

Department of Education and Skills

Adult Literacy Programme

Operational Guidelines for Providers

2012

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Operational Guidelines Adult Literacy

Purpose

1. These operational guidelines are for Vocational Education Committee staff managing, administering and delivering adult literacy programmes funded by the Department of Education and Skills.
2. Any queries in relation to these guidelines or the Adult Literacy Programme should be addressed to :

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Definition and Scope of Adult Literacy Provision

3. Literacy is fundamental to personal fulfillment, active citizenship, social cohesion and employability. For the purposes of these guidelines, the definition of Adult Literacy is:

the provision of basic education, including reading, writing and numeracy skills, and ICT for adults who wish to improve their literacy and numeracy competencies to enhance their functional participation in personal, social and economic life

4. The target cohort for adult literacy programmes are those adults with less than upper second level education. It is recognised that there are those who have upper second level education but whose literacy and numeracy skills are less than or equivalent to Level 3 on the NFQ and VECs may include this cohort for programmes.
5. Adult literacy programmes should be focussed on learning outcomes at NFQ Levels 1-3. It may be appropriate to provide minor awards or specific support at NFQ Level 4/5 but this should be done in consultation with the AEO and CEO as appropriate. This will enable adults to be competent and confident in a range of skills which are essential for full and effective participation in society.
6. All VEC adult literacy programmes should be offered free-of-charge to any person over 16 years of age who fulfil the criteria outlined at points 4 & 5 above.

Management Structure

7. The Chief Executive Officer (CEO) has overall responsibility for all VEC activities including Adult Literacy. The CEO may delegate the management of adult literacy to the Adult Education Officer (AEO) as part of an integrated Adult Education Service which

may also include Community Education, Back to Education Initiative (BTEI), Intensive Tuition in Adult Basic Education (ITABE), Family Literacy, Skills for Work, the Adult Education Guidance Initiative, Youthreach, VTOS or the Prison Education Service.

8. Any transfer of adult literacy funding to any other programme must have the prior written approval of the Department. Such a decision should be formally recorded in the committee's proceedings and be identified on the Form A2 and Form A3.
9. The AEO is line manager for relevant adult education service managers, including Adult Literacy Organisers (ALOs, see Circular M15/2001 at Appendix 1). ALOs manage the delivery of Adult Literacy programmes in consultation and co-operation with colleague co-ordinators from the other adult education services. The organisation of adult literacy programmes and their management by ALOs, e.g., in relation to "catchment areas", is a decision for the CEO.

Financial Management

10. Funding for adult literacy is allocated to VECs by the Department under the Adult Literacy, Community Education and SPIDAS Scheme (ALCES). Adult literacy programmes **may** also be delivered under the ITABE, DEIS Family Literacy and BTEI **but** within those schemes' terms and conditions. Funding for all these schemes is allocated by the Department on an annual calendar year basis.
11. The CEO may delegate the responsibility for the management of the funding allocated under these schemes to relevant adult education service managers, including for adult literacy programmes. The CEO approves allocations to adult literacy programmes from within the schemes in consultation with the AEO and relevant adult education service managers. The disbursement of these allocations to relevant adult education service managers is a decision for the CEO. The AEO should agree allocations with relevant service managers from within those approved allocations in line with the highest financial and accounting practices.
12. The adult literacy programme allocation is to be used to meet pay and non-pay costs.
13. **A minimum of 50% of the Adult Literacy budget allocation must be spent on the provision of tuition i.e. direct tuition pay**
14. **Pay Costs** are the costs of tuition, co-ordination and administration staff, including ALOs and paid tuition staff. **Non-pay costs** include equipment and materials, overheads (such as rental) and staff training and/or Continuing Professional Development (CPD). Non-pay costs may also include the limited provision of childcare and limited additional guidance input, the latter to be arranged in consultation with the AEGS.

Staffing Structure

15. As set out above, the ALO manages the delivery of adult literacy programmes. Staff delivering adult literacy programmes can be unpaid volunteer or paid tutors. The CEO may approve the appointment of other staff including administrative, caretaking, cleaning and other support staff. In addition, the CEO may allocate a resource worker or development

officer to work under the direction of the ALO in the development and delivery of the local Adult Literacy Programme. A clear rationale and job description, in line with the objectives of the adult literacy programme, should be established for such posts. **The provisions of Circular 22/2009 and 23/2009 on public sector appointments must be adhered to.** (Particular guidelines apply to the recruitment and management of volunteer tutors and these are outlined later in this document.)

16. Paid tutors should be recruited in line with best practice and a panel of tutors should be established, with associated subject areas where relevant. With the approval of the AEO and CEO, ALOs should allocate tuition hours in accordance with the panel in the first instance and other factors such as availability in the second. As part of the recruitment and induction process, all paid tutors should be provided with a contract of employment stating their entitlements. Paid tutors, as with all other staff employed in the VEC sector, should be Garda vetted.

Volunteers

17. Volunteers play an important role in the delivery of adult literacy programmes, they cannot, however, be regarded as a substitute for employed staff with appropriate qualifications and experience.
18. Each VEC should have a volunteer tutor policy in place which should cover the recruitment, vetting, initial and on-going training, selection, supervision and support of volunteer tutors. Recruitment of volunteer tutors should be carefully considered in the context of the capacity of the local adult education service and the wider needs of the VEC. VEC Adult Literacy Programmes should not undertake the training of large numbers of volunteers if there is no capacity to subsequently engage them in provision. A suggested volunteer charter was circulated to VECs in 2004 as part of the National Adult Literacy and Numeracy Implementation plan
19. All tutors should be required to engage in Garda vetting without exception. Tutors may commence work once they have signed the declaration and the vetting application has been submitted to the appropriate Authority. Initial tutor training should be quality assured in all cases and accredited where appropriate; tutors should be in the process of completing their assessment prior to being matched with an adult learner. The volunteer tutor policy should specify the criteria used to select learners in volunteer tutor training.
20. Traditionally volunteer tutors undertook one-to-one provision having been 'matched' with an adult learner by the ALO. Consideration needs to be given to this practice as there are a range of other activities within the local adult education service in which a volunteer may become involved, including assisting paid group tutors.

Target Groups

21. The target cohorts for adult literacy programmes are adults whose literacy and numeracy do not match those at level 3 on the National Framework of Qualifications. These learners must be prioritised.

22. Within that target cohort there are individuals and groups that experience particular and acute barriers to participation. These are identified in Government and EU policy documents such as the National Action Plan on Social Inclusion:
- Adults with low or no formal qualifications or low literacy levels, especially those with less than upper second level education or NFQ Levels 1-3, or equivalent
 - The unemployed and in particular, the long term unemployed
 - Lone Parents
 - Travellers
 - Migrants
 - Older people
 - People with a disability
 - Disadvantaged women and men, particularly those living in rural isolation
 - The homeless
 - Ex-offenders
 - Substance misusers
23. Within the cohort of unemployed people and in the context of the current high levels of unemployment the following four areas have been identified as a priority:
- the low skilled
 - the long term unemployed,
 - Under 35s
 - Those formerly employed in declining sectors - construction, retail and manufacturing sectors.

Initial Assessment

24. All VEC Adult Literacy Programmes should carry out **structured initial assessment** to identify learning needs of learners. Currently a wide variety of tools and materials are used for initial assessment, including tools developed for use in primary and post-primary Irish education settings and tools developed for use in adult literacy provision in other jurisdictions. VECs are free to select and adapt their own assessment tools.¹ While none of these instruments have been formally aligned with the NFQ, it is important that learners' needs be assessed on the basis of **evidence gathered in a systematic manner** and not exclusively on the basis of 'self report' or information provided by the learner. Assessment systems used should reference the NFQ levels.
25. Learners should be assessed on entry following an initial meeting with the ALO/resource/development worker in a way that is supportive to the learner and respects their adult status but which elicits sufficient information for the ALO to ensure that s/he is correctly placed in the appropriate model of provision. These assessments should also form the basis of data on students' literacy levels on entry to tuition returned to the Department and form the basis of an individual learning plan.

¹ Some guidance on assessment can be found on the IVEA website.

Formative Assessment and Accreditation

26. All VEC Adult Literacy Programmes should ensure that they validate programmes leading to awards at NFQ Levels 1-3. Adult literacy learners' right to attend for personal, family or other reasons without working towards a formal qualification should be respected. However, while accreditation is not a requirement of participation in adult literacy programmes, the Adult Literacy Programme should provide the **option** of appropriate accreditation to all students and should encourage all students to avail of this option and progress. Progression is one of the cornerstones of further education, along with access and transfer.
27. All VEC Adult Literacy Programmes should ensure that the learning of all learners is assessed both formatively and summatively. Formative assessment gives the learner insight into their progress and facilitates them to reflect on their learning and to set goals.
28. Summative assessment provides evidence of achievement of the learner's goals and whether he or she has achieved a specific standard. Informal summative assessment is especially appropriate during the adult learner's initial engagement in the Adult Literacy Programme. Formal assessment should also be offered and learners should be encouraged and facilitated to engage in programmes leading to accreditation. Accreditation options at Level 1 to 3 of the NFQ (especially in the areas of core skills) should be promoted and developed. It may be appropriate to provide minor awards or specific support at NFQ Level 4/5 but this should be done in consultation with the AEO and CEO as appropriate.

Tuition Models

29. Each Adult Literacy Programme should provide a core service of group tuition, available during the daytime and evenings, as well as Family Literacy, ESOL and Work Based provision.
30. Tuition may be provided to groups ranging from between 4 and 8 learners for up to 6 hours per week
31. One-to-one tuition may also be offered, to suit individual learners' circumstances. However, as a general principle, learners should be offered the option of attending a group in the first instance. It is traditional for learners to be initially placed in one-to-one provision and to progress to group tuition; however this may not always be appropriate. Learners in receipt of one-to-one tuition should be reviewed after 12 months and learners encouraged to avail of group tuition.
32. Tutors should develop a programme plan for a specified period of sessions in line with the learner's goals and the needs identified during initial assessment. Programme plans should be developed for both one-to-one and group provision and should be reviewed and monitored by the ALO. Further guidance on curriculum and programme development issues may be obtained through FETAC (www.fetac.ie) and NALA (www.nala.ie).
33. Numeracy should be an integral part of the range of learning options offered through the VEC Adult Literacy programme. Separate 'stand alone' numeracy provision should be advertised and promoted and learners should be offered an opportunity to gain accreditation

at NFQ levels 1-3. Numeracy should also be integrated wherever possible into literacy programmes.

34. As a general principle, ICT provision should be integrated with other literacy and numeracy tuition.
35. Learners should be provided with other learning options such as distance and blended learning, as appropriate. Further details are available from www.writeon.ie
36. Where required in Gaeltacht areas, tuition may be offered through Irish

Family Literacy

37. The National Literacy Strategy stresses the critical role of parents in supporting children's literacy development² and recent research highlights the effectiveness of family literacy programmes, both in improving child literacy and in improving parental support skills.³ Family literacy programmes aim to:
 - a. Improve the literacy, language and numeracy skills of parents
 - b. Improve parents' ability to help their children learn
 - c. Improve the developmental skills of young children and their acquisition of literacy, language and numeracy.
38. VECs should ensure that family literacy programmes are **prioritized as part of its core provision**. Please also refer to separate guidelines for Family Literacy developed as part of the DEIS Initiative, 2006-2011. Specific reporting requirements for family literacy will be included as part of the annual statistical returns.

Intensive Literacy Programmes

39. VEC intensive Literacy Programmes were first piloted by the Department in 2006, in partnership with the IVEA and the National Adult Literacy Agency. This Intensive Tuition of Adult Basic Education (ITABE) initiative has now been mainstreamed, with specific allocations made on an annual basis for programmes of 14 weeks duration, consisting of 6 hours per week. A specific pre and post assessment tool, designed for ITABE, is used to capture learner literacy and numeracy levels prior to engaging with ITABE programmes and again on completion of programmes. Monitoring and evaluation of the ITABE initiative have demonstrated that it is effective in offering learners the option of accelerated and demonstrable progress in basic education.
40. VECs should ensure that intensive programmes are **prioritised, as part of its core provision**, using the existing ITABE model. Please also refer to separate detailed guidelines designed for ITABE programmes. Specific reporting requirements for intensive provision will be included as part of the annual statistical returns.

² Department of Education and Skills, 2011, *Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People*

³ European Commission:, 2011. Family Literacy in Europe: using parental support initiatives to enhance early literacy development.

Workplace Basic Education Programme

41. The rapidly changing and globalised competitive context faced by the Irish economy place an even greater and more urgent emphasis on the need for continued vocational education and training of the workforce. There are increasing skills requirements within workplaces, even for those considered relatively low-skilled, and due to new minimum qualifications requirements introduced through regulation. The National Skills Strategy draws attention to the need to upskill 260,000 people to NFQ levels 4 and 5. Every effort should be made to promote workplace basic education, through programmes such as Skills for Work and Return to Learning, but also through the mainstream budget. A wide range of resources to support providers to develop workplace basic education are available from NALA.

ESOL Provision

42. Decisions on allocation of hours for ESOL provision should take account of the learning needs of the wider local community, so that an appropriate balance is maintained between literacy provision and English language provision. ESOL provision should prioritise particular target groups to whom tuition is offered to a level of functional competency only (A2 on the Common European Framework of References for Languages, or NFQ Level 3). Priority target groups would include asylum seekers and low income EU immigrant or migrant workers.

Integrated Service Approach

43. There should be specific policies in place at VEC management level to promote an integrated service approach with regard to all part-time further and adult education programmes, including adult literacy, as this will ensure a focus on strategic planning and avoid duplication. Single programmes of adult learning for geographical areas within the VEC should be developed. The Guidelines to Enhance Co-operation between the Back to Education Initiative and Adult Literacy Programmes is a useful resource for developing intra-agency cooperation.
44. The AEO should ensure that a comprehensive plan is in place to ensure that adult education services work co-operatively together on an intra-agency basis. This plan should be developed and agreed with the CEO and relevant members of the VEC senior management team and the AEO should report to the CEO on its implementation on a regular basis. The foundation of such an integrated approach includes communication, information sharing and joint planning and reporting and a formal forum for this should be established.
45. An integrated service model depends on more than 'regular meetings'. Examples of features of such an integrated model include a common applications processes, joint assessment of enrolments by coordinators, common database, pre-course placement sessions, operational planning meetings, joint brochures and publicity, cross programme tutor packs, generic course descriptions, and outreach meetings.
46. Adult literacy staff (in collaboration with other VEC personnel) should participate in networks and partnerships with other local organisations including key community and voluntary interests, employers, employment services and relevant state agencies. Local Schools and the Home School Community Liaison (HSCL) services are examples of key partnerships and networks that should be engaged with by the Adult Literacy Programme.

47. Adult literacy staff under the direction of the CEO/AEO should make sure that there is appropriate liaison with local and regional welfare offices to ensure the referral of unemployed people to adult literacy programmes in accordance with Circular 76/2011-Interim Protocol to enable referral of unemployed people to Further Education programmes funded by the Department of Education and Skills.
48. Publicity and awareness raising promotional work should take place in the broader context of the single programme for adult learning established for specific geographical areas within each VEC. Such an approach will ensure that adult learners are directed to the service that best suits their needs.
49. It may be appropriate for the literacy service to offer specific supports for other services such as pre-course literacy assessments for programmes aimed at levels 1-4 and core skills support as appropriate for level 5 programmes.

Integration of Literacy into other Adult Education Programmes

50. The integration of literacy into broader adult and further education programmes has been stressed in a number of recent policy documents at both Irish and EU/International levels, including the Programme for Government. These reports include the new Common Awards System published by FETAC, the Expert Group on Future Skills Needs and the OECD's review of VET in Ireland. The integration of literacy and numeracy is also supported by the European Framework of Key Competences. The VEC Adult Literacy Programme should collaborate with other programmes and support processes in the context of an integrated service approach as set out above, to develop programmes that incorporate literacy, numeracy, ICT and learning to learn.

Adult Literacy Promotion, Publicity and Outreach

51. A wide range of publicity, awareness-raising and promotion work is needed at both national and local levels. The Adult Literacy Programme should allocate a portion of its budget annually for promotional activities. Specific targeted approaches for vulnerable and 'hard to reach' groups are also needed. Outreach and promotion include:
 - Informing the public about the adult literacy issue and the services available
 - Recruiting new learners to adult literacy programmes
 - Identifying and overcoming the barriers to participation
 - Building partnerships at national and local level
52. Promotional strategies need to be creative and sensitive to learners' needs and perceptions. They should be evaluated for their effectiveness and should evolve with changing learner and tutor profiles
53. Promotional strategies undertaken at National level by both NALA and AONTAS assist VECs to raise awareness of adult literacy and broader adult learning opportunities and provide a useful resource for local events and publicity

Adult Education Guidance

54. Guidance should be a key aspect of Adult Literacy programmes and should be available at all stages including pre-entry stage and pre exit on an integrated basis. The Adult Educational Guidance Service (AEGS) provides personal, educational and vocational guidance which supports learners to make informed decisions about course choice and certification if required, progression plans, recognition of priori learning etc. AEGS provides on-going guidance which also supports the learner's motivation to continue with a programme, especially where previous educational experiences may have been negative. The role of the ALO and tutors in the delivery of frontline guidance is an essential one and can be supported by the AEGS.
55. It is essential that a communications protocol is in place between the Adult Literacy Programme and the Adult Education Guidance Service. The ALO and AEG Co-ordinator should put in place an annual plan for the provision of adult education guidance to adult learners engaging in the Adult Literacy Programme (example: Local Area plans drawn up between AEGS and ALO under ITABE could inform this protocol) and this should be communicated to the Adult Literacy Programme team with a particular focus on tutors. In-service training for adult literacy tutors (paid and voluntary) should include guidance awareness training in consultation with the AEGS. Information on adult education, and both one-to-one and group guidance should be provided to learners as appropriate. Particular consideration should be given to promoting progression options. Further guidelines on guidance provision for ITABE participants is available in ITABE guidelines.

Progression

56. Progression within and from the adult education service should be promoted and developed. It should be primarily managed by the ALO with input from the AEGS. Development, implementation and review of programme plans in combination with formative assessment are essential in the management of progression within the adult basic education service. Adult learners should move seamlessly through the service as their knowledge, skills and competences develop.
57. Learners should be encouraged to establish the relevant competencies and skills before embarking on broader accredited programmes with a specific vocational focus. However, a balance needs to be struck between learners progressing at their own pace and challenging learners to move on to programmes at higher levels of the NFQ. If learners make no demonstrable progress after one year they should be supported, with appropriate assessments, to review their learning programme. Referral to the AEGS at this stage would support the learner to review all available options and make appropriate plans.

Reporting Requirements

58. The CEO should sign off on the annual adult literacy statistical and expenditure returns which are required by the Department.

Appendix 1

To the Chief Executive Officer of each
Vocational Education Committee

5 April 2001

Circular M15/2001

Pay and Conditions for Full-time Adult Literacy Organisers

1. A structure for the employment of adult literacy organisers is being devised in the context of the expanding provision for adult literacy by the VECs. The structure covers communications, recruitment, and pay and conditions, as set out below, for full-time staff. Part-time staff will be the subject of a further communication.

2. **Recruitment**

The position of Adult Literacy Organiser is pivotal to the organisation and development of literacy provision. In that context, the position of the Adult Literacy Organiser should be made as secure as possible to ensure continuity and quality of response to literacy needs.

All new full-time ALOs (and existing staff with less than 1 year's service) will be subject to an initial probationary period of 1 year.

For **full-time ALOs not qualified as teachers** who have in excess of 1 year's service, the contract offered will be for a **fixed purpose** i.e employment will be continued subject to

- (a) the continued operation of the adult literacy service and
- (b) the scale of adult literacy provision approved in the VEC area being continued.

In the unlikely event of a particular adult literacy service having to cease, discussions on redeployment/transfer will take place with the TUI and IVEA.

Full-time ALOs who are qualified as teachers (under the Terms of Circular 32/92 and/or Memo V7) will be eligible for **conversion/appointment to permanent posts**. Subject to satisfactory service, any current full-time ALOs who are unqualified who subsequently acquire qualifications reckonable as teaching qualifications will be converted to permanent posts provided the VEC is satisfied that there is a continued need for the service at the level which applied up to that stage. This arrangement will also apply on an ongoing basis to future full-time unqualified appointments subject to the same conditions.

Suitability for conversion to permanent posts of full-time ALOs who are qualified as teachers will be determined by means of a confined interview conducted by a properly constituted Selection Board. Such boards should pay particular attention to the need to include expertise in adult education/adult literacy matters.

All existing full-time Adult Literacy Organisers will be required to gain the NALA/WIT National Certificate in Training and Development (Basic Education Management) or an equivalent adult education qualification within a period of 5 years.

3. Future Appointments

In the **recruitment and appointment** of Adult Literacy Organisers the following criteria will apply

- **Experience** - Minimum of 3 years working in Adult Literacy.
- **Qualifications** - NALA/WIT National Certificate in Training & Development (Adult Basic Education Management) or equivalent Adult Education Qualification as approved by the Department. An appropriate period of time (5 years) should be allowed to persons unable to access the specific qualifications at this time.
- **Other Relevant Experience-** Literacy Tutor Training, Education Management, Management of Volunteers and Participation in Adult Literacy In-Service Training or other equivalent education/training experience in adult, youth or community work.

Future entry requirements will be re-examined in the light of the outcome of a review of qualifications in the field of adult education and training which is proposed in the White Paper on Adult Education: Learning for Life.

4. Salary Scale - Full-time ALOs

| Point | 1.7.99 | 1.4.2000 | 1.10.2000 | 1.4.2001 |
|-----------------------------|----------------|----------------|----------------|----------------|
| 1 | £20,000 | £20,200 | £21,950 | £22,389 |
| 2 | £20,700 | £20,907 | £22,719 | £23,173 |
| 3 | £21,400 | £21,164 | £23,487 | £23,957 |
| 4 | £22,100 | £22,321 | £24,255 | £24,740 |
| 5 | £22,800 | £23,028 | £25,023 | £25,523 |
| 6 | £23,500 | £23,735 | £25,792 | £26,308 |
| 7 | £24,200 | £24,442 | £26,560 | £27,091 |
| 8 | £24,900 | £25,149 | £27,328 | £27,875 |
| 9 | £25,600 | £25,856 | £28,096 | £28,658 |
| 10 | £26,300 | £26,563 | £28,865 | £29,442 |
| 11 | £27,000 | £27,270 | £29,633 | £30,226 |
| 12 | £27,800 | £28,078 | £30,511 | £31,121 |
| 13 | £28,800 | £29,088 | £31,608 | £32,240 |
| NALA/WIT Certificate | £542 | £547 | £595 | £607 |
| NALA/WIT Diploma | £1,085 | £1,096 | £1,191 | £1,215 |

Salary and allowances at the revised rates will be payable backdated to 1 July 1999.

5. Placement on incremental scale – full-time ALOs

Present incumbents in the position of Adult Literacy Organiser should gain entry to this scale at a point directly associated with the number of years of full-time service (e.g. 4 years service = scale point 5). Pro rata recognition will be given for part-time service in excess of 11 hours per week. The question of incremental credit for part time service below 11 hours per week will be considered in the light of developments emerging generally in this area in the context of EU directives.

For the purpose of reckoning part-time ALO service, the number of hours employed per week will be taken as a proportion of a 35 hour week and a 219 day/1533 hour working year (excluding leave) e.g employment of 5 hours per week for 30 weeks would equal

$$\frac{1 \text{ year} \times 30 \text{ weeks} \times 5 \text{ hrs}}{1533} = 9.78\% \text{ of 1 year}$$

$$= 36 \text{ days incremental credit.}$$

Under current arrangements, for the purpose of reckoning part-time teaching service, (which may be reviewed in the light of the EU directive on part-time work) the number of

teaching hours per week will be taken as a proportion of a 22 hour week and a 735 hour year, subject to a maximum of 1 increment for any particular year.

In the event of full-time adult literacy organisers transferring or taking up duty as teachers within further or second level education, they will be placed on the relevant teaching scale on the salary point immediately above the rate of basic salary which applied when they left service as an adult literacy organiser. In the event of staff within the teaching service or Youthreach/Traveller service transferring to the post of full-time adult literacy organiser, they may be placed on the salary point of the ALO scale at a salary point immediately above the rate of basic salary which applied when they left teaching/Youthreach/Traveller service.

Where individual full-time Adult Literacy Organiser's have heretofore been paid higher salaries than those shown in this circular, they may be continued on a personal basis as an exceptional matter.

6. **Qualification Allowances – Full-time ALOs**

In recognition of the additional benefit to the Adult Literacy Service advanced training and qualifications achieved by ALO's would provide, the Qualification Allowances set out in Paragraph 4 above should be applied from 1.7.99.

***All other qualification allowances will apply as per C.L. 23/99 – Table 3 of Department of Education & Science** – (effective from July, 1999), updated as appropriate by subsequent pay increases. In general, allowances may not be combined and only the highest rate of qualification allowance applicable will be paid. However, persons with a degree who subsequently gain the NALA/WIT certificate or diploma shown above may combine allowances subject to a maximum rate being paid equal to a primary degree (pass or honours) plus a H.Diploma in Education (pass) as specified from time to time in Department Circulars.

7. **Hours of Attendance – Full time ALOs**

Adult Literacy Organisers should work for 35 hours per week. Attendance shall be at such times as necessary for the delivery of the Adult Literacy Service. Attendance outside of normal office hours will be by prior agreement with the Adult Education Organiser/Education Officer/Chief Executive Officer and will be offset against normal office hours attendance. **Where at least 25% of annual attendance time is outside of normal office hours, an additional three days annual leave will be allowed in the year in question.**

8. **Superannuation**

Service will be pensionable under the conditions set out in the Local Government Superannuation Scheme. (Full PRSI co-ordinated scheme)

9. Annual Leave/Sick Leave

Adult Literacy Organisers shall have **30 days Annual Leave** excluding public holidays. Sick Leave arrangements will apply i.e full pay for certified sick leave up to a maximum of six months in one year, (or 183 days) followed by half-pay thereafter for a maximum of twelve months total sick leave (or 365 days) in any period of 4 years or less. Absences for minor uncertified indispositions may not be allowed exceeding 7 days in a year.

10. Travel and Subsistence Allowances

Allowances in respect of travelling and subsistence will be payable in respect of approved journeys on adult literacy business at rates approved from time to time by the Minister for Education and Science.

11. Duties of ALO

- ❑ Maintain an ethos appropriate to adult learning.
- ❑ Plan, develop, and manage the literacy service in consultation with the Adult Education Organiser/Education Officer.
- ❑ Recruit, assess and match students and volunteer tutors and assist as appropriate in the recruitment of paid tutors
- ❑ Support, develop, and manage tutors and students.
- ❑ Ensure the provision of initial and in-service training for paid staff and volunteers.
- ❑ Manage resources, e.g. finance, materials, premises, etc.
- ❑ Keep records and prepare reports and submissions in consultation with the AEO/EO/CEO as appropriate.
- ❑ Promote the literacy service through networking, raising awareness, and publicity.
- ❑ Enhance own expertise through training, development, and networking with NALA and the Adult Literacy Organisers Association.
- ❑ Liaise with relevant voluntary and statutory bodies, including the literacy referral networks.

12. **Implementation**

You are requested to make arrangements to introduce the terms of the circular and to pay arrears due as soon as possible. The required funds will be included in the overall allocation of adult literacy funds to the VEC.

Discussions are continuing regarding the pay and conditions for part-time adult literacy organisers, and a further communication will issue as soon as possible.

M Kelly, P.O.
Further Education Section