



Representing Vocational
Education Committees

Intensive Tuition in Adult Basic Education

Project Outline



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Education Committees



Local Service Process

This process is subject to local VEC arrangements for project allocation and Co-ordinator recruitment¹.

¹ See Appendix 1 for a sample local service application form.

Appoint ITABE Local Co-ordinator

- a. Recruit and appoint local ITABE Co-ordinator as per instructions from DES.
- b. There has been an allocation of 21 co-ordination hours per 14 week project.

Recruit Students

- c. Commence the process of identifying current students who would benefit from the ITABE project.
- d. Agree local timetable based on DES allocation of local projects and guidelines in relation to session timeframes (*2 X 3 hour OR 3 X 2 hour sessions*).
- e. Commence local recruitment process for new students.

Briefing Sessions

- f. Attend briefing sessions

Assessment (Pre-course)

- g. Carry out pre-course student skills assessment in line with ITABE guidelines.
- h. Arrange guidance sessions (where appropriate).

Implement the ITABE Programme

- i. Commence tuition.

Assessment (Post-course)

- j. Carry out post-course assessments and measure progress.

Tuition Programme Guidelines

In order for this project to be effective a level of flexibility in the design of each local programme must be maintained to facilitate the needs of the individual student and within the parameters set-down by the DES. The participant's current learning activities and those identified through the participation of the Adult Education Guidance Service should guide the development of each tuition programme.

Aim

1. To provide adults experiencing literacy/numeracy difficulties with an opportunity to access a minimum of 6 hours tuition per week over the 14 week duration of this project.
2. To acknowledge the need for literacy/numeracy tuition to be provided within the context of the individual student's needs and the level of basic skills required to function within the home, community and workplace.
3. To deliver the tuition programme within appropriate models of good practice.

Expected Outcomes

4. Measurable increase in participant literacy/numeracy levels.
5. Appropriate levels of engagement with the AEGI (where available).

The following guidelines are intended to assist in the design of the local programme and to indicate the subject parameters of the project. Activities/course content identified under each heading are simply suggestions from which a course might be developed.

Communication Skills

6. The majority of the 84 tuition hours will be allocated to direct literacy/numeracy provision.
7. The main focus of the ITABE local tuition programme should be on a combination of some or all of the following –
 - i. Oracy

- ii. Reading
 - iii. Writing
 - iv. Spelling
 - v. Numeracy
8. Course content may be informed by the learning outcomes identified for the FETAC Communication Skills Minor Award at a level appropriate to the group.

Learning to Learn

9. The provision of adult educational guidance is an essential element of this project.
10. There are a number of opportunities for local AEGI staff members to enhance the benefits of this project for students. For example-
 - a. The Adult Education Guidance Officer (AEGO) might provide a 1:1 guidance opportunity to participating students prior to engagement with the ITABE project to place this new opportunity within the context of their learning to date and their expressed learning goals.
 - b. Guidance service staff might liaise with the local ALO/AEO to agree direct participation in the Learning to Learn section of the course in areas such as Study Skills.
 - c. A session/module of the course might take on the form of a workshop for students to explain adult education guidance.
11. Once again Learning to Learn course content may be informed by the learning outcomes identified for the FETAC Communication Skills Minor Award at a level appropriate to the group.

Introduction to IT Skills

12. This element of the ITABE tuition programme is intended as an opportunity to introduce students to the benefits of IT.
13. The Introduction to IT Skills section should focus on computers as a tool to assist the learner in improving their literacy/numeracy and general learning skills.
14. Course content may be informed by the learning outcomes identified for the FETAC Communication Skills Minor Award and other IT Minor Awards at a level appropriate to the group.

Where existing groups are to be enrolled in the ITABE programme for the period of the project every effort should be made to build on work carried out to date and to introduce some or all of the course elements set out above.

Accreditation

Participants should be given the option of accreditation where available. Where accreditation is appropriate but is not yet available (e.g. FETAC Levels 1 & 2) the participants should be facilitated to gather their work in a manner that might later contribute towards accreditation if they so wish.

<h3>Assessment</h3>

It is a requirement of this project that student skills levels are measured at **entry and exit** to the ITABE programme.

Assessment Process

1. The assessment process should reflect both existing assessment procedures within the local adult literacy service and the proposed course outcomes in order that the measure of progress over the duration of the project can be meaningful.
2. To facilitate a quantitative and qualitative evaluation of the project it is necessary that a standard assessment tool be used for each local project (See ITABE Assessment Pack)

Initial Assessment

3. There is a possibility that where students participating in this project are currently enrolled in the local adult literacy service that their most recent skills assessment may provide some if not all of the information required.

End-of-course Assessment

4. The end of course assessment should be carried out immediately after the end of the 14 week tuition period.

Briefing Sessions

It is proposed to deliver regional briefing sessions in a number of key locations².

Purpose

The main outcomes of the regional briefing sessions are as follows-

1. To familiarise relevant VEC staff with the project aims and structure.
2. To ensure a level of national uniformity.
3. To offer an opportunity to exchange information, ideas and expertise.

Structure

It is envisaged that each Briefing Session will be of 3 hours duration-

- 10.00 Registration Tea / Coffee
- 10.30 Welcome and Introductions
- 10.45 Overview of Intensive Tuition in Adult Basic Education (ITABE) project
- 11.15 Guide to curriculum and materials
- 11.40 Assessment and assessment guide, accreditation.
- 12.00 Participant reflection on project: *groupwork, feedback and discussion*
- 1.00 Review, next steps and event evaluation
- 1.30 Close

Monitoring & Support

National Monitoring & Support

1. Overall monitoring and support of the project will be provided by the National Advisory Group.
2. Monitoring the implementation of the national project will be carried out by the ITABE Co-ordinator in liaison with a contact person nominated by each VEC.
3. Support will be provided nationally by telephone and website by the ITABE Co-ordinator.

Local Monitoring & Support

4. Local monitoring and support will be provided by the local ITABE Co-ordinator as appropriate and within the individual VEC's management structures.

² See Appendix 3 for a map of the proposed regions and the locations for each briefing session.

Appendix 2 - ITABE Project Basic Information

What is the ITABE Project?

The Intensive Tuition in Adult Basic Education (ITABE) project is an initiative of the Department of Education & Science to provide intensive tuition in adult literacy and basic education for adults who are educationally disadvantaged. The aim of the programme is to provide participants, in groups of 6 – 8 students, with an opportunity to access 6 hours of tuition per week over a 14 week period as opposed to the average of 2 hours per week currently provided.

A number of these projects have been allocated to each of the 33 VECs.

This is a joint project led by the IVEA, in partnership with NALA, with the co-ordination of the project provided by County Dublin VEC.

The ITABE project will be supported by an Advisory Group comprising representatives of the Department of Education & Science, The Irish Vocational Education Association, The VEC Literacy Forum, The National Adult Literacy Agency and the National Centre for Guidance in Education.

Who are the course participants?

Participants will be 18 years of age or older and not attending full-time second level education. They must be experiencing a severe degree of literacy or numeracy difficulties and have a literacy standard below FETAC Level 3.

What might the course content include?

The majority of tuition hours will be allocated to modules most directly related to literacy/numeracy provision. The course content should include a combination of the following-

- Communication Skills: *Oracy / Reading / Writing /Spelling /Numeracy*
- Learning to Learn: *Understanding Learning Styles / Study Skills / Educational Guidance*
- Introduction to IT: *Basic Computers / Internet*

Will there be an option of accreditation?

Participants will be given the opportunity to gain FETAC accreditation if they so choose and if it is available. All participants must have their literacy/numeracy skills assessed at the beginning and end of the course using appropriate methodologies.

What additional supports are available to participants?

Adult students taking part in ITABE programmes are entitled to access the Adult Education Guidance Initiative in schemes in which guidance projects have been established.

Since ITABE projects will be provided by local VEC Adult Literacy Services participants will also benefit from the existing supports provided by these services.

Appendix 3 - ITABE Implementation Summary

The key details are summarised below –

- Participants must be 18 years of age or older and not attending full-time second level education.
- They must have skills lower than FETAC Level 3.
- An appropriate assessment must be carried out upon entry into the 14 week programme and after the programme is completed.

- The majority of tuition hours must be allocated to literacy/numeracy.
- Curriculum areas are: *Communications (incl. Numeracy), Learning-to-Learn and Introduction to IT.*
- Each group must comprise of 6 - 8 participants.
- Each project has an allocation of 84 tuition hours to be paid at a rate of €46.20 per hour (including all employer costs = €3,881.00 per project).
- Tuition will be delivered at a rate of 6 hours per week over 14 weeks (either 2 by 3 hour sessions OR 3 by 2 hour sessions)
- Local co-ordination costs amounting to 21 hours per project should be paid at the same rate as tuition - €46.20 per hour (inclusive). This is equivalent to 25% of tuition at a total cost of €970.00 per project.
- In addition there is a materials/overheads allocation of €1,200.00 per project.
- Therefore the total funding per local project amounts to €6051

For further information contact:

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