

# NALA Student Development Fund Report 2023

**Over 2,000 adults** improving their literacy, numeracy and digital skills, from 70 different education centres, benefitted from the fund in 2023.

As well as listing the student development activities funded and their impact, this report also gives valuable student feedback on:

- how to encourage people to return to learning; and
- what students hope to do at the end of their course.



National Adult Literacy Agency

Áisíneacht Náisiúnta Litearthachta do Aosaigh

## Contents

Executive Summary .....	4
Section 1: Activity undertaken in 2023 .....	8
Section 2: Student feedback and how it was gathered .....	25
Feedback on Question 1: What is the most effective way to encourage people to return to learning? .....	26
Feedback on Question 2: Following the course that you are doing now, what do you hope to do next? .....	31
Section 3: The impact of the fund from staff in the centres' point of view .....	36
Further feedback from centres .....	41
Section 4: Main learning points from the fund in 2023 .....	46
Appendix 1. Background to the Fund and 2024 update .....	49
Appendix 2: Topics explored with students through the fund in previous years .....	50

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## Abbreviations and acronyms used in this report:

CTC – Community Training Centres<sup>1</sup>

ESOL - English for Speakers of Other Languages

ETB - Education and Training Board

NALA - National Adult Literacy Agency

NLN – National Learning Network<sup>2</sup>

QQI - Quality and Qualifications Ireland<sup>3</sup>

VTOS - Voluntary Training Opportunities Scheme<sup>4</sup>

Please note we use the terms “student” and “learner” interchangeably.

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<sup>1</sup> CTCs are independent community-based organisations funded and supported by SOLAS and ETBs. They provide training, education and employment related services to early school leavers, mainly aged between 16 and 21 years.

<sup>2</sup> NLNs are part of the Rehab Group. They provide specialised education options for people aged 16 to 65 years who for various reasons (illness, disability or additional support needs) find it challenging to find employment.

<sup>3</sup> Quality and Qualifications Ireland is the state agency responsible for promoting the quality, integrity and reputation of Ireland’s further and higher education system.

<sup>4</sup> VTOS is run by ETBs. It is a second chance education and training programme which provides courses for unemployed people aged 21 years and over. Courses are full-time and can last up to two years, with 30 hours attendance per week.

## Executive Summary

This report provides an overview of the NALA Student Development Fund in 2023. It has four sections. The first covers the activity carried out by centres using the fund. The second gives student feedback gathered by centres. The third section outlines the impact of the fund as seen by staff in the centres. The fourth section outlines the main points from the fund in 2023. The report has two appendixes. One gives the background to the fund and an update for 2024. The other lists topics that NALA gathered student feedback on, in previous years, through this Fund.

This report will be of interest to learners, and staff, in centres who took part in activities in 2023, and policymakers and providers of adult education. We hope it shows how the fund brought excitement, energy and rich experiences to learners and staff in centres. NALA feels it is vital that we in NALA and other organisations hear and learn from students' knowledge and experiences.

The NALA Student Development Fund is in place to:

- support student development through non-tuition activities; and
- gather student feedback for NALA and other stakeholders.

SOLAS, the state agency managing further education and training provides a fund of €40,000 to NALA who administers the Student Development Fund. The total amount spent in 2023 was €41,074. NALA contributed the additional €1,704 from its reserves. In 2023, funding given to centres ranged from €200 to €1,663 for three centres together. The average amount that centres received was €586.

Centres paid for events first. The fund is a subsidy so does not necessarily cover all the costs of an activity. NALA reimburses them after centres send in their report on activities with spending and receipts and after these are reviewed and approved by NALA.

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

### **Who benefits from the fund?**

The fund benefits adults and young people who are improving their literacy, numeracy and digital skills in a centre or on a programme including ESOL learners (learning English). The fund is for students on courses that are up to and including Level 4 on the QQI Framework of Qualifications. Students can be in one-to-one or group tuition or improving their literacy as part of another programme, for example a Youthreach programme, VTOS or family learning.

Three people reviewed applications using 10 criteria including the following:

- how students were involved in deciding what to apply for;
- how students will hear about the event;
- how they will get to take part; and
- the centre agreeing to gather student feedback on topics set by NALA.

Most of the centres (44 of 70) used the fund for cultural trips to places of local interest such as Glendalough and Spike Island. Nine centres did adventure activities such as zip line or go-karting. Eight centres bought technology items. Three centres bought other equipment. Three centres bought books chosen by students. The other three centres either did a workshop, another type of gathering and made an outdoor wall mural. See photos on pages 7-16 and the full list of the activities on pages 17-23.

### **Numbers of students and centres involved in 2023**

Table 1 below shows that in 2023, 70 adult education centres benefited from the fund. 2004 students took part in activities. 1,381 students (69%) gave feedback to NALA.

**Table 1. Number of centres that applied and number of students involved in the NALA Student Development Fund in 2023**

Applied for the fund	84 centres
Successful applications	76 centres
<b>Drew down the fund in 2023</b>	<b>70 centres</b>
ETBs involved	14 ETBs
Bought technology items	9 centres
<b>Students who benefitted from the fund</b>	<b>2,004 students</b>
<b>Students who gave feedback</b>	<b>1,381 students (69%)</b>

### **Key findings from the student feedback**

- Ways to encourage people to return to learning include having a quality offering and the right messaging; using effective methods to raise awareness; tapping into learners' motivations and helping them overcome barriers.
  - Course offerings should be varied, interesting and relevant to learners' needs. Teaching and learning should be inclusive, flexible and have accompanying student supports.
  - Communications should highlight that adult education is not like school, particularly in terms of its environment; that it is free; and that it offers new experiences. Success stories from students are highly effective.
  - The most effective way to raise awareness of the benefits of returning to learning is by word of mouth. Also recommended were open days, targeted outreach and careers guidance as well as a variety of media.
  - Students are motivated by the intrinsic benefits of learning and by the fact that education can help them to reach their goals. Common goals relate to career, education, family and everyday life.
  - Barriers include stigma, anxiety and low confidence. People can overcome these barriers through social support networks, adult education staff, and personal strength.
- After they finished their current course, most students want to continue their learning. After the initial hurdle of returning to learning there seems to be no problem keeping students focused on their studies.

- The adult education landscape is exciting. Students listed a broad range of courses they would like to do next, ranging from catering to graphic design to social studies. See table on page 33 for the full list.

### **Additional feedback from staff in centres**

Staff in centres said the fund had the following impact (see page 34). The fund:

- Enhanced student learning,
- Provided an opportunity for students to socialise and bond,
- Gave students personal satisfaction, a sense of well-being, and
- Empowered students.

Centres also thanked NALA, commented on Learn with NALA, requested more resources and said how students liked to be asked their opinion, see page 38.

## Section 1: Activity undertaken in 2023

Below is a selection of photos from centres who used the Student Development Fund in 2023.



Mural created by Nenagh CTC





Baltinglass students head to Glendalough and Russborough House.

Students from Buncrana at Doagh Famine Village in Inishowen.





Students from Castlebar and Westport created fashion items at their “Make and Mend” workshop.



Students from Edenderry at Lough Bora Discovery Park.



Students from Gortahork visit Killybegs.



Students from Kylemore CTC at Emerald Park.



Loughlinstown students visit the National Botanic Gardens.



Tallaght and Priorsgate students visit the Jennie Johnson ship in Dublin city.

Students from Milford, Co. Donegal visit Glenveigh National Park.





Students from the NLN Portlaoise  
at Castlecomer Discovery Park.



Students from Thurles CTC visit  
Kartworld, Watergrasshill, Co.  
Cork.



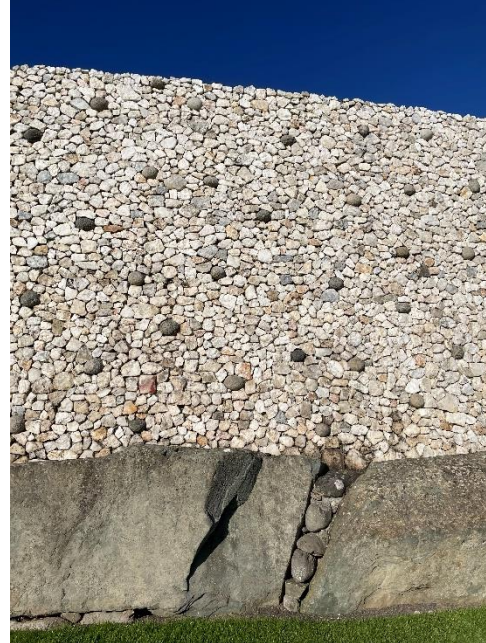
Tramore students visit Kilkenny Castle.



Students from VTOS Kilkenny in the Japanese Gardens in Kildare.



Students from Trim FRC visit Newgrange and Knowth and Dowth.







Youthreach Listowel students take a trip to Cobh, Co. Cork.

## Activities undertaken in 2023

2,004 students took part in activities in 2023. The full list of the activity undertaken in Table 2 below.

**Table 2. List of activities undertaken in 2023 organised by ETB area where relevant and centre's name**

<b>Education and Training Board members (ETB) and other members of NALA</b>	<b>Name of Centre</b> Centres below are ETB adult education centres unless otherwise stated	<b>What the centres did with the fund in 2023:</b>
Cavan and Monaghan ETB	Cavan	Students visited Sligo and <b>Lissadell House and Gardens</b> with a guided tour of the house. They then took a scenic drive to Mullaghmore, had lunch and stopped at <b>Glencar Waterfall</b> on the way home.
City of Dublin ETB	Ballymun	Bought a <b>bookcase</b> and foreign language <b>books</b> . The bookcase is used by ESOL and Irish students.
	Cabra	With Finglas, Cabra students visited the <b>Customs House Quay</b> in Dublin city, had breakfast and then visited the <b>Epic – The Irish Emigration Museum</b> .
	Cherry CTC	In <b>Carlingford Adventure Centre</b> students took part in "combat laser" activity.
	Finglas	With Cabra, Finglas students visited the <b>Customs House Quay</b> in Dublin city, had breakfast and then visited the <b>Epic – The Irish Emigration Museum</b> .
	Kylemore CTC	Students went to <b>Emerald Park</b> , participated in all the activities and went to the <b>Emerald Park Zoo</b> .
Cork ETB	Ballincollig	Bought a <b>C-Pen Reader</b> for one-to-one literacy students.
	Charleville	Students did a guided tour of <b>Blarney Castle</b> , gardens and lake. Had lunch afterwards and visited <b>Blarney Woollen Mills</b> .

	Fermoy	Students visited <b>Blackrock Castle and Observatory</b> and <b>Cork City Gaol</b> . They had a picnic together on Blackrock Pier.
	Mallow	Students visited <b>Muckross House in Killarney</b> and had lunch in the restaurant there where they gathered the student feedback.
	Millstreet	Students visited the Clonakilty adult learning centre and <b>met local students</b> there. Then went to the <b>Clonakilty Pudding Factory</b> and had a meal on the way home.
	Youthreach Ballincollig	Students visited <b>Ballyhass Adventure Centre</b> in Mallow, went on the inflatable water park and got food together.
Donegal ETB	Buncrana	ESOL students visited the <b>Doagh Famine Village</b> in Inishowen.
	Donegal Town	Students visited <b>Glenveigh National Park</b> , did a tour of the castle and had lunch together. Saw exhibitions on the national parks, the golden eagle re-introduction project and the Derryveagh evictions.
	Gortahorke	Ukrainian students from three different locations and groups visited <b>Glencolmcille Folk Village</b> and <b>Killybegs Harbour</b> , fishing port.
	Milford	Ukrainian students visited <b>Glenveagh National Park</b> . They did a 5km walk, saw the gardens and boat house, did a scavenger hunt and had lunch outside.
	Stranorlar	Students visited, did a tour of the gardens and had lunch in <b>Oakfield Park</b> , Raphoe. Also, the centre bought 12 wireless headsets.
	Youthreach Ballyshannon	Bought <b>book display cases</b> to create a mini library. Also bought a <b>tablet</b> to help one-to-one students with literacy and numeracy work.
Dublin and Dun Laoghaire ETB	Blanchardstown	Bought <b>10 keyboards for the visually impaired and neurodiverse groups</b> who had dyslexia, visual impairment and other learning difficulties.

	Loughlinstown / Dun Laoghaire	Students did a tour of the <b>National Botanical Gardens</b> and arboretum in Co Wicklow. They had a picnic after and a <b>quiz</b> on way back home with a prize for the winner.
	Tallaght Priorsgate	Students from Clondalkin and Tallaght did the <b>Jeanie Johnston Tour</b> in Dublin City and visited the <b>Famine Memorial</b> on Custom House Quay and then had lunch together.
	Youthreach Blanchardstown	Students went to <b>Go Quest</b> team and puzzle rooms and had lunch together afterwards.
Galway and Roscommon ETB	Cashel and Glinsk	Students visited <b>Kylemore Abbey</b> , had an art class in the gardens. Visited an art exhibition and had lunch on the way home.
	Tuam, Headford and Dunmore	Students visited <b>Lough Key Forest Park</b> in Co. Roscommon. They did a guided tour of <b>Rockingham House</b> ruins and did a <b>tree top walk</b> . They had lunch and then had time to explore the area around the lake and forest walks.
Kerry ETB	Castleisland	Students visited <b>Craig Caves</b> near Castleisland and had lunch afterwards.
	Killarney	ESOL students from Ukraine did a " <b>Paint and Coffee</b> " activity in Arthouse Killarney.
	Killorglin	Students visited <b>Muckross House and Gardens</b> in Killarney National Park and had lunch after.
	Listowel	The <b>animal roadshow was brought to the centre</b> and learners got to touch and pet the different animals they wouldn't normally see. Afterwards, they went to the hotel for lunch.
	Youthreach Listowel	Students visited <b>Spike Island</b> and had lunch together.
Kildare and Wicklow ETB	Baltinglass	With Blessington students went on one of two trips to <b>Glendalough</b> and <b>Russborough House</b> and had lunch after.

	Blessington	With Baltinglass students went on one of two trips to <b>Glendalough</b> and <b>Russborough House</b> and had lunch after.
	Bray	With Wicklow, students visited the <b>Glendalough</b> monastic site, listened to a talk on Glendalough, had a walk to the upper lake and had lunch.
	South Wicklow	Students choose <b>books</b> on culture, social inclusion and living in Ireland for the student library in Arklow Further Education Centre.
	Wicklow	With Bray, students visited the <b>Glendalough</b> monastic site, listened to a talk on Glendalough, had a walk to the upper lake and had lunch.
	Youthreach Bray and North Wicklow	Students visited and did a tour of <b>Dublin Castle</b> and had lunch together. Also bought a <b>C-Pen Reader</b> for the centre.
Kilkenny and Carlow ETB	Carlow Youth Training	Students went to the <b>Adventure Rooms</b> in Green Street, Dublin and had lunch in Kilcullen on the way home.
	Kilkenny	The family learning group from St. John's Junior and Senior had breakfast in Langtons Hotel, Kilkenny and then did a tour of the <b>Smithwick's Brewery</b> together.
	Kilkenny VTOS	Students did tours of the <b>National Stud and the Irish Racehorse</b> . The group had lunch and then visited the <b>Japanese Gardens</b> and Kildare Village on the way home.
Laois and Offaly ETB	Birr	Students did a tour of <b>Avondale House</b> , did the treetop walk and slide and had lunch in Rathdrum after.
	Edenderry	Students took a trip to <b>Lough Boora Discovery Park</b> and had food in their centre on their return with lunch afterwards. The trip evolved from a class discussion on the importance of protecting our environment.

	Portlaoise	Students from the Learning Hub visited and did a tour of <b>Kilkenny Castle</b> and had lunch.
Longford and Westmeath ETB	Athlone	<b>Created an outdoor coffee dock</b> , two covered pods, for learners and potential learners from a local school. This is the second time NALA supported this family learning project. In 2021, NALA supported this with art materials, seeds, compost and a polytunnel.
Mayo, Sligo and Leitrim ETB	Castlebar and Westport	<b>Bought three sewing machines</b> and ran " <b>make and mend</b> " workshops in June, over three days. The workshops had a focus on sustainability and fast fashion.
	Claremorris East and South Mayo	<b>Open-top tour of Galway city</b> followed by a meal in "The Pyramid Restaurant" in Ballinrobe.
Tipperary ETB	Thurles CTC	Students went to Kartworld, for <b>go karting</b> , in Watergrasshill and got a real driving experience.
	Nenagh	<b>Eight end of year gatherings of students</b> were held in local coffee shops where students had tea or lunch.
	Nenagh CTC	Students worked with an artist and designed and created <b>a mural</b> called "The Welcome Wall". This is a 60-foot-long mural at the entrance to the centre that also includes mosaics.
Waterford and Wexford ETB	Bunclody	Learners from Bunclody, Enniscorthy and Gorey visited the <b>National Heritage Park</b> and had lunch after.
	Cappoquin	With Dungarvan, Cappoquin students did a <b>tour of Waterford city</b> including the <b>Medieval Museum</b> , the <b>Irish Museum of Time</b> , the <b>Silver Museum</b> and the <b>Bishop's Palace</b> .
	Dungarvan	With Cappoquin, Dungarvan students did a <b>tour of Waterford city</b> including the <b>Medieval Museum</b> , the <b>Irish Museum of Time</b> , the <b>Silver Museum</b> and the <b>Bishop's Palace</b> .

	South Wexford	Students from two education centres in Wexford and New Ross visited and did a guided tour of <b>Wicklow Gaol</b> .
	Tramore	Students visited Kilkenny Castle and did a <b>sightseeing tour of Kilkenny</b> , had lunch and spent time walking around the city.
Other NALA members (non-ETB)	Empower - One Step Closer, Dublin	<b>Bought a laptop</b> as a support device for learners to increase their knowledge, skills and confidence with their online training courses.
	Knockanrawley Resource Centre Ability Project	Brought students from Scoil Chormaic School in Cashel, Co. Tipperary to <b>Fota Wildlife Park</b> and had lunch afterwards. The Ability Programme is about providing person-centred supports to young people with disabilities so they can achieve their education and employment aspirations.
	Love and Care for People	<b>Bought eight refurbished desktops</b> and anti-virus software for use by students in the centre.
	NLN Carlow	Visited <b>Fota Wildlife Park</b> in Cobh.
	NLN Clonmel	Students visited <b>Spike Island</b> , did a guided tour and explored the island themselves afterwards. Some students had lunch in the cafe and others had a picnic in the grounds.
	NLN Kilkenny	Students went on a day trip to <b>Johnstown Castle</b> , Agricultural Museum and grounds.
	NLN Longford	<b>Bought two Samsung A8 tablets</b> with protective cases for practicing the Driver Theory Test online and for accessing new NLN Office 365 accounts and apps.
	NLN Portlaoise	Students went to <b>Castlecomer Discovery Park</b> in Kilkenny. Some students did the sky walk challenge and others did archery followed by team building activities.
	NLN Rathasker	Students went to <b>Dublin Zoo</b> and had lunch together.
NLN Sligo	Students visited the <b>Eagles Flying Centre</b> in Sligo, got up close to native birds of prey and found out about their lives.	

NLN Tullamore	<b>Bought 6 ukuleles</b> instruments for autistic students to use in group tuition lessons.
NLN Wexford	Visited John F. Kennedy, <b>Arboretum in New Ross</b> and did a tour of the gardens learning about the history of the trees.
Northside Community Enterprises, Cork city	<b>Bought a laptop</b> that is being used by multiple students in morning and afternoon classes and by participants in the addiction recovery centre, Fellowship House.
Recovery through Arts and Drama	Students went to the <b>Navan Adventure Centre</b> for team building activities - obstacle course, football golf, human foosball and bubble football.
Shelton Abbey education centre (prison service)	With the education department NALA contributed and <b>bought children's books</b> (ages 0-16 years) <b>for dads and grandads</b> for prison visits. Woodwork department designed and a bookcase for the books.
Spirasi	ESOL students visited <b>Glendalough Monastic Village</b> and walked to the upper lake and had a picnic and went for a walk around the monastic site.
Trim Family Resource Centre (FRC)	Students visited both <b>Knowth and Newgrange</b> . They got to go into the chamber at Newgrange. On returning to Trim they had dinner in a local hotel.
Wicklow Travellers Group	<b>Bought a C-Pen Reader</b> , headsets and memory sticks for digital skills workshops.



## **Section 2: Student feedback and how it was gathered**

In this section, we outline why and how we gathered student feedback, the number of students involved, the questions asked and the student feedback itself.

### **Why we gathered student feedback**

Student feedback informs NALA's work. Often what we hear from feedback from the fund echoes what we hear from other students. These are students on our Student Subcommittee, students we talk to on the Freephone and tutoring service and students we meet at student days. Each year we write a report and share it with stakeholders. Feedback has informed NALA student workshops and deepened our knowledge of where students struggle.

### **How feedback was gathered**

NALA provides a guide for facilitators in centres and the questions to ask students. Feedback sessions last about one hour and facilitators take notes during these sessions. In 2023, staff facilitated the feedback sessions in half the centres. In other centres, students and tutors shared the facilitation of sessions. In one centre the students themselves facilitated the session. We asked that facilitators would note student quotes and we left a space for quotes on the report template. In most centres, a tutor or staff member took notes and staff summarised the feedback.

### **The number of students involved**

1,381 students took part in feedback sessions in 70 centres. Like previous years, more women than men gave feedback, 63% versus 37%. Almost half (46%) of the students who gave feedback were ESOL students. This was a slight increase from 2022 when it was 40%.

### **The questions for the student feedback**

Facilitators asked students the following two questions in 2023:

1. What is the most effective way to encourage people to return to learning?
2. At the end of the course that you are doing now, what do you hope to do next?

## The Student Feedback

### Feedback on Question 1: What is the most effective way to encourage people to return to learning?

Students made many insightful suggestions in response to this question. The responses fell into five broad themes:

1. Highlight what is on offer
2. Recognise the barriers
3. Respond to learners' motivations
4. Communicate the important messages
5. Use a variety of ways to raise awareness

The most common points made by students are presented below as listed by the themes above.

#### 1. Highlight what is on offer

The range of courses available can encourage people to return to learning. Students said courses should be about interesting topics. They should be relevant to learners' needs, and there should be a variety of courses to choose from. Learning should be disability-inclusive and accessible in all centres of adult education.

More flexible options in terms of time of day, day of the week or mode of delivery (in person or online) could potentially bring in more students.

“Students would like more flexibility so they can attend classes at times that fit in with childcare and work.”

Students also recommended improvements to support services:

- More **financial supports**, such as travel expenses and training allowances.
- **Better career guidance for adult learners**, on qualifications, progression and jobs.

- **Better transport** links, especially to rural centres.
- **Childcare facilities** at adult education centres.
- **Mental health supports** at adult education centres.

## 2. Recognise the barriers

Stigma, anxiety and lack of confidence emerged as barriers to returning to learning. Some students have been encouraged to return by friends or family members. Others felt less anxious going into a centre because they knew someone who was already attending or joined a course together with a friend. Staff play an important part in encouraging learners to return to learning and to keep attending classes. Examples of good practice shared in this feedback include tutors advising students on their transport options, and frontline staff being literacy aware.

“...approaching a literacy centre is a huge step and it’s important to be met by someone with an understanding of literacy needs.”

Having a positive attitude can help adults to return to education, despite barriers:

“I said to myself when I came here, I'm just going to keep an open mind and try everything. You're not going to like everything but its best to just get into it anyway.”

It appears therefore that the support of friends and family, the support of staff and personal determination can help people to overcome psychosocial barriers to returning to learning.

## 3. Respond to learners’ motivations

Student feedback covered the motivations that may drive individuals to return to learning. Some students feel the joy of learning for its own sake – “curiosity”, “drive” and “achievement” were mentioned.

“Having an end goal that you are working towards, and to learn new skills is very rewarding.”

Others are motivated by another goal that education will help them to achieve.

“Once you see that education can help you achieve your goals, you then will be determined to get educated.”

Common goals include:

- Employment and career progression
- Further and higher education
- Keeping up with technology for everyday life
- Helping children and grandchildren with homework

#### **4. Communicate the important messages**

Students in several centres recommended highlighting to prospective students that adult education is not like school.

"Explaining to them (especially if it's been a while since they were in school) that the classroom is not what it used to be. That you are given a chance to have an opinion on topics and have a good discussion and debate on any aspect of life. That the teachers and tutors are very welcoming and helpful and do all they can to help you fit in and progress."

The importance of tutors, in terms of kindness and ability to support, was highlighted as an area working well in **“Learners’ Voices Across Ireland”**, AONTAS report (2023).

NALA also highlighted this in previous Student Day and Student Fund reports.

Student feedback touched upon many ways in which adult education is not like school. In adult education:

- the knowledge and experience that each person brings to the classroom is celebrated.
- learning is directed by the learner.

- there are lots of opportunities for peer learning.
- classroom activities are fun, practical and at an appropriate level.
- courses are taught in small groups.
- one-to-one support is available.
- staff are supportive, respectful and non-judgmental of learners.
- there is a welcoming, inclusive environment in adult education.

The environment of adult education may be a particularly important message for encouraging adults to return to learning. One tutor said in summing up student feedback that:

“Students said the most effective way to encourage people to return to learning is to highlight that the learning environment created is based on trust, respect and inclusion.”

Highlighting success stories, for example, past students who are now in a secure job could help to encourage adults to return to learning. Success stories seem to be particularly influential on friends and family.

“When you see somebody, you know progressing in life because they returned to education.”

Students also said prospective learners should be told that courses are free, and that they can have new experiences outside the classroom:

“To go to places that they would never get the chance to go to.”

## **5. Use a variety of ways to raise awareness**

Students said that word of mouth is a very effective way to encourage someone to return to learning. Students who have had a good experience will tell others about it.

"We can be a source of information to people we meet. I have a friend that comes now, because of my enthusiasm."

Students in several centres said that testimonials are effective in advertising educational opportunities.

“I think hearing another person talking about their experience is a really good way to get attention.”

A variety of media can be effective, for example, social media (31% of groups mentioned this), notices and flyers in public places (19%), TV and radio (16%), or local newspapers (6%). Open days were said to be “really important” as an opportunity to meet staff and students face-to-face. Some students made creative suggestions such as:

- Events to showcase current students’ work.
- Taster courses.
- Podcasts.
- Celebrity endorsement.

Students noted that outreach work was important to encourage particular groups to return to learning. For example, connecting with Ukrainian Facebook groups, local retirement clubs and Direct Provision centres.

Career guidance services at second level also have a role in raising young people’s awareness of all their options, including further education:

“Take focus away from the Leaving Cert and focus more on careers and the many pathways to achieve them.”

## Feedback on Question 2: Following the course that you are doing now, what do you hope to do next?

### Notes on this feedback:

Please note in this section:

- Percentages refer to the percentage of centres who responded to the survey, not the percentage of students across the centres.
- Percentages add up to more than 100%, because each centre gave a variety of responses as to what its students hope to do next, and some of the themes overlap. For example, a centre with a student who is taking ESOL at a higher level will be counted under both “ESOL” and “higher level”.
- Quotes given are from students unless we say otherwise.

Overwhelmingly the most common responses to this question were that most **students planned to continue learning**. This suggests that adults who have returned to learning typically want to do more learning afterwards. This also strongly implies that **they are benefiting from their learning**.

In terms of the level of learning that students hoped to do next, 43% of centres had students progressing to a higher level (within their centre or in a similar centre) and 18% of centres had students progressing to higher education.

“76% of students want to continue their education in College, FETAC, or University.” (quote from staff member)

“Students will progress within our service at the NLN to the next course level.” (quote from staff member)

“I am hoping to add to what I have learned at Level 3 and progressing to Level 4.”

In terms of subject area, 35% of centres mentioned students who were continuing with the same subject area, while 16% of centres mentioned students who were taking up a new subject area.

“Continue to keep up with technology, there are fabulous opportunities here to learn.”

“Looking forward to adding new crafts and skills to my portfolio.”

**59% of centres had students who were moving on to employment or seeking employment (not necessarily immediately).** 10% of centres mentioned students who were hoping to do work experience, an apprenticeship or a traineeship next. This ties in with the finding from the previous question that students think employment is a good incentive to return to learning.

“I am now doing a CE Scheme with skills that I learned while doing my NALA course with the support of my tutor.”

“I am going to try successfully pass the job interview in IT company.”

“I want to finish my level 3 course and then do level 4 Office Skills so that I can work in an office.”

“I want to do a bricklaying apprenticeship. I know I’d be good at that.”

“Using the skills that I have gained I am working remotely for Customer Services in BT.”

**54% of centres noted specific courses that their students planned to take.** It is unclear whether these are higher level courses or new subject areas, without knowing what course each student was taking at the time the survey was completed. However, it does suggest a real intention for students to continue their learning journey, as they had a specific plan.



“I think it’s important to choose a course or job in something that you are good at. Then you will succeed, do well and be happy.”

**English as a Second or Other Language (ESOL)** is a very popular subject area with **34%** of centres reporting that their **students will be studying ESOL next**. It appears that many ESOL learners are primarily motivated to learn English for employment, but they also seek other benefits:

“I need to get a job, so I have to get better at English.”

“I want to progress to level 4 ESOL because I am a chef and I need to keep improving my English for my job.”

The following quotes are from staff in centres:

“ESOL learners want to improve their language so that they can eventually get jobs. For now, it was important to them to be able to communicate clearly on a social level. They wanted to be able to go to the doctor, dentist or schools and engage confidently with people.”

“Participants in Fáilte Isteach sessions want to continue coming as they found them helpful to improve their English and with community integration.”

Quite a large proportion of centres (**29%**) had students who are **not sure what they will do next**. This indicates a need for career guidance, especially for younger students who don’t have family support.

“My parents don’t work, and they don’t expect me to work or go to college. I don’t know if they would support me if I wanted to go to college. Where do I find out about getting a grant for college?”

In just one centre, a student said they planned to “avail of the Guidance Service to get advice on new courses or other educational options.”

In a small proportion of centres, students had the following more general plans:

- Put skills learned to use (7%) for example, “When I go back to Ukraine, I will buy a sewing machine and sew clothes.”
- Complete a full QQI award (6%) - for example, “I now have 3 modules completed at Level 2 and I want to get the two more for a full cert.”
- Improve skills in a general sense (4%) – for example, “I want to work on my maths.”
- Pay it forward (4%) – for example, “I’d like to do a train the trainer course. I was a hairdresser, and I would like to use my experience to teach early school leavers what I know” or “I would love to work with young people, help them do better for themselves. I was in the youth service here.”

Other next steps included staying in touch with classmates and staying healthy. Just one person said “I have enough courses for now”. This was unusual. Most students intended to take further courses.

The A-Z list below in Table 3 gives a sense of the diversity of courses, jobs and apprenticeships that 1,381 students said in their feedback that they hoped to do next. Please note we grouped some different courses together such as different types of cookery classes.

**Table 3: A-Z list of courses the students said they would like to do after the course they are on.**

<b>Areas</b>		
Accountancy	Equine Studies	Photography
Acting	Film Editing	Plastering
Addiction Studies	Finance	Plumbing
Advertising	Furniture Restoration	Psychology
Animal Care	Gardening	Reading
Animation	General Learning	Real Estate
Armed Forces	Graphic Design	Retail Skills
Art and Design	Hairdressing	Sewing
Barbering	Healthcare	Smartphones
Beauty Therapy	History	Social Studies
Bricklaying	History of Art	Social Work
Business	Horsemanship	Sociology
Career Preparation	Horticulture	Spanish
Carpentry	Hospitality	Special Needs
Catering	Hotel Management	Spelling
Childcare and Early Learning	Information Technology	Sports and Recreation
Communications	Irish dancing	Tai Chi
Cookery	Irish myths and legends	Veterinary Nursing
Counselling	Knitting	Wellness
Customer Service	Literature	Woodwork
Drawing	Make-up Artistry	Writing
Driver Theory Preparation	Marketing	Yoga
Dressmaking	Maths	Youth Work
Electrician	Mental Health	
Electrical Engineering	Music	
Embroidery	Office Skills	
Engineering	Personal Development	
English language (ESOL)	Pharmaceutical Science	

## Section 3: The impact of the fund from staff in the centres' point of view

Adult Literacy Organisers, managers in centres and co-ordinators completed the online reports. We asked them to let us know the impact of the fund more generally giving us two or three points about the impact on students, and the impact on the centre. Any quotes given in this section are from the staff in centres.

### Enhances student learning

Over half (52%) of centres wrote about the impact of the Student Development Fund on **students' learning**. Those who used the fund for a field trip described enhanced understanding of topics covered in class; development of skills through planning the trip; and learning new information on the day. They were glad of the opportunity to bring learning outside of the classroom.

“Participating in a historic tour and activities day provides students with a hands-on learning experience that goes beyond textbooks and classroom lectures. They get the opportunity to visit historical sites, museums, and landmarks, which deepens their understanding of history and brings it to life. This immersive experience helps students make meaningful connections between what they learn in the classroom and the real world, fostering a deeper appreciation for history and its relevance in their lives.”

“Days out incorporate so many literacy skills, reading, writing, texting, listening, speaking, organising, sequencing, social. It is a great way to practice these skills in real life.”

“The tutors can use the information that was learned on the trip and bring it into the class for discussions and further learning.”

Centres who used the fund to buy educational resources also described the benefits of these for student learning. Technical equipment and books helped make learning more accessible and engaging for students and will do so into the future.

“The Student Development Fund has allowed us to buy 10 Visibility Keyboards...learning how to type with the Visibility Keyboards is helping the learners reinforce their literacy skills.”

“The fund also allowed us to buy a C-Pen Reader...Students will be able to work more independently with this support and hopefully it will make life easier for some of our students with reading difficulties and dyslexia.”

“It is wonderful to have this funding to purchase a selection of inclusive and diverse books for our learners. These books were chosen by the students themselves and will enable everyone to learn about each other’s cultures.”

### **Provides an opportunity for students to socialise and bond**

The next most mentioned impact (46%) was social. Field trips are an opportunity for students to bond with their classmates and other students outside a formal setting. They are also an opportunity for students from outside Ireland to integrate (12%); for a sense of community and belonging to develop (9%); and for students and staff to develop a positive relationship (7%).

“The NALA Development fund enables us to do a large trip and have a wonderful mix of students from different walks of life.”

“The fund has allowed our students to bond better and has been especially important to our ESOL students in terms of integration.”

“It was an opportunity for students and tutors to share this trip together in a non-classroom environment.”

“Whilst we enjoyed a gorgeous picnic in the sun, which was a real treat, I observed that new friends were being made. A lot of them had not met before or only seen each other to nod hello to. We had several younger men and women who are generally very shy, sitting and lying together with the older members in the grass talking about what they had seen and learnt.”

These social bonds can in turn improve students' educational experience through peer learning.

"It's great to have 30 learners talk about literacy and numeracy in small groups and understand that they can actually assist each other more as well. The shared experience helps to form friendships and future supports."

### **Gives personal satisfaction and a sense of well-being**

Many centres (34%) noted that their students enjoyed their funded project and had fun, creating "wonderful memories".

"The joy that was in the centre during the workshops! Learners were talking about it for weeks after and they were telling people outside the centre."

"It is a very relaxed and fun learning experience."

"Everyone went home thrilled from the day and looking very happy."

The Student Development Fund also had an impact on students' health and wellbeing, as reported by 9% of centres.

"Participants enjoyed the physical element of the activity, which not only supported their physical fitness but also encouraged positive mental and emotional health."

"Located in the city centre many of our participants rarely have an opportunity to go out to more natural countryside settings. Such environments can have huge benefits to a sense of wellbeing."

Some (6%) identified that this improves students' morale and motivation. A Student Development Fund project can be a well-earned reward for hard work during the year.

"Being eligible for the fund brought the group so much joy and excitement. Having an outing to look forward to, gave everyone a lift and meant that the group could finish off the year on a high note."

“These outings are so important for group morale and encouraging learners to return to courses.”

For some centres (4%), it is important that students have an opportunity to get away from it all.

“Gave students a day together to have fun, take photos, relax and forget about home.”

“As many of the students have experienced much trauma in their lives, this day out to such a special place brought much peace and contentment and offered them a day without stress.”

### **Empowers students**

Almost a third (32%) of staff in centres reported that the fund allowed students to go to unfamiliar places or have new experiences, going beyond their usual boundaries and considering new possibilities for their future.

“The fund has provided opportunities for students to visit places that they may not have had the resources to visit themselves, or to see that this is a place that they would feel confident about returning to with friends or family.”

“For some literacy learners, a trip away is not a possibility in their day-to-day lives, which makes the experience more special.”

“There is an area planted for meditation and relaxation which we walked through silently. This was a completely new idea for most of the learners and afterwards everyone said how much they had enjoyed it.”

“All of the group that took part agreed that they would strive to visit more of the amenities and learn more about art, their culture and heritage.”

15% of centres mentioned improvements to student confidence and self-esteem. In many cases, students themselves organised the funded event, developing their

leadership skills and independence. Staff said the feedback sessions gave a chance for the student voice to be heard, and for students to be their own advocates.

“It gives them greater confidence in their own learning and abilities due to working as a team to make the event happen.”

“It was peer led and this was the biggest plus from our feedback.”

“It was great being allowed to pick books ourselves so there is something we all like.”

“The feedback discussions were very enjoyable. Students liked to share their ideas and experiences. Their confidence grew as more people spoke.”

“Many of this group had never visited the Zoo before. This trip allowed them to be independent travellers and visit a location they would otherwise not go to visit. This alone is a really important factor of them becoming independent young adults.”

Other centres (6%) felt that students feel “more valued” because of their funded project.

“Some of our students are living in refugee centres where they may feel that their individuality is not being acknowledged. I believe an outing like this shows that they are valued and seen by our centre.”

“They love using a state-of-the-art computer. Laptops are an absolute necessity, and our old ones are just about hanging in there. It made the NALA students feel special that they had the best laptop in class.”

These kinds of improvements to independence, confidence and self-worth can empower learners and have transformational effects on their lives.

### **Impact on centres**

While most feedback from Adult Literacy Organisers, managers and co-ordinators focused on the fund’s impact on students, some centres (9%) wrote about the impact on their centre as a whole. Three mentioned community spirit. Two mentioned social



bonding (one of these collaborated with a nearby centre) One mentioned the centre's reputation and one mentioned family learning. There is a sense that staff, as well as students, benefit from the fund.

"The Student Development Fund not only empowers individual students but also enhances the reputation and community spirit of the centre or institution providing the fund."

"It allows for personal growth for all involved."

### **Further feedback from centres**

On the online report we asked Adult Literacy Organisers, managers and co-ordinators: "Is there anything else you want to tell NALA about at this time? This could be for example issues to do with the fund, something about your work or areas you think NALA should focus more on." Fifty centres responded to this question.

#### **Centres thanked NALA for the fund (26 centres)**

26 centres used this question to thank NALA again and show their gratitude for the fund. See quotes from staff in centres below.

"We would like to thank NALA for always supporting the parents, grandparents and carers that attend our Family Learning and Literacy Service here in Kilkenny."

"We at Cavan Adult Education, want to sincerely thank NALA for the opportunity to apply for funding, which is used to bring learners on a tour. It is always great excitement from the time we submit the application until the date of the tour. Personally, it really brings a connection across all the classes and gives learners an opportunity to meet other tutors and learners in the centre. There is always great fun on the day and plenty of stories that get rehashed throughout the year. The fund is very well organised and easy to apply for and draw down the money."

“We have found this fund to be so helpful over the years in providing a unique, educational and enjoyable experience for our students. We hope to be able to carry on doing so with the help of this fund in the future.” – Spirasi

“This fund is absolutely amazing. We strongly support all NALA's work and enjoy using their excellent resources with all our learners. Learners engage positively with the various resources which are produced to a high quality.” - Killarney Adult Literacy and Basic Education Centre.

“Very grateful for the fund. I have a young group who need lots of encouragement to keep motivated. This activity really helped with teamwork and improve confidence.” - National Learning Network in Portlaoise.

“Ideally centres need to be fit-for-purpose, our rooms are limited in size - we used three rooms to cater for this initiative and this is not always possible. Yet it is these type of days that send fantastic, positive, word-of-mouth endorsement back into the wider community regarding the Centre and the Service and in my opinion no formal advertising can top that.” – Castlebar and Westport.

“For many of our students they do not have the opportunity to visit places that are not on a public transport route. This funding enables us to bring students on trips whereby they can experience educational, historical or places of interest. We really appreciate the funding for our students as they have very limited budget, resources and transport.” - National Learning Network Kilkenny.

“Thank you so much for this fund it was many of the students first time being able to attend Ballyhass and they would not have got that opportunity if not for the fund.” – Youthreach Ballincollig.

## **Learn with NALA (nine centres)**

Six centres were very positive about Learn with NALA. Three centres suggested additional content or improvement that could be made. See staff comments below:

“...the NALA website and online resources has and continues to be an invaluable resource for both staff and learners at Listowel Youthreach.”

“Some of my students have been doing online courses with NALA for some time and we find NALA very supportive and helpful always.” - Cashel & Glinsk FET.

“Reach out to the hard-to-reach learners and advertise your on-line platform and the local centres as well.” - Listowel Adult Literacy and Basic Education.

“All learners were sent the NALA link and encouraged to join NALA for free. NALA’s website was shown to all learners and the range of online courses that they could do. Learners were informed of the benefits of joining NALA and availing of additional learning and self-development supports.” – Cherry Orchard CTC.

“NALA are doing a great job in supporting learners, maybe some printable resources to support the level 3 write on [Learn with NALA] course would be helpful.” – Kilkenny VTOS.

“During the feedback session the tutor showed the students the NALA website again and promoted becoming a free member, many of them were very interested in Learn with NALA.” – National Learning Network, Longford.

“We find the website for the course difficult for our participants to navigate. Especially when they sign in and try to get onto their courses. We find they need a lot of support once they have signed in to find their way to their course content.” – Knockanrawley Ability Project.

“One class group asked if the NALA website could be made more user friendly for people unfamiliar with computers and would also like NALA to

stress more that returning to learning is not just about reading and writing.” - Fermoy Adult Education Service.

“We find the digital skills to be very beneficial. The Maths module scares people. I am a computer science graduate so I understand why it is there but if there was a workaround, another module that could substitute it. That would be great.” - Northside Community Enterprises, Cork.

### **Like more resources (seven centres)**

Staff in seven centres said they would like more resources. See below for what type of resources:

- **ESOL** (2 centres) - for Ukrainian students keen to work on their own outside the classroom. More technology to help with translation.
- **At QQI Levels 1, 2 and 3** (2 centres) - especially in terms of Digital Literacy and printable resources on Learn with NALA for Level 3.
- resources for childcare,
- a starter pack for when students move on to further education,
- resources for dyslexia, dyscalculia, autism and attention deficit hyperactivity disorder (ADHD) and a plain English resource on Driver Theory with pictures - “language can be difficult to understand, something with pictures would be beneficial.”

### **The value of getting student feedback and students involvement from the start (three centres)**

“It is fantastic to get this funding which allows us to do such an amazing team building exercises as a whole centre. The feedback sessions with the students are also great, as it gets them thinking about what brought them back to education, what keeps them here, and the educational and employment pathways that are open to, and available to them when they finish.” - Youthreach Blanchardstown staff member.

“I found it moral boosting for me personally to hear the guys say that they felt it made a difference. I think the guys themselves were pleased that they were

being asked for their opinions and that they were valued.” - Northside Community Enterprises Cork staff member.

“I felt the trip was worthwhile and the funding received allowed for the trip to take place. Learners did not know what to expect but apprehensions disappeared once we started. Think as the manager is new in the position - learners were involved from the outset and felt part of this particular process.”  
- Carlow Youth Training staff member.

**Additional points made by centres:**

- “We have started doing a lot of our one-to-one literacy and numeracy sessions in the library to get the students more comfortable with the space and they really like it.” – Youthreach Ballyshannon.
- “A shared meet and greet event for NALA would be good for PR for both services” – Dungarvan and Cappoquin.
- “...some of our students still feel a stigma around one-to-one literacy and numeracy which is a shame. I am not sure that there is anything that you could do to focus on that. They have all been informed about NALA and know what it is and why it is there. Any students who I take for one to one are encouraged to join in the first few sessions we have, so they know that NALA is there to support them whenever we need them. They also use the worksheets regularly.” – Bray and North Wicklow.
- “Students felt that TicToc and YouTube videos might be good for younger students.” – Tallaght Priorsgate.

## Section 4: Main learning points from the fund in 2023

The feedback from students and staff in centres provides valuable guidance for NALA. Like previous years the student feedback gathered through the fund often echoes what NALA has heard from students elsewhere. The feedback from the fund this year is from 1,381 students. This is great for informing our work and will be of interest to all providers of adult education.

In particular, the responses from students summarised in the first three messages below, could help NALA and local centres **reach potential students**:

**1. Friends and family have a big influence on a person's decision to return to learning.**

Communications could focus on social relationships, for example, a campaign that encourages people who know someone with literacy needs to (gently) make sure they are aware of their learning options. Current students could be encouraged and assisted to tell their friends and family about their learning journey or bring a friend to an open day.

**2. Success stories from current and former students are very effective.**

Success stories should show how learning has helped someone to achieve their goals, including learning for learning's sake, and "soft" benefits such as building confidence, but also concrete outcomes such as employment or qualifications.

**3. Learning benefits your career is a good message.**

The responses to the question about 'what students plan to do next' showed that many want to use their learning to improve their employment prospects.

The feedback from students about what they plan to do after their course highlights the **diverse goals, interests and skillsets of the 1,381 students**. This supports the learner-centered approach of adult education. A one-size-fits-all approach would not be appropriate.

The feedback also has three other main **messages for NALA and for providers**, as outlined in 4, 5 and 6 below.

**4. Once people go back to education, retention (staying on) is not an issue.**

It seems that most students, once they have “taken the first step” to return to learning, continue with learning, sometimes progressing to higher levels, sometimes exploring different subjects. NALA communications should continue to focus on encouraging adults to return to learning.

**5. Helpful and welcoming staff are crucial.**

Students were full of praise for their friendly tutors. All staff throughout the centres contribute to a welcoming atmosphere. Whatever NALA can do to support staff in the centres may be helpful. This could be advocacy for better working conditions, offering professional development courses, developing teaching resources and providing networking opportunities.

**6. Students did not seem to be aware of career guidance services.**

Career guidance services can help learners to make decisions about their next steps, but they do not appear to be reaching all students. The Guidance Service was raised only once, with a student saying they would get advice from the Guidance Service.

Further learnings:

**7. Centres really appreciated and valued this fund.** NALA hopes that ETBs and other providers will continue this valuable work in 2024.

**8.** Six centres said they find the **Learn with NALA website very useful**, and three centres suggested improvements to the website.

**9.** Seven centres **would like more resources** at QQI levels 1, 2 and 3.

**Get in touch if you have any questions.**

NALA's Literacy Student and Development Officer is available to respond to any queries you might have. This could be about what came up in this report or any suggestions you have about how best to use the findings. Contact Margaret Murray, Literacy Student and Development Officer, NALA by [mmurray@nala.ie](mailto:mmurray@nala.ie) or telephone 01 412 7928.



## Appendix 1. Background to the Fund and 2024 update

The NALA Student Development Fund originates from subsidies given to learners taking part in the NALA “Evolving Quality Framework”. This was a self-evaluation tool for centres to see how they could make improvements to their services. NALA developed and introduced this tool to centres.

Learners were an equal partner with tutors and organisers in evaluating how the adult literacy centre was providing services. NALA gave subsidies to centres as part of the Framework, to enable learners to take part. Funding covered travel and subsistence for learners. Centres imbedded self-evaluation more, and over time, there was less need for the subsidies.

NALA requested with its then funder, the Department of Education that instead NALA would use the subsidies money to go back into centres. This in the form of a fund for centres to do activities locally to support learners’ development. NALA had developed a policy on learners’ development in 2004 called **“Literacy and Empowerment”**. This documented previous non-tuition student events NALA had supported and showed the value of this work.

As well as documenting the fund in our annual reports, NALA has written reports on the fund and student feedback since 2011.

SOLAS informed NALA that our budget for 2024 will not increase from 2023. With rising costs, this means we have had to make cuts in our spending. As a result, NALA will unfortunately not offer the Student Development Fund to centres in 2024. We will share any information we receive about how centres could continue this valuable work the fund has enabled. SOLAS have also informed NALA that ETBs have funding options to do events and buy resources such as those provided by the fund.

## **Appendix 2: Topics explored with students through the fund in previous years**

### **2022**

- Are there any online services (such as booking appointments, applying for tests or licences or for social welfare benefits) that you found difficult to use? Please describe.
- Are there face-to-face or phone services you found difficult to use? Please describe.
- What do you suggest to make services easier for you to use?
- What are the top five reasons that keep you coming back in to your centre to learn? Examples given.
- Can you suggest any additional supports or resources that would help you with your learning? Please tell us more.

### **2021**

- What did you learn from Covid 19 that you will use in future?
- What tips for well-being do you have?
- In the future, how would you like to learn?

### **2020**

- The impact of Covid 19 on students' learning.

### **2019:**

- Views on tuition hours per week and intensive courses
- Where students would like to learn
- How people decided what they needed to learn before starting
- How you went about finding a course
- Knowledge about getting a certificate for learning
- What you need to learn that is not available at the moment
- Use of podcasts
- Other ways students are learning

### **2018:**

- How students use the library
- How to improve literacy and numeracy levels in the next 10 years

**2017:**

- Accreditation: students' interest or not in working for a certificate
- Numeracy - in daily life and in class

**2016:**

- Barriers: What made it difficult for you to go back to education?
- Technology: Does technology help you learn in any way? What are the things that you really struggle with in terms of using technology?
- Progression: Have you discussed with your tutor where you would like to go next with your learning? Have you had the chance to use the Adult Education Guidance Service? Is there anything holding you back from where you want to go?

**2015:**

- National Learner Forum 2016
- Customer Services Charter (part of the SOLAS Further Education and Training Strategy for ETBs)
- Plain English

**2014:**

- Making sure students' issues are heard by Education and Training Boards (ETBs)
- Support for local ETB learner representatives on Boards
- How students' experiences can be shared with decision makers

**2013:**

- How students would encourage another person to return to education
- Workshops they would like to see at the NALA Student Days
- Campaign to have a learner seat on the new Education and Training Boards

**2012:**

- What is the one big change learners would like NALA Student Subcommittee to promote this year?
- How are literacy students using new technology (such as iPads) and social media (such as Facebook)?
- How has going back to education improved your life? Has it also helped your family?
- What advice do literacy students have for the new SOLAS organisation?

**2011:**

- How can student views and opinions be heard in the adult literacy service?
- Why, and how, adult literacy students should join NALA?
- What we want politicians to do for people with literacy difficulties?
- Use our learning website [www.writeon.ie](http://www.writeon.ie) - tell us what you think [Note: tutors are advised to attend one of our free training sessions]
- What you want your local community services to know about people with literacy difficulties? Services include credit unions, banks, libraries and citizens information centres, social welfare offices and the post office.
- Learners' contribution to developing programmes including assessment.

The National Adult Literacy Agency (NALA) is a charity and membership based organisation. We support adults with literacy, numeracy and digital literacy needs to access learning opportunities that meet their needs and to take part fully in society. NALA does this by raising awareness of the importance of literacy, doing research and sharing good practice. We also provide support through our online learning courses, 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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**Registered Charity Number:** 20020965

**Charity Number:** 8506

**Company Number:** 342807



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