2021: €2,395,304). The table below details the SOLAS funding approved, received and expended during 2022. All of the SOLAS funding is restricted and is only expended for and in accordance with the categories of funding detailed in the table below:

Item No.	Funding Category	Funding Approved	Funding Received	Funding Expended	2022 End of Year Balance
1	Core Funding	€2,086,000	€2,038,200	€2,038,200	€0
2	Learn with NALA	€200,000	€200,000	€200,000	€0
3	Student Development Fund	€40,000	€40,000	€40,000	€0
4	Furthest Behind First Literacy Development Programme	€83,000	€23,800	€23,800	€0
5	Adult Literacy for Life Strategy Funding	€107,000	€107,000	€107,000	€0
6	Adult Literacy for Life Innovation and Collaboration Fund	€42,916	€42,916	€42,916	€0
Total		€2,558,916	€2,451,916	€2,451,916	€0

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Total funding received from SOLAS in 2022 was €2,451,916 and none of this funding was deferred into 2023. NALA's funding allocation was only approved by SOLAS in April 2022 and therefore elements of funding items 1 and 4 did not commence until the third quarter of the year resulting in a reduction in funding required for these projects in 2022. In its mid-year report NALA informed SOLAS of the forecasted underspend and SOLAS reduced its actual funding distributions to NALA accordingly.

The funding and associated expenditure are reported as part of the restricted income and expenditure in NALA's Statement of Financial Activities on page 104. Note 3 on page 115 sets out the detailed restricted and unrestricted income for 2022.

NALA's non-SOLAS income comes from the following sources;

- a. EU funded project grants
- b. Plain English services income
- c. Membership subscriptions
- d. Other sundry income

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Income generated from these non-SOLAS sources are detailed in the table below:

Item No.	Income Source	2022	2021	Comment
a.	EU Funded Grants			
	EU Abedili Project	€17,690	€26,710	NALA had no new EU grants during 2022.
	EU EBSN Project	€26,717	€13,359	
	EU CITO Project	€104,644	€12,094	
	Total EU Income	€149,051	€52,163	
b.	Plain English Services	€226,600	€243,739	The demand for these services in 2022 was on a par with previous years.
c.	Membership Subscriptions	€19,267	€18,044	Membership income was slightly higher during 2022 and is attributable in part to increased activity following two years of COVID-19 restrictions which made interaction more difficult for members during 2020-2021.
d.	Other sundry Income	€15,841	€30,337	Sundry income includes small donations and other income as set out in Note 3 on page 115 of the financial statements.
Total		€410,759	€344,283	

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 2022 is reflected in a corresponding increase in expenditure.

Total expenditure for the year was €2,689,995 (2021: €2,633,897). All expenditure in 2022 was directed towards the achievement of NALA's charitable objectives. This includes governance, administration and other indirect support costs which are included in our overall charitable activities.

Total support costs for the year of €459,603 (2021: €411,087) show an increase of €48,516 as set out in note 4 to the financial statements on page 117.

Total expenditure funded by SOLAS in 2022 was €2,451,916 (2021: €2,395,304) while the EU CITO Erasmus grant had expenditure of €65,404 (2021: €84,520). The two remaining EU grants expenditure for 2022 was €9,131 (2021: €26,537).

Plain English external editors' expenditure for 2022 was €56,859 (2021: €61,168) and reflects the small decrease in plain English income during 2022. Other unrestricted expenditure funded from NALA's unrestricted income amounted to €106,685 (2021: €66,368).

Financial position

Having considered all income and expenditure, the overall outcome for 2022 was a surplus of €172,680 (2021: €105,690). NALA's 2022 surplus includes a surplus of EU restricted income of €74,516 which is included in our restricted reserves at 31 December and will be utilised to fund restricted EU expenditure during 2023. NALA's remaining unrestricted surplus for 2022 is €98,164.

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Balance Sheet

NALA's year-end financial position shows a total net assets value of €956,230 (2021: €783,550).

The net assets position includes fixed assets with a carrying amount of €68,211 (2021: €95,023) and net current assets of €888,019 (2021: €688,527). Net current assets are primarily made up of bank and cash balances of €1,107,131 (2021: €867,485) with the balance comprising our debtors and stock balances less creditors. The closing bank position of €1,107,131 is due in part to an increase of €59,967 in creditors to a year-end total of €307,003 (2021: €247,036) and to an increase in our restricted reserves of €74,516 to a year-end total of €92,592 (2021: €18,076). The movement in bank balances during 2022 is set out in the statement of cash flows on page 106.

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 €68,211 (2021: €95,023) and NALA's contingency reserve fund of €795,427 (2021: €670,451).

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 internal resources 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.

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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.

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. the minimum redundancy payments for NALA staff and
2. an amount equivalent to two months expenditure.

The policy was last reviewed in early 2022 and the calculations to meet the policy requirements indicated a required target of €690,000 at that time.

This policy is scheduled for review in 2023 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 2023 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.

The overall level of reserves at 31 December 2022 are as follows;

Unrestricted Reserves: €863,638 (2021: €765,474)

Restricted Reserves: €92,592 (2021: €18,076)

The unrestricted reserves of €863,638 (2021: €765,474) show an increase of €98,164 during 2022. The closing unrestricted reserves balance remains in excess of the level targeted at the last review in 2022 however the Directors are satisfied with the current level of unrestricted reserves pending their 2023 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.

Organisational Structure

NALA has a Board of up to 14 Directors who meet a minimum of six times a year. The main purpose of the Board is to take overall responsibility for NALA and how it operates. They 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 of Trustees retain overall responsibility for the strategic development of the charity in close liaison with the CEO and other key management personnel. 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 new staff appointments and their remuneration. The Board of Trustees is responsible for approving the charity's overall staffing levels and the appointment and remuneration range for any new posts.

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 from within the members. The Board oversees the work of NALA. 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 seeks 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 along with relevant literacy and Travelling community expertise. In an effort to maintain this Board skill mix, individuals are occasionally approached to offer themselves for election to the Board. The Board of NALA can appoint up to two directors to the Board to fill any specific skills gaps (co-option).

Terms for Board Members and Officers

Officers serve for two years and may be re-elected for a further two years. After four consecutive years as an officer, they must resign or seek re-election as an ordinary Board member.

Board members may also serve for two years and may be re-elected for a further two years. After four consecutive years as a Board member, they must either seek election as an Officer or wait a further two years before seeking re-election as a member.

Co-opted Directors hold office for a term of two years. They may be re-elected for a further two years. After four consecutive years at a Board member, they must retire from office.

NALA's Constitution and Procedural Rules contain further details on nominating and electing members of the Board. NALA is currently in the process of reviewing the provisions of the Constitution relating to terms of office for Board Members and Officers.

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Board Induction and Training

NALA's Board Manual, which includes the functions and duties of the NALA Board and its Officers, was distributed to all new members of the Board, along with the Constitution, latest financial statements and other useful resources.

In May 2022, 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 2022:

- Aoife Foley attended the Carmichael Centre's Board Roles and Responsibilities course;
- Aoife Foley also attended the Carmichael Centre's Charities Governance Code course;
- Patricia Nolan commenced the Boardmatch Charity Trustee training (to be completed in 2023).

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Directors

The following Directors held office during 2022:

- Aoife Foley (Appointed 30/04/2022)
- Anna Tuohy Halligan (Resigned 29/04/2022)
- Catherine Devlin
- Celia Rafferty (Resigned 29/04/2022)
- Ciaran Casey
- Eleanor Neff (Appointed 30/04/2022)
- Elma Teahan
- Frances Ward
- Gwen Redmond (Resigned 29/04/2022)
- Hazel Cryan (Resigned 29/04/2022)
- Kevin Kelly (Resigned 29/04/2022)
- Lynne Keery
- Margaret Kelly
- Maria O’Gorman
- Mary Maher (Resigned 29/04/2022)
- Maurice Sammon (Appointed 30/04/2022)
- Patricia Ayton
- Patricia Nolan (Appointed 30/04/2022)
- Tom O’Mara (Appointed 30/04/2022)
- Tracey Reilly (Appointed 30/04/2022)

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Board Attendance and Subcommittee Details

Board Member	09 March 2022	27 April 2022	29 June 2022	28 Sep 2022	26 Oct 2022	07 Dec 2022	Summary of attendance
Margaret Kelly (Chairperson)	✓	✓	✓	✓	✓	✓	6 of 6
Maria O’Gorman (Vice-Chairperson)	✓	✓	x	x	✓	x	3 of 6
Patricia Ayton (Honorary Secretary)	✓	✓	x	✓	✓	x	4 of 6
Ciaran Casey (Honorary Treasurer)	✓	✓	✓	✓	✓	✓	6 of 6
Anna Touhy Halligan	x	x	•	•	•	•	0 of 2
Aoife Foley	•	•	✓	x	✓	x	2 of 4
Catherine Devlin	✓	✓	✓	✓	✓	✓	6 of 6
Celia Rafferty	✓	x	•	•	•	•	1 of 2
Eleanor Neff	•	•	✓	✓	✓	✓	4 of 4
Elma Teahan	✓	x	✓	✓	x	✓	4 of 6
Frances Ward	✓	✓	✓	✓	✓	✓	6 of 6
Gwen Redmond	x	✓	•	•	•	•	1 of 2
Hazel Cryan	x	x	•	•	•	•	0 of 2
Kevin Kelly	✓	✓	•	•	•	•	2 of 2
Lynne Keary	✓	✓	x	✓	x	x	3 of 6
Mary Maher	✓	✓	•	•	•	•	2 of 2
Maurice Sammon	•	•	✓	✓	✓	✓	4 of 4
Patricia Nolan	•	•	✓	✓	✓	x	3 of 4
Tom O'Mara	•	•	x	✓	✓	x	2 of 4
Tracey Reilly	•	•	✓	x*	x*	x*	1 of 4

*Temporarily unavailable to attend.

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Subcommittees of the Board

The Board has four subcommittees. Each subcommittee has its own term of reference with a minimum of two Board members on each subcommittee. Some subcommittees have non-Board members that bring particular areas of expertise and skill.

Audit, Risk and Finance Subcommittee			
Responsibilities	Members	Achievements in 2022	No. of meetings
<ul style="list-style-type: none"> • Financial affairs • Risk management • Legal compliance 	<ul style="list-style-type: none"> • Kevin Kelly (Chairperson) • Aoife Foley • Ciaran Casey • Elma Teahan • Alan McCormick³ 	<ul style="list-style-type: none"> • Ongoing monitoring of financial affairs, audit, risk management and legal compliance and advice to the Board on these matters • Review of Financial Reserves Policy. • New Record Retention Policy. • Full review and update of NALA's Health and Safety Policy Statement, Risk Register and Plan. • Review of Customer Charter, Trustees Code of Conduct, Complaints Policy, Gifts and Hospitality Policy and Protected Disclosure Policy. • Commissioned an ICT systems audit. 	4

1 Joined after appointment to the Board

2 Resigned 29 April 2022

3 Non-Board member

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Education, Training and Assessment Subcommittee			
Responsibilities	Members	Achievements in 2022	No. of meetings
<ul style="list-style-type: none"> • Policies and procedures relating to education, learning, training and assessment 	<ul style="list-style-type: none"> • Patricia Ayton (Chairperson) • Eleanor Neff • Frances Boylan³ • Frances Ward • Leo Casey³ • Marian O'Reilly³ • Mary Bambrick³ • Michael Duffy³ • Tom O'Mara 	<ul style="list-style-type: none"> • Ongoing planning and review of services for learners and advice to the Board on these matters • Revised Professional Development Plan • Review of Teaching and Learning Policy, External Parties Policy and Learner Admissions Procedure • Revised ETA Terms of Reference 	3 (1 incorporeal)

1 Joined after appointment to the Board

2 Resigned 29 April 2022

3 Non-Board member

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Literacy and Staff Policy, and Governance Subcommittee			
Responsibilities	Members	Achievements in 2022	No. of meetings
<ul style="list-style-type: none"> • Policy development • Staff policies and procedures 	<ul style="list-style-type: none"> • Margaret Kelly (Chairperson) • Gwen Redmond² • Lynne Keery • Mary Maher² • Patricia Ayton • Patricia Nolan 	<ul style="list-style-type: none"> • Ongoing review of literacy policy, staffing levels and policies, board governance and continuity, and advice to the Board on these matters • Full review and update of NALA Staff Handbook • New Hybrid Working Policy • Extension of employment contract lengths • Full review and proposal to update NALA's Constitution • Review of Governance and Management of Quality Policy • Updated COVID-19 Response Plan and new Return to Work Protocol 	3 (1 incorporeal)

1 Joined after appointment to the Board

2 Resigned 29 April 2022

3 Non-Board member

National Adult Literacy Agency
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Directors' Report
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Student Subcommittee			
Responsibilities	Members	Achievements in 2022	No. of meetings
<ul style="list-style-type: none"> Guides and monitors NALA's work with students 	<ul style="list-style-type: none"> Catherine Devlin (Chairperson) Catherine Finnerty³ Chris King³ Helen Curran³ Linda Waldron³ Lisa Banks³ Mark Daly³ Margo Walsh³ Margaret Hanrahan³ Martina Kiely³ Maurice Sammon Patrick Sutton³ Thomas Campbell³ 	<ul style="list-style-type: none"> Ongoing feedback to the Board on emerging student issues Student Empowerment Program NALA Student Day – Dublin NALA Student Day – Cork Exhibitor at National Ploughing Championships 	7

1 Joined after appointment to the Board

2 Resigned 29 April 2022

3 Non-Board member

Charity Governance Code

During 2022, 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 2022 filing. There were no amendments to NALA's Internal Financial Controls document during 2022 and our financial systems, processes and controls remain compliant with the CRA Internal Financial Controls Guidelines for Charities document.

Policy and Procedures

NALA has a wide range of policies to support our governance responsibilities. These policies are reviewed, updated and enhanced on a regular basis. Each policy is updated when there is a change that necessitates it or when it required to be reviewed according to our internal policy review schedule or legislative changes.

In 2022, NALA updated its:

- Staff handbook that sets out all of the policies and procedures that employees need to know about working at NALA
- Statement of Internal Financial Controls to ensure that proper, complete and adequate accounting and financial controls procedures are in place and in use in NALA.
- Health and Safety Policy Statement that documents the framework for safeguarding Safety, Health and Welfare in the workplace.

In addition, NALA trialled, reviewed and adopted a Hybrid Working Policy.

Key Management Personnel

Colleen Dube is the current CEO of NALA. 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 & Corporate Services Manager).

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Directors' Report
To the members of National Adult Literacy Agency

NALA Staff

All NALA staff participate in a Performance Management and Development System (PMDS).

NALA staff operate within a delegated framework and within the context of NALA's Strategic goals. On an annual basis implementation plans are created and approved by the Board. Progress on these plans are reported at each Board meeting.

NALA Staff Retirement Benefits

All NALA staff have access to a Personal Retirement Savings Account (PRSA) retirement benefit scheme upon successful completion of their six-months probationary period of employment. NALA also provides access to its occupational pension scheme to staff members who have more than 12 months continuous service with NALA.

Both the PRSA and Pension schemes are defined contribution schemes, administered by New Ireland Assurance. NALA contributes 10% to both schemes on behalf of staff who have more than 12 months continuous service, are members of either scheme and who are contributing no less than 5% of their salary to their preferred retirement benefit scheme. The terms of both schemes require NALA to disburse all retirement benefits contributions within 30 days of payroll deduction. As both schemes are defined contribution schemes NALA have no further financial liability beyond the monthly disbursement of employee and employer contributions.

NALA confirms that it has no outstanding retirement benefits liability at the year end date 31 December 2022.

Risk Management

NALA has a Risk Policy and a risk register is in place. The Risk Register is reviewed annually by the Audit, Risk and Finance Subcommittee and approved by the Board. Where appropriate, systems or procedures have been established to mitigate the risks the charity faces. NALA currently has no risks with a risk level of "High". The key risks facing NALA in 2022 are outlined in the table on the next page. NALA has a further 30 risks on its Risk Register with a risk level of "Low".

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Risk	Type	Residual Risk Score and Level	Controls
Inefficient, outdated, unsecured and or disrupted IT systems	Operational	20 Medium	<ul style="list-style-type: none"> • ICT System review commissioned • Process in place for development, authorisation, implementation of efficient IT system security • Service and support contracts in place • Technical support outsourced where needed • Cyber liability insurance in place and reviewed annually
Taxation Liability / non-compliance with tax legislation	Compliance	16 Medium	<ul style="list-style-type: none"> • PAYE compliance procedures in place • Advice obtained on employment status and contract terms • Tax exemptions and reliefs available are understood • Tax recoveries in financial reporting identified • Advice sought on VAT status

National Adult Literacy Agency
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Risk	Type	Residual Risk Score and Level	Controls
Health, safety and environment issues	Operational	16 Medium	<ul style="list-style-type: none"> • Compliance with laws and regulations • Health and safety training for all staff • Safety Officer in place • Monitoring and reporting procedures in place • Appropriate levels of insurance in place • Periodic review of Health & Safety assessments remote working arrangements • Ongoing reviews and updates as required of COVID-19 Response Plan
GDPR non-compliance / data breach	Compliance	16 Medium	<ul style="list-style-type: none"> • Full suite of GDPR policies, privacy statements and procedures are in place and regularly reviewed and updated • Data processing agreements are in place where required • Regular GDPR training for all staff • Service provider in place to provide GDPR advice, training materials and management tools • Cyber liability insurance in place

National Adult Literacy Agency
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Investment Policy

NALA's Board has agreed to keep investment risk to a minimum. NALA will be documenting this as an Investment Policy in 2023 to ensure that reserve funds of the charity are invested in accordance with the agreed risk profile of the charity as set out in the new investment policy.

Health and Safety

Procedures are in place to ensure the health and safety of staff and visitors. NALA carried out a series of remedial works on our premises at Sandford Lodge as part of our annual Health and Safety Plan and to support the introduction of our new Hybrid Working Policy in 2022.

Conflicts of Interest

A Conflict of Interests policy is in place to assist NALA's Board of Trustees to effectively identify, record and manage any conflicts of interest in order to protect the integrity of NALA and to ensure that the Trustees act in the best interest of NALA. This policy was approved by the Board in 2021 and a review is scheduled for 2024.

No Trustee holds title to any assets owned or used by NALA.

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. The company's Registered Charity Number (RCN) is 20020965 and Charity Number (CHY) is 8506. As a registered charity NALA is exempt from all Taxes on its Income.

NALA is registered with The Revenue Commissioners to account for payroll taxes' liabilities.

National Adult Literacy Agency
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NALA registered with the Revenue Commissioners in 2022 to account for VAT on imported goods and services.

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.

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:

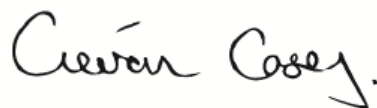
- a) so far as each director is aware, there is no relevant audit information of which the company's statutory auditors are unaware, and
- b) each director has taken all the steps that he or she ought to have taken as a director in order to make himself or herself aware of any relevant audit information 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 29 March 2023 and are signed on its behalf by:

By order of the board



Margaret Kelly
Director



Ciaran Casey
Director

Date: 29 March 2023

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 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
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Directors' Responsibilities Statement
To the members of National Adult Literacy Agency

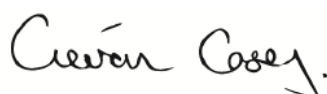
The Directors are responsible for ensuring that the company keeps or causes to be kept adequate accounting records which correctly explain and record the transactions of the company, enable at any time the assets, liabilities, financial position and surplus or deficit of the company to be determined 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: 29 March 2023

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 2022, which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows, and notes to the Company 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 2022, 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 out on pages 97 - 98, 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.

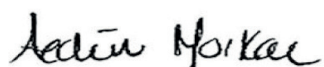
A further description of our responsibilities for the audit of the financial statements is located on the Irish Auditing and Accounting Supervisory Authority's website at:

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: 4 April 2023

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 2022

		Restricted Funds 2022 €	Unrestricted Funds 2022 €	Total Funds 2022 €	Total Funds 2021 €
	Note				
Income from:					
Charitable activities	3	2,600,967	259,248	2,860,215	2,737,414
Donations		-	2,315	2,315	1,948
Investments		-	145	145	225
		2,600,967	261,708	2,862,675	2,739,587
Expenditure on:					
Charitable activities	4	(2,526,451)	(163,544)	(2,689,995)	(2,633,897)
Net income	6	74,516	98,164	172,680	105,690
Net movement in funds		74,516	98,164	172,680	105,690
Reconciliation of funds:					
Total funds brought forward		18,076	765,474	783,550	677,860
Transfer between funds		-	-	-	-
Total funds carried forward	12	92,592	863,638	956,230	783,550

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

All income and expenditure are in respect of continuing activities.

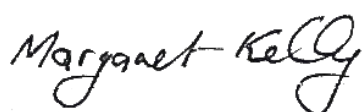
The notes on pages 107 to 129 form part of these financial statements.

National Adult Literacy Agency
(A company limited by guarantee)
Balance Sheet
As at 31 December 2022

	Note	2022 €	2021 €
Fixed assets			
Intangible assets	7	29,271	64,637
Tangible assets	8	38,940	30,386
		68,211	95,023
Current assets			
Stocks	9	1,198	1,198
Debtors	10	86,693	66,880
Cash at bank and in hand		1,107,131	867,485
		1,195,022	935,563
Creditors			
Amounts falling due within one year	11	(307,003)	(247,036)
Net current assets		888,019	688,527
Total assets less current liabilities		956,230	783,550
Funds	13		
Restricted funds		92,592	18,076
Unrestricted funds		863,638	765,474
Total Funds		956,230	783,550

The notes on pages 107 to 129 form part of these financial statements.

The financial statements were approved by the board of directors, authorised for issue on 29 March 2023 and are signed on its behalf by:



Margaret Kelly
Director



Ciaran Casey
Director

National Adult Literacy Agency
(A company limited by guarantee)
Statement of Cash Flows
For the year ended 31 December 2022

		2022	2021
	Note	€	€
Cash flows from operating activities			
Net income		172,680	105,690
Adjustments for:			
Depreciation and amortisation		50,933	49,099
Interest income	3	(145)	(225)
Operating income before working capital changes		223,468	154,564
Increase in debtors		(19,813)	(4,163)
Increase in creditors		59,967	54,110
Increase in stocks		-	(8)
Cash generated from operations		263,622	204,503
Interest received		145	225
Net cash provided by operating activities		263,767	204,728
Cash flows from investing activities			
Acquisition of tangible assets	8	(24,121)	(13,997)
Cash used in investing activities		(24,121)	(13,997)
Net increase in cash at bank and in hand		239,646	190,731
Cash at bank and in hand at beginning of year		867,485	676,754
Cash at bank and in hand at end of year		1,107,131	867,485

National Adult Literacy Agency
(A company limited by guarantee)
Notes to the Financial Statements
For the year ended 31 December 2022

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 2022.

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 62 - 96.

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 Policies

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. 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 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 presented in Euro, which is also 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.

Income from donations

Public donations are accounted for when received.

National Adult Literacy Agency
(A company limited by guarantee)
Notes to the Financial Statements
For the year ended 31 December 2022

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.

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.

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.

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.

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.

The Company is registered with the Revenue Commissioners as an employer to account for its payroll taxes' liabilities.

The Company registered with the Revenue Commissioners in 2022 to account for VAT on imported goods/services.

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 defined contribution schemes for the benefit of its employees. Contributions payable are charged to the statement of financial activities in the year in which they are payable. The company confirms that it has no outstanding liabilities relating to its staff retirement benefits at 31 December 2022.

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 2023. There is no indication from SOLAS that the core funding requested for 2023 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.

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 2022.

National Adult Literacy Agency
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For the year ended 31 December 2022

3. Income

Current Year	Restricted Funds €	Unrestricted Funds €	Total Funds €
Income from charitable activities			
SOLAS Core Grant	2,038,200	-	2,038,200
SOLAS Learn with NALA (LWN)	200,000	-	200,000
SOLAS Adult Learning for Life Strategy	107,000	-	107,000
SOLAS Adult Learning for Life Innovation fund	42,916	-	42,916
SOLAS Literacy Outreach	23,800	-	23,800
SOLAS Student Development Fund	40,000	-	40,000
EU CITO Project	104,644	-	104,644
EU Abedili Project	17,690	-	17,690
EBSN	26,717	-	26,717
Other Income	-	10,331	10,331
Plain English	-	226,600	226,600
Membership Fees	-	19,267	19,267
Training	-	2,550	2,550
Maltese Ministry of Education	-	500	500
	2,600,967	259,248	2,860,215
Income from donations	-	2,315	2,315
Investment income			
Interest income	-	145	145
	2,600,967	261,708	2,862,675

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Notes to the Financial Statements
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Prior 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	-	-	-
Maltese Ministry of Education	-	3,500	3,500
	<u>2,447,467</u>	<u>289,947</u>	<u>2,737,414</u>
Income from donations	-	1,948	1,948
Investment income	-	225	225
Interest income			
	<u>2,447,467</u>	<u>292,120</u>	<u>2,739,587</u>

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4. Analysis of charitable expenditure

Current Year	Restricted Funds €	Unrestricted Funds €	Total Funds €
SOLAS Core Grant	2,038,200	104,991	2,143,191
SOLAS Learn with NALA (LWN)	200,000	401	200,401
SOLAS ALL Strategy	107,000	772	107,772
SOLAS ALL Innovation Fund	42,916	-	42,916
SOLAS Literacy Outreach	23,800	387	24,187
SOLAS Student Development Fund	40,000	134	40,134
EU CITO	65,404	-	65,404
EU Abedili	5,730	-	5,730
EU EBSN	3,401	-	3,401
Plain English	-	56,859	56,859
	2,526,451	163,544	2,689,995

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Notes to the Financial Statements
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Prior 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
	<u>2,517,177</u>	<u>116,720</u>	<u>2,633,897</u>

Included within the above are support costs as follows

	General cost €	Governance cost €	Total 2022 €	2021 €
Wages and salaries	80,587	39,482	120,069	90,654
Audit	-	9,840	9,840	9,225
Rent and utilities	141,816	-	141,816	148,914
Other office cost	187,878	-	187,878	162,294
	<u>410,281</u>	<u>49,322</u>	<u>459,603</u>	<u>411,087</u>

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Notes to the Financial Statements
For the year ended 31 December 2022

5. Employees

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

	2022	2021
Adult Literacy Educators (ALE)	6	10
Other NALA staff	24	23
Volunteers	0	0
Average number of staff	30	33

Breakdown of wages and salaries is as follows:

	2022 €	2021 €
Wages and salaries	1,385,539	1,265,108
Social security cost	145,301	140,528
Pension costs	106,570	82,539
Redundancy costs	-	26,344
Average number of staff	1,637,410	1,514,519

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The wages and salaries total of €1,385,539 includes accrued payroll costs for 2022 of €68,944 (2021: nil). This represents unrestricted expenditure in respect of accrued holiday pay and other wages related costs to be discharged from NALA's unrestricted funds in 2023.

The number of employees whose employee benefits (excluding employer's pension cost and PRSI) is greater than €60,000 is 4 (2021: 4) as follows:

	2022	2021
€60,000 to €70,000	-	-
€70,001 to €80,000	3	3
€80,001 to €90,000	-	-
€90,001 to €100,000	-	1
€100,001 to €110,000	1	-
€110,001 to €120,000	-	-

The total employee benefits (including employer's pension cost) of the key management personnel of the Company in 2022 amounted to €359,184 (2021: €341,461). 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 for their work as Directors of the Company in the year (2021: €nil). Reimbursement to Directors for vouched travel expenses to Board Meetings amounted to €593 in 2022 (2021: €nil). No other Directors' expenses have been incurred during the year.

In 2022, the CEO received employee benefits (including employer's pension cost and PRSI) of €121,872 (2021: €111,555).

National Adult Literacy Agency
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Notes to the Financial Statements
For the year ended 31 December 2022

6. Net Income for the Year

	2022 €	2021 €
Net income for the year is stated after charging:		
Depreciation and amortisation	50,932	49,099
Rent	110,000	110,000
Auditor's remuneration for external audit services	9,840	9,225

7. Intangible Assets

	2022 €	2021 €
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	76,824	41,459
Amortisation	35,366	35,365
Balance at end of year	112,190	76,824
Carrying Amount		
At 31 December	29,271	64,637

8. Tangible Assets

	Office Equipment €	Fixtures, fittings and equipment €	Total €
Cost			
At 1 January 2022	182,941	32,590	215,531
Additions	16,620	7,501	24,121
At 31 December 2022	199,561	40,091	239,652
Accumulated Depreciation			
At 1 January 2022	153,787	31,358	185,145
Depreciation	14,113	1,454	15,567
At 31 December 2022	167,900	32,812	200,712
Carrying Amount			
At 31 December 2022	31,661	7,279	38,940
At 31 December 2021	29,154	1,232	30,386

9. Stocks

	2022 €	2021 €
Raw materials and consumables	1,198	1,198

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

The amount of stock recognised as an expense in 2022 amounted to €Nil (2021: €nil).

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Notes to the Financial Statements
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10. Debtors

	2022	2021
	€	€
Amounts falling due within one year:		
Trade debtors	30,717	31,637
Prepayments	55,143	35,243
Other debtors	833	-
	<u>86,693</u>	<u>66,880</u>

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

	2022	2021
	€	€
Amounts falling due within one year:		
Trade creditors	142,575	75,714
Accruals	86,241	58,559
Deferred income	27,855	75,272
Taxes and social insurance	50,332	37,491
	<u>307,003</u>	<u>247,036</u>

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.

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Deferred income balances at year end comprises payments received in advance for membership fees and Plain English services that are attributable to year 2023 and grants for which terms and conditions have not yet been met.

Movements in deferred income are as follow:

	2022	2021
	€	€
At 1 January	75,272	50,485
Deferred during the year	1,357,086	1,725,115
Credited to Statement of Financial Activities	(1,404,503)	(1,700,328)
At 31 December	<u>27,855</u>	<u>75,272</u>

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	18,076	2,600,967	2,526,451	92,592
Unrestricted funds	765,474	261,708	163,544	863,638
Total funds	783,550	2,862,675	2,689,995	956,230

Prior 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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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	4,544	104,644	65,404	43,784
EU Abedili Project	1,414	17,690	5,730	13,374
EBSN Project	12,118	26,717	3,401	35,434
SOLAS Core Grant	-	2,038,200	2,038,200	-
SOLAS Learn with NALA	-	200,000	200,000	-
SOLAS ALL Strategy	-	107,000	107,000	-
SOLAS ALL Innovation Fund	-	42,916	42,916	-
SOLAS Literacy Outreach	-	23,800	23,800	-
SOLAS Student Fund	-	40,000	40,000	-
EAEA				
Total funds	18,076	2,600,967	2,526,451	92,592

National Adult Literacy Agency
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Notes to the Financial Statements
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13. The Funds of the Company comprise the following:

Current Year	Unrestricted	Restricted	Total 2022
	€	€	€
Fund balances at 31 December 2022 are represented by:			
Intangible assets	29,271	-	29,271
Tangible assets	38,940	-	38,940
Stocks	1,198	-	1,198
Debtors	86,693	-	86,693
Cash at bank and in hand	1,014,539	92,592	1,107,131
Creditors	(307,003)	-	(307,003)
Total net assets	863,638	92,592	956,230

Prior Year	Unrestricted	Restricted	Total 2022
	€	€	€
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	(247,036)	-	(247,036)
Total net assets	765,474	18,076	783,550

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 €1.00.

15. Financial Instruments

	2022	2021
	€	€
Carrying amount of financial assets		
Financial assets measured at amortised cost	1,138,681	899,122
Carrying amount of financial liabilities		
Financial liabilities measured at amortised cost	228,816	134,273

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 2022 amounted to €110,000 (2021: €110,000).

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

	2022	2021
	€	€
Within one year	110,000	110,000
After one year but no more than five years	394,167	440,000
More than five years	-	64,167
	<u>504,167</u>	<u>614,167</u>

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

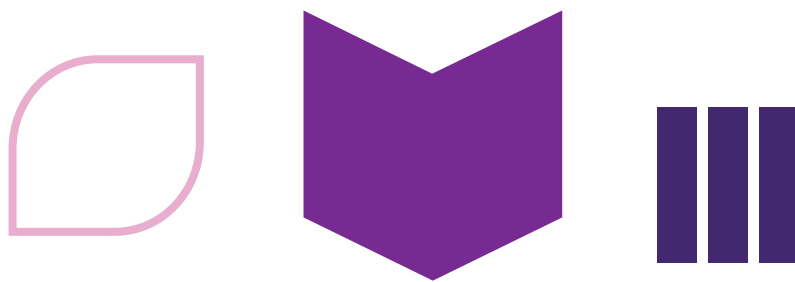
The Company is controlled by the board of directors.

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 29 March 2023.

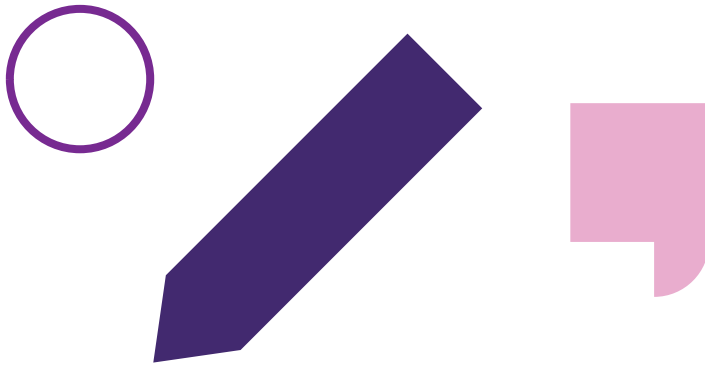


Looking to 2023

In 2023, NALA will agree a new implementation framework with supporting projects and success indicators to:

- collaborate on the impactful implementation of the Further Education and Training (FET) Strategy and the Adult Literacy for Life (ALL) Strategy;
- advocate for and raise awareness of literacy as a human right and the need for more literacy friendly services and the use of plain language;
- provide information and learning opportunities to literacy learners;
- offer professional development and resources to literacy practitioners;
- deliver plain English editing and training services;
- generate and share research and best practice;
- communicate and collaborate with our members and stakeholder; and
- continuously improve and enhance our operations.

Once there is clarity on the Adult Literacy for Life (ALL) Strategy, NALA will develop a new Strategic Plan to guide our future activities. At all times, we will focus on supporting the Furthest Behind First and delivering our activities with ambition and accountability, energy and excellence.



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.

ALL

Adult Literacy For Life, a ten year adult literacy, numeracy, and digital literacy strategy.

AGM

Annual General Meeting

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.

CEO

Chief Executive Officer

ESOL

English for Speakers of Other Languages

ETB

Education and Training Board

ETBI

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

EU

European Union

FET

Further Education and 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.

IPA

Institute of Public Administration

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.

OECD

Organisation for Economic Co-operation and Development

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

QR code

Quick response code - a square barcode used to share a link to a website.

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.

TD

Teachta Dála - Irish Member of Parliament

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 literacy skills.

National Adult Literacy Agency (NALA)

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f [nalaireland](#) **🐦** [@nalaireland](#)

Registered Charity Number: 20020965

Charity Number: 8506

Company Number: 342807



Rialtas na hÉireann
Government of Ireland



Có-mhaoinithe ag an
Aontas Eorpach
Co-funded by the
European Union

SOLAS
learning works

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