

Adult Literacy



and Basic Education



BORD OIDEACHAIS
AGUS OILIÚNA CHIARRAÍ
KERRY EDUCATION
AND TRAINING BOARD

Active Employability Skills Programme



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WELCOME NOTE

The very high number of people on the live register during 2014 and into 2015 created a substantial workload for Killarney ABE Centre as a result of our collaboration with Department of Social Welfare and Local Employment Service. The lack of a clear definition of what a referral from DSP and LES was designed to achieve and the pressing necessity to create such a definition was the catalyst that lead to the creation of this programme.

The programme was constructed by Killarney ABE Centre staff with input from LES. A draft document was prepared in May 2015 and a pilot programme was run. This iteration of the programme reflects the experience gained in delivering the programme and is much revised and elaborated from the first draft. In its current form the course is a partnership between Department of Social Welfare, Local Employment Service, Kerry Adult Guidance Service and Kerry County Library.

The programme aims to provide participants with the necessary skills to ensure they can access relevant and accurate information to improve their employment opportunities. The course is relevant and practical. It helps the learners to improve their reading, writing, numeracy, computer skills, as well as listening awareness and speaking confidently.

The tuition is intensive over 10 sessions, with the opportunity to achieve QQI minor awards.

Work like this cannot proceed without the input of dedicated and committed people. There is special thanks due to Elaine Clifford who so generously shared her experience, knowledge and time in putting this course together. The active encouragement and support of Aoife McCormack, Kerry County Adult Literacy Organiser was a key element in developing this course.

Mary Concannon

Adult Literacy Organiser - Killarney

INTRODUCTION

The Active Employability Skills programme is designed for use with groups. The programme should ideally take 20 hours to complete. The following are recommended key principles for this programme:

- An Adult Literacy Tutor delivers this tuition.
- This programme remains student centred and based on their needs.
- Sessions go ahead as planned and agreed. This may require contingency planning but is critical.
- Literacy tuition is prioritised and does not clash with other tuition/Local Employment Service (LES) appointments.
- Progression opportunities are provided to all through KAGS.
- All learners are assessed prior to inclusion on course.
- Information relevant to the learners needs should be distributed in 'Plain English' with the principle that 'less is more'.
- Visit to library service is built into programmes. This must be done in a planned and integrated way.
- LES session will be delivered by referring Case Officer to allow follow-up and build relations.

Items to consider:

- Every group of learners will have different needs so therefore the tutor must be resourceful and adjust the programme to the learners' needs (we must always remain learner centred).
- Encourage learners to become active in their learning from the beginning; where possible assign homework in between sessions to engage learner.
- The use of a computer for all learners and a shared printer is needed.
- Internet access for all learners is essential.
- Recommended resources would include an overhead projector, flipchart and whiteboard.
- Attendance cards provide learners with evidence of their attendance throughout programme and may be useful should DSP request details from them.
- A Course Schedule should be given to each learner in Session 1 providing them with dates, times and contact number of the Learning Centre.
- A Group Agreement is required.
- A Learning Journal for each learner is essential.
- File Management - consideration needs to be given as to how the worksheets and handouts will be filed. Avoid giving learners too many handouts – encourage learners to access websites online to ensure the most up-to-date information is available.
- Each session should be 2 hours in duration, where possible 2 sessions per week.
- Ensure there is flexibility in the sequence which sessions are delivered.
- Using Writeon.ie with your group – it is recommended that each tutor has a Writeon.ie account to ensure that they are familiar with the various awards at Levels 2 and 3. It is suggested that the tutor records all passwords and emails same to Centre Manager.
- Evaluation – it is essential to encourage all learners to participate actively in evaluating their learning programme.

*This is a preparatory course which can lead to a QQI award depending on your learners. For example – Employability Skills – Level 3 Major Award; Career Preparation – Level 3 Minor Award or Learning to Learn - Level 2 – Major Award.

ACKNOWLEDGEMENTS

We would like to acknowledge the role that each individual and organisation played in developing this programme. Particular thanks to:

- Aoife McCormack, County Adult Literacy Organiser, Kerry ETB
- Mary Concannon, Killarney Adult Literacy Organiser, Kerry ETB
- Elaine Clifford, Adult Literacy Tutor, Kerry ETB
- Ita Lane, KAGS
- Emmet Spring, LES
- Bridie Buckley, LES
- Killarney Library
- Nigel Hull, Annette Lagan (providing handouts)

ABBREVIATIONS

ABE – Adult Literacy and Basic Education

DSP – Department of Social Protection

HO – handout

KAGS – Kerry Adult Guidance Service

LES – Local Employment Service

NALA – National Adult Literacy Agency

QQI – Quality and Qualifications Ireland

WS – worksheet

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OVERVIEW

Duration of programme: 20 hours; 2 days per week; 2 hour sessions

Scheme of Work - Session Number and Content
1. Introductory Session; Learning Styles
2. Introduction to ICT; Introduction to Word Processing and Microsoft Word
3. Writeon.ie Level 2 awards; Microsoft Word – formatting features
4. Local Employment Service (LES) Section ‘Job Seeking Skills’
5. ICT – Email; Access relevant websites; Use the iPad & mobile phones – information
6. CV – Explore and Review; Writeon.ie QQI awards progress
7. Kerry Adult Guidance Service (KAGS) – practical interview advice
8. Apply for an ‘actual’ job and type cover letter; Send CV and letter by email
9. Programme evaluation; Visit to the library
10. Programme evaluation; Discuss future learning opportunities

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SESSION 1 – INTRODUCTORY SESSION; LEARNING STYLES

Activity	Comment and Resource(s)
Complete Kerry Education and Training Board (KETB) Registration Forms	KETB Registration Forms
‘The Story of My Name’ – a gentle ice-breaker to allow the group to get to know each other	<p>Learners share the story of ALL their names and the origins of same.</p> <p>Learners write their preferred name on flipchart.</p> <p>Learners also write their name in BLOCK CAPITALS and their signature.</p>
Learning goals; course expectations and concerns	<p>Learners work in groups to:</p> <ul style="list-style-type: none"> - Agree learning goals - Discuss course expectations and - Highlight any concerns/fears. <p>Use a flipchart to record these and review at end of programme.</p>
Group Agreement	<p>The group discusses what is meant by a Group Agreement and what the purpose of having a Group Agreement is.</p> <p>A sample of a Group Agreement is given to each learner - opportunity for group work.</p> <p>Learners and the tutor agree the important points they wish to include in their Group Agreement.</p>
<p><i>Learning to Learn</i> – knowing how you learn best will help you to learn more effectively.</p> <p>Write On (NALA’s learning support book) offers 2 ways of looking at how we all learn differently - Learning Styles and Multiple Intelligences.</p> <p>Depending on your group of learners you may like to include one of the many questionnaires which are available on this topic.</p>	<p>Discussion with group as to what they understand by the term ‘Learning Styles’.</p> <p>Explore with learners a recent piece of learning they may have had.</p> <p>WS – Know Thyself – BARSCH Learning Style Inventory</p> <p>WS – Learning Styles – How I Learn Best</p>

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<ul style="list-style-type: none">- VARK - a version of questionnaire may also be completed online if learners prefer (http://vark-learn.com/the-vark-questionnaire/)- BARSCH Learning Styles Inventory (2 pages)- Learning Styles Questionnaire (2 pages)	<p>HO – Characteristics of Learning Styles</p> <p>HO – Pages 6-11 of NALA’s Write On learning support book</p> <p><i>It is essential to encourage discussions to take place about the results of the questionnaire to ensure that learners have an awareness of their preferred learning style.</i></p>
<p>‘Who Am I’ – free writing task</p>	<p>WS - Learners will write a short paragraph about themselves.</p> <p><i>This task provides an excellent opportunity to assess learners’ literacy level.</i></p>

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SESSION 2 – INTRODUCTION TO ICT; INTRODUCTION TO WORD PROCESSING AND MICROSOFT WORD

Activity	Comment and Resource(s)
Learners will read KETB's ICT Policy and sign relevant form relating to same	KETB's ICT Policy
Computer room setup – becoming familiar with same	Start-up and Shutdown procedures are explained to group. Passwords for PCs are given to all learners.
Introduction to Word Processing	It is essential to use a variety of worksheets to ensure that all learners enhance their IT skills. <i>'Getting to Grips with ICT' workbook provides excellent notes to use with your learners in relation to this topic.</i>
Microsoft Word	Tutor discusses with learners as to what they might use Microsoft Word for. <ul style="list-style-type: none">• WS & HO – Key Recognition• HO – Keys on the Keyboard Learners type: <ul style="list-style-type: none">• their name and address;• days of the week;• months of the year. WS – Punctuation Vocabulary
Setup an email account for all learners and record all email addresses.	Determine how many learners have email addresses already and how many actively use same. Tutor will assist learners to setup a GMAIL account. Learners will record their email address and password. HO – Standard Gmail Folders List of all email addresses to be photocopied for group.

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	Learners send an email to other participants in the group.
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Getting to Grips with ICT – Manual

Manual is accessible from www.kerryabetutors.ie website – Workplace Education page.

<http://www.kerryabetutors.ie/wp-content/uploads/Getting-to-Grips-with-Technology-13.5.13.pdf>

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SESSION 3 – WRITEON.IE LEVEL 2 AWARDS; MICROSOFT WORD – FORMATTING FEATURES

Activity	Comment and Resource(s)
Writeon.ie – NALA’s online learning website (Setup each learner and start with Level 2)	<p>Tutor will setup each learner with an account for Writeon.ie.</p> <p>WS – learners record information about their Writeon.ie account.</p> <p><i>*Tutor to record learners’ passwords and email summary to Centre Manager.</i></p>
Writeon.ie – Skills Checker	<p><u>Skills Checker</u></p> <p>Each learner completes Skills Checker questionnaire within this website.</p> <p>Skills Checker presents the learner with a variety of questions about their various literacy skills. A detailed graph is displayed at the end of questionnaire which illustrates to learner if they are at level 2, 3 or 4 depending on their answers.</p> <p>Skills Checker provides learners with an opportunity to enhance their ICT skills.</p> <p><i>It would be a useful exercise to complete Skills Checker at the end of programme to determine if any change has occurred.</i></p> <p><u>Level 2 – Minor Award</u></p> <p>Setting Learning Goals – Level 2 minor award –is an excellent starting point with any group.</p> <p><u>Important to note:</u></p> <ul style="list-style-type: none">• <i>There is an excellent ‘Help’ section within Writeon.ie which includes videos and detailed explanation of various levels.</i>• <i>Encourage learners to make notes in their journals when using Writeon.ie.</i>• <i>Allow for 10 minute discussion at the end of this session to hear from each learner about their initial opinion of Writeon.ie.</i>

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Using Microsoft Word	<p>Tutor - explore the various formatting features in Microsoft Word with your learners.</p> <p>WS – Formatting features</p>
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SESSION 4 – LOCAL EMPLOYMENT SERVICE (LES) SECTION ‘JOB SEEKING SKILLS’

(Delivered by LES Co-ordinator)

Activity	Comment and Resource(s)
<p>Introduction</p> <p>This session is an excellent introduction into all aspects of the LES service in addition to a summary of the skills and information they require to get work or training.</p> <p>Participants are also provided with information which enables them to progress i.e. SW entitlements, where to look for work etc and when they return to their case officer following the training they will then be in a better position to decide their future going forward. An outline of the programme is as follows:</p> <p>The session is delivered from 10am – 12.30pm and that would include a tea break of 15-20 minutes.</p> <ul style="list-style-type: none">• Job Search - looking at job-sites, local papers etc• Social Welfare & Work – information on all SW entitlement that would enable a person return to work• Social Welfare & Education - information on SW entitlements and returning to education• Self-employment – information for clients who wish to go into self-employment• Schemes – explanation on the different schemes available for the unemployed• Internships – explaining work programmes• Other agencies – referral to other agencies	<p>This information was provided by Bridie Buckley, LES Co-ordinator (Killarney)</p>

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SESSION 5 – EMAIL; ACCESS RELEVANT WEBSITES; USE THE IPAD & MOBILE PHONES – INFORMATION

Activity	Comment and Resource(s)
Using the Internet & Email	<p>Internet</p> <ul style="list-style-type: none">- WS - Day of Birth (learners use the internet to find specified pieces of information about the day they were born). <p>Email</p> <ul style="list-style-type: none">• Learners will send an email requesting information.• Learners will send an email attaching a document (from a previous session).
<p>Accessing relevant websites</p> <ul style="list-style-type: none">• Tutor should contact LES Office for list of websites prior to this session.• Use Jobseeker websites as recommended by LES which include:<ul style="list-style-type: none">○ www.intreo.ie○ www.southkerry.ie○ www.onestepup.ie	<p>HO – Jobseeker Links</p> <ul style="list-style-type: none">• Divide learners into pairs and ask them to access a certain number of websites listed.• Ask learners to rate the various websites in terms of '<i>relevance and ease of use</i>'. <p>This is an excellent example of using relevant material to help support learners enhance their ICT skills.</p>
Using iPads and Mobile Phones to access information	Group discussion – ways we access information

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SESSION 6 – CV – EXPLORE AND REVIEW; WRITEON.IE QQI AWARDS

Activity	Comment and Resource(s)
Exploring my CV	<p>Each learner should ideally bring a copy of their current CV.</p> <p>Discuss the different formats and layouts within the group.</p> <p>Highlight what needs to be in a CV.</p>
Cover Letter	<p>How do I write a Cover Letter – encourage learners to write a cover letter using worksheet from ‘Preparation for Work’.</p>
Employment Skills V Employability Skills	<p>Group work – what is the difference between these skills.</p> <p>HO – Employment Skills V Employability Skills</p>
Group work – KAGS session questions	<p>Explain what is meant by KAGs.</p> <p>Ask learners to access KAGs section of www.kerryetb.ie website.</p> <p>Divide group into 2 and encourage learners to agree a list of possible questions for KAGS session next week. Each group will nominate one learner to present their list of questions.</p> <p>Tutor should email this list of questions to KAGs contact prior to next week’s session.</p>

SESSION 7 - KERRY ADULT GUIDANCE SERVICE (KAGS) – PRACTICAL INTERVIEW ADVICE

Activity	Comment and Resource(s)
<p data-bbox="150 405 469 434"><u>Summary of KAGS session:</u></p> <p data-bbox="150 474 770 577">The session took around an hour, including time for questions and general discussion. This time is flexible however.</p> <p data-bbox="150 618 767 792">I would always start any session with introducing myself/what I do, telling people about the service and what it offers/gauging their previous knowledge/experience of guidance counselling and letting them know what KAGS could do for them.</p> <p data-bbox="150 833 778 1039">On this occasion I looked a bit at CVs and cover letters – went through a few points/do's and don'ts etc. according to what they already knew or might have done previously. We have various handouts on CV's and cover letters which I would have given them also.</p> <p data-bbox="150 1043 770 1294">Based on what the tutor has suggested I also brought them in information on JobsBridge/Internships and given that we deal a lot with education and training I also brought in details of the SPRINGBOARD Initiative as well as funding options for returning to any type of education or training.</p> <p data-bbox="150 1335 783 1541">I think the suggestion of 'mini' interviews is a good idea and I would be happy to run with that. I also think that I should better inform myself in future as to what is being done by other speakers/tutors so as to not duplicate what they are doing or perhaps work in tandem with them.</p>	<p data-bbox="815 405 1401 434">This information was provided by Ita Lane, KAGS.</p>

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SESSION 8 - APPLY FOR AN 'ACTUAL' JOB AND TYPE COVER LETTER; SEND CV AND LETTER BY EMAIL

Activity	Comment and Resource(s)
KAGs Session – group discussion	Divide group into pairs and ask learners to list what they found most useful from KAGS session.
Apply for an 'actual' job – INTREO Website	<p>Group discussion to determine how many learners have completed this task before.</p> <p>Learners will review jobs on INTREO website and select a job which they will apply for.</p> <p>Learners will make a list of what is required to complete application process.</p>
CV and Cover Letter – send by email	Each learner to send their CV and Cover Letter by email to tutor.

SESSION 9 – PROGRAMME EVALUATION AND VISIT TO THE LIBRARY

Activity	Comment and Resource(s)
Programme evaluation*	<p>Suggestions in relation to this:</p> <ul style="list-style-type: none">• Provide learners with a worksheet detailing the various tasks which have been completed on this programme, asking them to comment on each task;• Group discussion;• Use flipchart/whiteboard to record learners' comments;• Review of learning goals; course expectations and concerns – <i>flipchart from Session 1</i>
Visit to local Library	<p>It is recommended to book computers in the library for this session. This will depend on the facilities available in your local library.</p> <p>Encourage learners to access their email and Writeon.ie in the library.</p> <p>Ensure that all learners have information about joining the library and using ICT facilities.</p>

***Some useful resources:**

- Stephen Brookfield's Critical Incident Questionnaire (CIQ) – can be used to discover how students are experiencing your teaching sessions.
- Gibbs Reflective Cycle – this model was developed from an earlier theoretical model – David Kolb's 4 stage experiential learning cycle (1984).
 - Description - what happened?
 - What were your feelings and how did you react?
 - Initial evaluation of the experience – what was good and bad about it?
 - Critical Analysis - what sense did you make of the experience?
 - Conclusion - what have you learnt from reflecting on this experience?
 - Final evaluation and action plan – what would you do differently?
- Café Style – informal group discussion where learners are asked questions about their learning experience. The various comments are recorded (written by tutor/learner or on flipchart/whiteboard)
- Six Thinking Hats (Edward de Bono) – a tool which encourages critical reflection.

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SESSION 10 - FINAL PROGRAMME EVALUATION; DISCUSS FUTURE LEARNING OPPORTUNITIES

Activity	Comment and Resource(s)
Programme Evaluation	<p>Evaluation will continue from previous session.</p> <p>It is essential to encourage all learners to participate in evaluating their learning programme.</p> <p>Evaluation will help us improve training for future participants.</p> <p>* www.kerryabetutors.ie/category/tutor-training-newsletter/ - provides useful forms to use when evaluating programmes.</p>
Listening Skills	<p>Discussion about 'Active Listening Skills' and reasons 'Why do we not listen'.</p> <p>HO – Listening Skills</p>
Future Learning Opportunities	<p>ALO/DLEO to speak with group – agree this beforehand.</p>

RESOURCES

- www.kerryabetutors.ie
- Brushing Up workbook – NALA’s workbook
- Write On – a learning support book (NALA)
- Getting to Grips with ICT – handouts for Internet and Microsoft Word
- Kerry ETB Learning Journal

Know Thyself..



BARSCH LEARNING STYLE INVENTORY

Learning styles influence how we teach. We generally have a preferred learning style, but it is useful to be aware of how to strengthen other, weaker styles. It is important to know your learning style as well as your learner's learning style, so that you can make adjustments in the way you plan a lesson. It is also important to understand learning styles to ensure you teach according to your learner's learning style and not your own. Using a variety of teaching methods enhance the learner's experience.

The questionnaire is designed to help you find your preferred learning style. Check the appropriate line after each statement and then calculate your score at the end of the questionnaire.

	Often	Sometimes	Seldom
1. Can remember more about a subject through listening than reading.	_____	_____	_____
2. Follow written directions better than oral directions.	_____	_____	_____
3. Like to write things down or take notes for a visual review.	_____	_____	_____
4. Bear down extremely hard with a pen or pencil when writing.	_____	_____	_____
5. Require explanations of diagrams, graphs or visual directions.	_____	_____	_____
6. Enjoy working with tools.	_____	_____	_____
7. Are skillful with and enjoy developing and making graphs and charts.	_____	_____	_____
8. Can tell if sounds match when presented with pairs of sounds.	_____	_____	_____
9. Remember best by writing things down several times.	_____	_____	_____
10. Can understand and follow directions on maps.	_____	_____	_____
11. Do better at academic subjects by listening to lectures and tapes.	_____	_____	_____
12. Play with coins or keys in pocket.	_____	_____	_____
13. Learn to spell better by repeating the letters out loud than by writing the word on paper.	_____	_____	_____
14. Can better understand a news article by reading about it in the paper than by listening to radio.	_____	_____	_____
15. Chew gum, smoke or snack during studies.	_____	_____	_____
16. Feel the best way to remember is to picture it in your head.	_____	_____	_____
17. Learning spelling by "finger spelling" the words.	_____	_____	_____
18. Would rather listen to a good lecture or speech than read about the same material in a book.	_____	_____	_____
19. Are good at solving and working on jigsaw puzzles and mazes.	_____	_____	_____
20. Grip objects in hands during learning period.	_____	_____	_____
21. Prefer listening to the news on the radio rather than reading about it in a newspaper.	_____	_____	_____
22. Obtain information on an interesting subject by reading relevant materials.	_____	_____	_____
23. Feel very comfortable touching others, hugging, handshaking, etc.	_____	_____	_____
24. Follow oral directions better than written ones.	_____	_____	_____

Barsch Learning Style Inventory

continued from page 16



SCORING PROCEDURES AND EXPLANATIONS

OFTEN = 5 POINTS

SOMETIMES = 3 POINTS

SELDOM = 1 POINT

Place the point value on the line next to its corresponding item number. Next add the points to obtain the preference scores under each heading.

Visual		Auditory		Kinaesthetic	
No.	Pts	No.	Pts	No.	Pts
2	_____	1	_____	4	_____
3	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
14	_____	13	_____	15	_____
16	_____	18	_____	17	_____
20	_____	21	_____	19	_____
22	_____	24	_____	23	_____

When you have identified your style you need to build on your strengths and address your weaknesses. Most of us have one dominant learning style.



If you are a **Visual Learner** use charts, maps, filmstrips, notes and flashcards. Write out everything for quick visual review. It is obvious you learn best when you **SEE** things.

If you are an **Auditory Learner**, be sure to use tapes. Verbally review spelling words or notes.

If you are a **Kinaesthetic Learner**, you need to involve your body in the process of learning. Trace words as you say them. Facts should be written several times.

1. Learning Styles - How I Learn Best

People learn in different ways, some by looking, some by listening and some by doing. Given below are a number of statements followed by three possible choices of answer. Tick on the left of the answer that usually applies to you.

A. When I want to know what's going on in the world, I:

- 1. Read the newspaper**
- 2. Listen to the radio and/or watch the TV news**
- 3. Talk to my friends or family**

B. When I dress, I'm:

- 1. A neat dresser**
- 2. A sensible dresser**
- 3. A comfortable dresser**

C. When I spell, I:

- 1. Try to see the word**
- 2. Try to sound out the word**
- 3. Write the word down to find out if it 'feels' right**

D. When I have spare time, I enjoy:

- 1. Watching TV, going to the cinema/theatre or reading**
- 2. Listening to CDs or the radio or going to a concert**
- 3. Doing something physical, for example, sport, DIY**

E. I often:

- 1. Forget names but remember faces**
- 2. Forget faces but remember names**
- 3. Forget faces and names but remember what I was doing when we met.**

F. I prefer:

- 1. Nice paintings**
- 2. Good music**
- 3. Going dancing**

G. When I'm trying to spell a difficult word I:

- 1. Try to picture it in my head**
- 2. Sound it out**
- 3. Write it out**

H. I like books which have:

- 1. A lot of detailed description**
- 2. Good dialogue and conversation**
- 3. Plenty of action**

I. To figure out someone else's mood, I:

- 1. Look mainly at their facial expressions**
- 2. Listen to their tone of voice**
- 3. Watch their body movements**

J. When I imagine things, I:

- 1. See vivid detail, clear pictures**
- 2. Think in sounds**
- 3. Have few images, but those that I do have involve action**

K. When concentrating, I am distracted by:

- 1. Things I see around me**
- 2. Sound or noises**
- 3. Movement**

L. When I do something well, I like:

- 1. Written comments about how well I've done**
- 2. Spoken words of praise**
- 3. A physical action, such as a pat on the back or a hug**

M. When I have nothing to do, I:

- 1. Look around me**
- 2. Talk to myself or other people**
- 3. Fidget**

N. When I am learning, I:

- 1. Like to see demonstrations, diagrams, slides, posters**
- 2. Like spoken instructions, talks and lectures**
- 3. Prefer having a go at doing things for myself**

O. When I go on a new long journey I:

- 1. Get the route from a book or map**
- 2. Talk to someone to get the directions**
- 3. Just go!**

TOTALS: (Should add up to 15)

- 1. ____ (Visual – Learning by looking)**
- 2. ____ (Auditory – learning by listening)**
- 3. ____ (Kinaesthetic – learning by doing)**

Characteristics of Learning Styles

VISUAL	AUDITORY	KINAESTHETIC
<ul style="list-style-type: none"> • mind sometimes strays during verbal activities • observes rather than talks or acts • well organised • likes to read • usually a good speller • memorises by seeing graphics & pictures • not easy to distract • finds verbal instructions difficult • has good handwriting • remembers faces • uses advanced planning • doodles • quiet by nature • meticulous • neat in appearance • notices details 	<ul style="list-style-type: none"> • talks to self aloud • enjoys talking • easily distracted • has more difficulty with written directions • likes to be read to • memorises by steps in a sequence • enjoys music • whispers to self while reading • remembers faces • easily distracted by noises • hums or sings • outgoing by nature • enjoys listening activities 	<ul style="list-style-type: none"> • likes physical reward • in motion most of the time • likes to touch people when talking to them • taps pencil or foot while studying • enjoys doing activities • reading is not a priority • poor speller • likes to solve problems by physically working through them • will try new things • outgoing by nature • expresses emotions • through physical means • uses hands while talking • dresses for comfort • enjoys handling things

Example of Varied Teaching approach – Visual, Auditory and Kinaesthetic Ways of Teaching Spelling

A. Visual – approaches that help to develop visual memory and focus attention on the detail and appearance of words.

1. Highlight difficult parts or phonic patterns of words, e.g.
station, throat, scrap, tool
2. Change the look of the word by breaking it into sections, e.g.
In-di-vid-u-al, re-cei-ve, ac-com-mo-date
3. Make use of flashcards and play matching games like ‘snap’.
4. Help students to identify the parts of words that they know, and small words within big words, e.g.
fear, hair, recognise, capacity, drinking
5. Use cloze exercises leaving out individual letters/syllables:
Wed - esday, We - nesday, wed - - - day, - - - nesday;
6. Teach students to notice words around them – shop windows, advertisements, street names, etc.

B. Auditory – using sound as a backup to visualisation

1. Help your student to learn the sounds of individual letters (Phonic alphabet), pairs and strings of letters and also familiar combinations;
2. Apple, box, cap; ship, church, death; station, rubbish.
3. Explain long and short vowels, the ‘i’ in *ice cream* is a different sound from the ‘i’ in *tick*.
4. Pronounce the word as it is spelt, e.g. k-nife, Feb-ru-ary.
5. Teach words in groups/families that share the same sound and visual pattern, e.g. hand, sand; cat, mat, sat; bear, tear; fight, light, night*. (*Beware – fare, rare, etc. and bite, rite, etc.)
6. Sounding out. Saying the letters aloud as you write them, and asking the student to do so.

C. Kinaesthetic – Using movement to get the feel and shape of the words.

1. Writing the word.
2. Tracing over the letters.
3. Writing in big letters.
4. Using different pens/markers.
5. Encouraging student to practise spelling a little and often.

D. Look – Say – Cover – Write – Check *(Most effective as it uses all 3 learning styles and combinations of senses.)*

1. Ask the student to look carefully at the word. Does it look the way it sounds? Which bits might give problems?
2. Say the word aloud and ask the student to repeat it. Ask him/her to spell it out while tracing each letter with a finger or pencil. Say it as it looks.
3. Cover the word and ask the student to picture it in his/her head and then to spell it.
(Repeat 1-3 as often as you need to.)
4. Ask the student to write the word while spelling it aloud.
5. Check by comparing with the correct spelling.
6. Use the word in a sentence.
7. Practise again after ten minutes, the next day and the following week.
8. Record the word in student's personal dictionary.

HOW PEOPLE LEARN

2. People learn at different speeds.
3. It helps learning if the knowledge or skill is related to the learner's past experience. Always go from the known to the unknown, creating links.
4. People learn by being involved in their own learning goals.
5. People learn skills by doing and are more likely to retain what they learn by doing rather than by hearing. Also, the more senses involved in learning, the greater the retention.

<u>Retention after 1 week</u>	60%	30%	10%
<u>Teaching/ Learning Style</u>	Seeing + Hearing + Doing	Seeing + Hearing	Seeing only/Hearing only
<u>Methodology</u>	Practice + Demo + Explanation	Demonstration + Explanation	Explanation only

6. People forget more of what they learn in the minutes or hours immediately after learning than later on. Learning retained for days or months is unlikely to be forgotten.
7. Where material to be learned is divided into manageable 'chunks' and at the same time the learner has an overview of the total learning programme into which they fit, learning will be faster and better retained.
8. The use of examples relevant to and recognised by the learner helps their learning. Learning is more effective if learners see the value to themselves of what they learned.
9. Learning is retained if the learner has the opportunity to apply it soon after learning.
10. Feedback is more helpful to learning if it is specific rather than general. In addition, feedback is most effective in helping learning if it comes soon after performance, and positive feedback is always more effective than negative.
11. Regular reviews and practice of what has been learned will help long term retention.

Recent Learning - How I learn

Think of a new task or learning activity you've undertaken recently - tuning a video, driving a car, using a computer, studying for an exam, tying your child's shoelaces or your husband's tie.


This learning experience may have been great or small, life-changing or tiny; it may even have been completely unsuccessful!

Now answer the following questions:

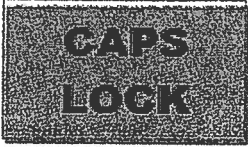
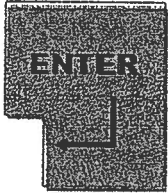
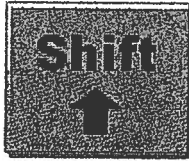
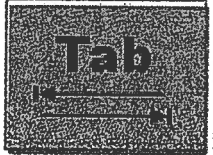
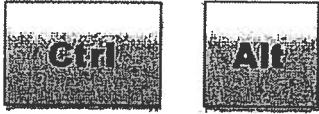

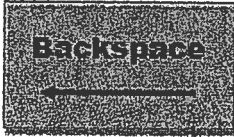
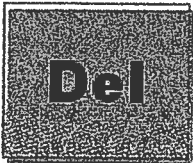
1. Why did you take on this piece of learning?
2. How did you feel about it when you started?
3. How did you feel at the end?
4. How long did it take?
5. Was it a class or group, or were you learning on your own?
6. Did you enjoy it or not? Why/why not?
7. Did it matter whether you enjoyed it or not?
8. Was there a manual or instruction book involved and did it help?
9. Was there a teacher/instructor and did this help or make things harder?
10. Overall, what helped you most to learn and what hindered you most?
11. Did you learn what you wanted and if not can you say why?

Date: _____

[illegible]

Who Am I ? 

Keys on the Keyboard

Name	Key	Description
Caps Lock		The CAPS LOCK Key lets you type CAPITAL LETTERS. A light will usually come on to show you that the CAPS are now turned on. Remember to turn off the Caps Lock, when you are finished typing CAPITAL LETTERS.
Enter/ Return		The Enter key is used to start a new line in a document or to tell the computer that you agree to carry out an instruction you have given it.
Shift Key		The Shift key is used with other keys to type individual Capital Letters or to type the top characters displayed on other keys, e.g. :!"£\$%^&*()_+:@<>?
Tab Key		The Tab key usually shows two arrows pointing in opposite directions to vertical lines. This key is used to indent text from the left and right margins.
Control & Alt keys		The Ctrl & Alt keys are often used together with other keys to give instructions to the computer.
Space Bar		The Space-Bar lies at the bottom of the keyboard between the alt keys. Use the space-bar to make spaces between words or characters.
Backspace Key		The Backspace key is used to delete text to the left of the insertion point or cursor, i.e. it deletes the character behind it.
Delete Key		The Delete key is used to delete text to the right of the insertion point or cursor i.e. it deletes the characters in front of it. This key can also be used to delete a file or folder from your computer.

Key Recognition:

Now that you have spent some time becoming familiar with the keyboard and the layout of the buttons, see if you can locate the following buttons and write a sentence about their function.

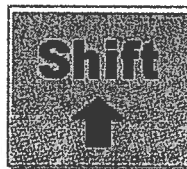
- Spacebar



- Enter Key



- Shift key



The Standard Gmail Folders

The table below gives a description of each of the Standard Gmail Folders.

Menus	Description
Inbox (5)	The inbox stores all the emails you receive.
<u>Compose Mail</u>	This menu allows you to create an email.
<u>Sent Mail</u>	The sent mail menu contains a copy of all the email sent by you.
<u>Drafts</u>	Gmail saves any unsent mail into the drafts folder. You can open any unsent mail from the drafts folder to finish writing it and/or to send it.
<u>Trash</u>	The Trash folder contains all the email you have deleted from your Gmail folders

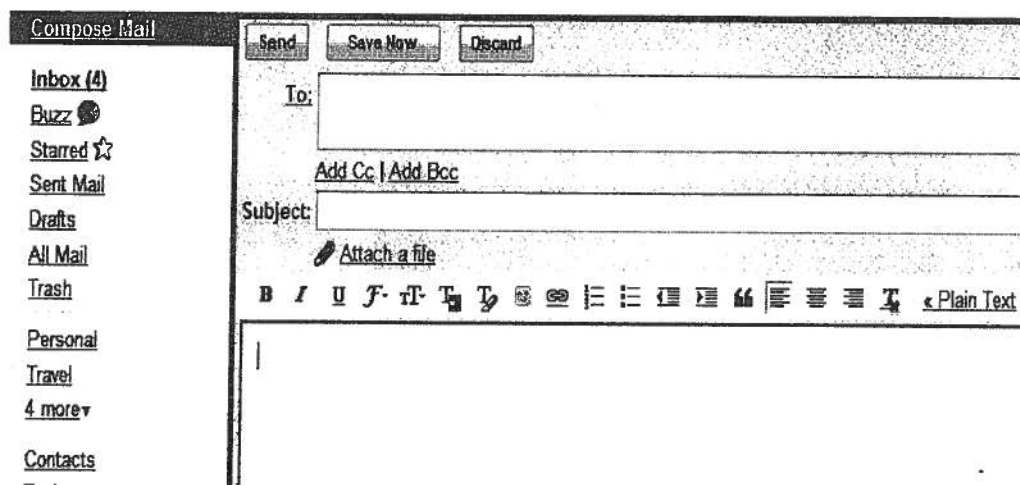
Viewing your Emails



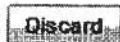
- To **view** your emails click on your **Inbox**.
- To **open** an email from the inbox **click** on the text in the email.
- Your email will open.



Composing a New Email Message in Gmail

1. **Click** on **Compose Mail**.
2. Click into the **To Box** and type in the address of the person you are sending the message to. E.g. marysmith@gmail.com
3. Click into the **Subject box** and insert a couple of words to give the receiver of the message an idea of what the message is about.



4. Click into the main section or the main **Body** of email: this is where you will type your message.
5. You can now click on the **Send** button  to send your message, or you can click on the **Save Now** button  to save your message, or you can click on the **Discard** button  to delete your message.

6. Above the **subject box** you will see two pieces of text, **Add Cc** and **Add Bcc**. To **open** just click on the option you need.
7. **Add Cc** stands for **Carbon copy** or **Complimentary copy**, this allows you to enter the email addresses of contacts you want to send a copy of the message to. Anyone who receives your message will also see the email addresses of everyone else.
8. **Bcc** stand for **Blind Carbon copy** or **Blind Complimentary copy**. When all email addresses are placed in the Bcc box, they are invisible to everyone who receives your message.

Try this Task!

Create a new email message to your classmate or tutor.

1. Click on **Compose Mail**.
2. Click into the **To Box** type in their email address e.g.
marysmith@gmail.com
3. Click into the **Subject Box** type in **Test**.
4. Click into the main **Body** of your email and type in the following:

Hi how are you?

This is my brand new email address. I am looking forward to getting a reply back from you soon.

Regards

Your name


5. Click on the **send** button.

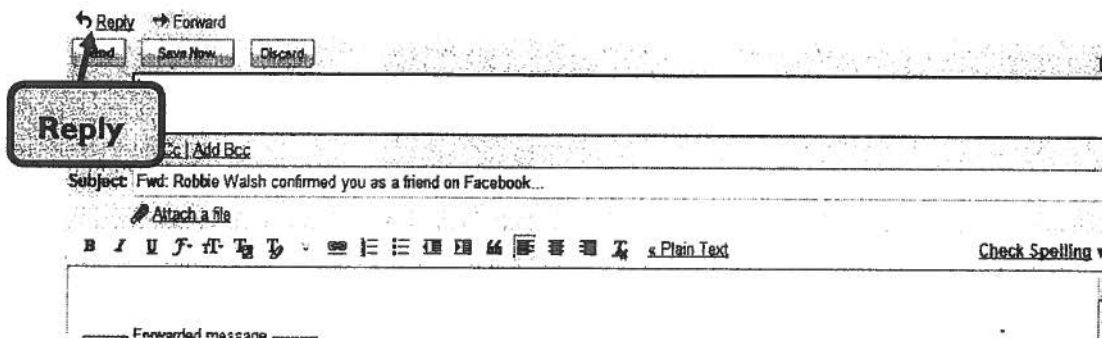
Replying to an Email

A reply to a message is an answer to an email you have received from someone else.

Try this Task

To reply to the email which you received from your classmate

1. Click into your **inbox** and **open** the message that you received from your classmate.
2. The message from your classmate opens and you can now **reply** to your classmate's message by clicking on the **reply** button. 



3. Click into the main body of the message above the send message to type in your reply.

Type in the following text:

Hi (name)

Thanks for your email.


Your name

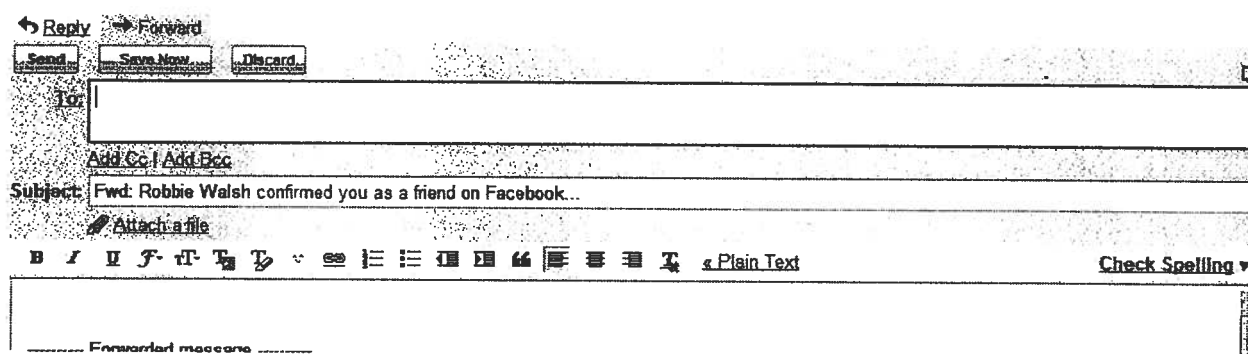
4. Click on the **send** button.

Forwarding an Email Message

Sometimes you may want to send a message, which you have received to someone else. This passing on of messages is known as forwarding.

To Forward an Email Message

1. Open the message you wish to forward from your inbox.
2. Click on the forward button  Forward the below screen displays.



3. Note that the **To box** is empty, click into it.
4. **Type** in the **email address** of the person you wish to forward the email to.
5. Notice that the **Subject Box** contains text already, e.g. in this case: **Fwd:** Robbie Walsh etc, this shows that you are forwarding on a message you received from someone else.
6. Click into the main body of the message to type a short message above the forwarded message.
7. Click on the **send** button when finished.

Try this Task

1. Open your **inbox** and **open** the last email received from your classmate.
2. **Forward** a copy of that email to your tutor adding text of your own.
3. **Print** a copy.

Writeon.ie - NALA's Interactive Learning Website

Password for Writeon.ie = _____

Full name	
Address	
Contact number	
PPS Number	
Username (This is the name everyone else will see when you are on the site) Please use the following format: elaineclifford (your name)	
Learning Centre	Independent learner
Level	
Certificate name	

To access NALA's writeon.ie website please do the following:

- Access the Internet
- Type www.writeon.ie in Address Bar and insert your password in space provided

Name: _____

Date: _____

In this activity you are asked to go to the website www.dayofbirth.co.uk and find specified information. Write the information into the spaces provided below.

- You were born on a _____.
- Your star sign is _____.
- Your birthstone is _____.
- Your birth flower is _____.
- The season was _____.
- You were born in the Chinese year of the _____.
- The US President was _____.
- The UK Prime Minister was _____.
- You are ___ years ___ months ___ days old.
- It is _____ days until your next birthday.

****Let's use the Internet to find an image for our star sign😊**
the image below is for Gemini – my star sign.





Punctuation vocabulary

Copy the following punctuation and names of the punctuation using the words from the box below. The first one is done for you.



















?	? question mark
'	
.	
,	
!	
@	
;	
:	
\$	
€	
"	
%	
()	
&	
/	
-	
*	

percent	full stop
comma	brackets
exclamation mark	euro sign
forward slash	speech marks
at (for e-mail)	and
apostrophe	colon
dash or hyphen	dollar sign
semi-colon	asterisk
question mark	

Formatting Features

Apply text formatting to include bullets, numbering, change case, apply bold, underline, italics, font, font size, font colour, and text and image alignment

The following are the commonly used word processing icons and their functions:

-  Cut
 -  Copy
 -  Paste
 -  Bold
 -  Italic
 -  Underline
 -  Calibri (Body) Font Name
 -  11 Font Size
 -  Increase and Decrease Font
 -  Font Colour
 -  Text Highlight Colour
 -  Text and Image Alignment
 -  Bullets
 -  Numbering
 -  Decrease or Increase Indentation
 -  Change Case
 -  Line Spacing
 -  Format Painter
-
- Practise using the following keyboard shortcuts to modify your documents:
 - Ctrl X for Cut
 - Ctrl C for Copy
 - Ctrl V for Paste
 - Ctrl Z for Undo
 - Ctrl B for Bold
 - Ctrl U for Underline
 - Ctrl I for Italics



**FÁS Employment Services and Employment Programmes are now part of the Department of Social Protection
An Roinn Coimirce Sóisialaí**

JOBSEEKER LINKS



FÁS Jobs Ireland	www.fas.ie
Irish Public Sector Jobs	www.publicjobs.ie
Irish Jobs	www.irishjobs.ie
	www.loadzajobs.ie
	www.dole.ie
	www.jobsireland.ie
Health	www.careersinhealthcare.ie
Construction	www.construction-jobs.ie
Hotel & Catering	www.hoteljobs.ie
Financial Services/Insurance	www.ifsc.ie
Accountancy	www.accountancysolutions.ie
Education	www.educationposts.ie
Further Education & Training Awards	www.fetac.ie
Social/Community	http://www.activelink.ie/ce/
Recruit Ireland	www.recruitireland.ie
Irish & Global Jobs	www.monster.ie
Jobs in Europe	www.europa.eu/eures/home.jsp
Employment Rights & Legislation	www.entemp.ie/employment/rights
Complete guide to Education in Ireland	www.qualifax.ie or www.gotocollege.ie
On-Line Career Directions	www.careerdirections.ie
Setting up your own business	www.basis.ie
To obtain recognition for qualifications achieved abroad: The National Qualifications Authority of Ireland	www.nqai.ie 01 – 8871500
Europass - make your skills and qualifications clearly and easily understood in Europe	www.europass.ie
Department of Social Protection	www.welfare.ie
Springboard	www.springboardcourses.ie
National Internship Scheme	www.jobbridge.ie
Career Guidance	www.careersportal.ie
Teaching & Special Needs Posts	www.educationposts.ie

Lost your Safepass? Contact the following number

Lo Call: 1850 66 77 66

Employment skills v Employability skills



The Difference

- Employment skills are concerned with getting students the job of their choice
- Employability skills are concerned with not only getting students the job of their choice but equipping them with the necessary skills and behaviours to keep the job and progress within it.

Employment skills include:

- Application form completion
- CV development
- Interview skills practice and preparation
- Confidence building

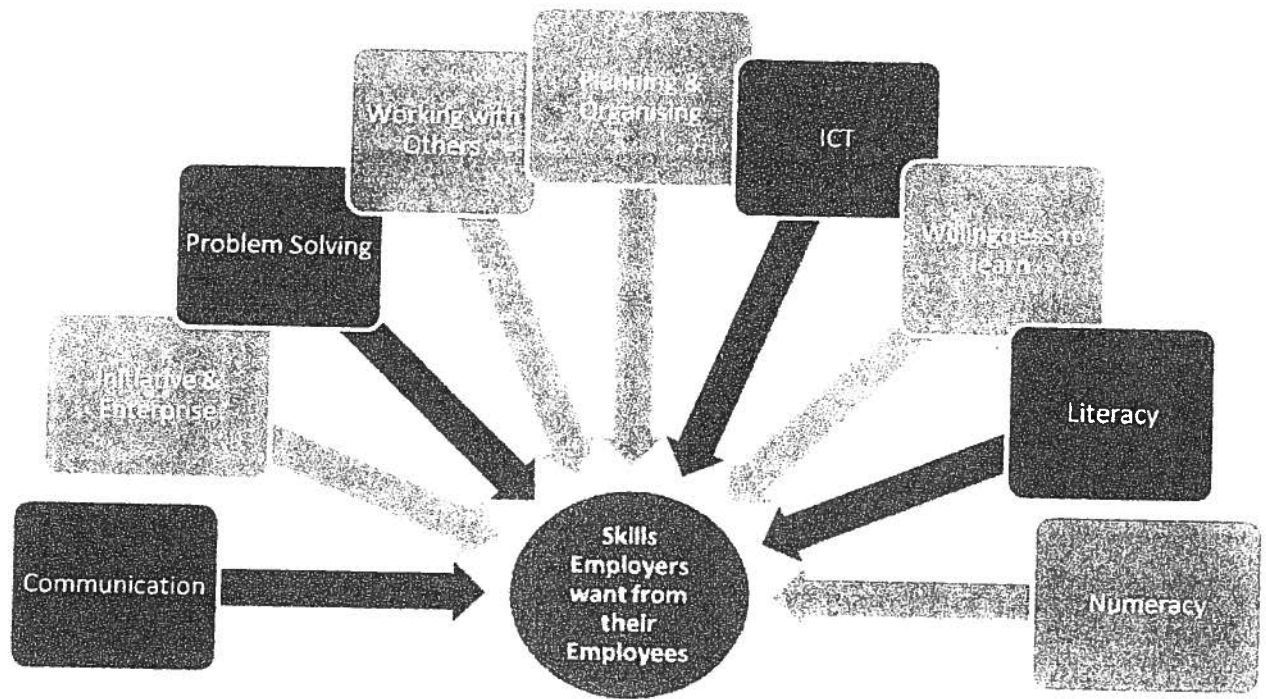
Employability skills are defined as:

- “a set of social behaviours and skills that you can learn to help you interact and work with other people in a variety of different situations.” (Employability Skills by David Hind & Stuart Moss, Business Education Publishers)

Employability skills include:

- Employment skills, i.e. application forms, CV and interview skills
- Presentation skills
- Dressing for success
- Time, stress and project management
- Interpersonal and communication skills
- Basic key skills (where applicable)
- Use of initiative and problem solving
- Working within teams
- Negotiation skills and conflict management
- Self-awareness and personal development
- Giving and receiving feedback
- Understanding the sector and industry
- Understanding the world of work e.g. organisational culture and structure, office politics, money management and more

Employability Skills



Communication - Verbal, Non Verbal and Written

Initiative & Enterprise - Creativity & Adapting to new ideas

Problem Solving - Ability to work out different solutions - make decisions

Working with Others - Work as hard as others on team, be able to listen and negotiate

Planning & Organising - Plan actions, set goals & prioritise tasks

ICT - Able to input simple data onto a computer & use key board

Willingness to Learn - Keen to train & develop new skills

Literacy - Ability to produce documents confidently

Numeracy - Ability to do simple calculations using numbers

Listening Skills



Is this You?



Hmmm...what's for dinner tonight??



Is this you?

- **Daydreaming** is probably the most common listening problem because it affects everyone. Frequently a speaker will mention some person or thing that triggers an association in our minds, and off we go.



- **Closed-mindedness** is a fault that happens especially when we are arguing. We often refuse to listen to the other side of the argument, especially when we've already made up our minds. We think there's no use in listening since we know all there is to know!



Why do we not listen

- **Boring person** may be talking, and the listener can't escape
- **People talk too much about themselves** and we shut down
- **The tone of the person's voice** can be boring
- Sometimes we just can't understand what is being said!



DEFINITION

• **Listening, understanding and responding** is about being able to react and respond appropriately to others

• This means...

- Creating opportunities for meaningful discussion
- Seeking first to understand, then to be understood
- **Recognising** when someone's body language (non-verbal behaviour e.g. eye contact & posture) does not match what they are saying

• <http://youtu.be/H0xAb0xz7eQ>

Tips on listening!

1. **Face the speaker.** Sit up straight or lean forward slightly to show your attentiveness through body language.
2. **Maintain eye contact**, to the degree that you all remain comfortable.
3. **Minimize external distractions.** Turn off the TV. Put down your book or magazine, and ask the speaker and other listeners to do the same.
4. **Respond appropriately** to show that you understand. Murmur ("uh-huh" and "um-hmm") and nod. Raise your eyebrows. Say words such as "Really," "Interesting," as well as more direct prompts: "What did you do then?" and "What did she say?"

Tips on listening! contd

5. **Focus solely on what the speaker is saying –CONTENT NOT DELIVERY.** Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her point.
6. **Minimize internal distractions.** If your own thoughts keep coming in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation.
7. **Keep an open mind – AVOID EMOTIONAL DISTRACTIONS.** Wait until the speaker is finished before deciding that you disagree. Try not to make assumptions about what the speaker is thinking.

<http://youtu.be/7x4SpnSUHw> → nothing.

SOLER TECHNIQUE

- **S – Sit Squarely**, with your arms and legs uncrossed
- **O – Maintain an Open posture**
- **L – Lean slightly forward** in the direction of the speaker
- **E – Maintain Eye contact**
- **R – Stay Relaxed**



LISTENING

- L = Look
- I = Inquire
- S = Summarise
- T = Take Notes
- E = Encourage NVC smile etc
- N = Neutralise Feelings



Treat listening as a challenging mental task.
You can think faster than someone can speak
your mind has the capacity to:

Listen
Think
Write
Ponder



at the same time but it takes practice!

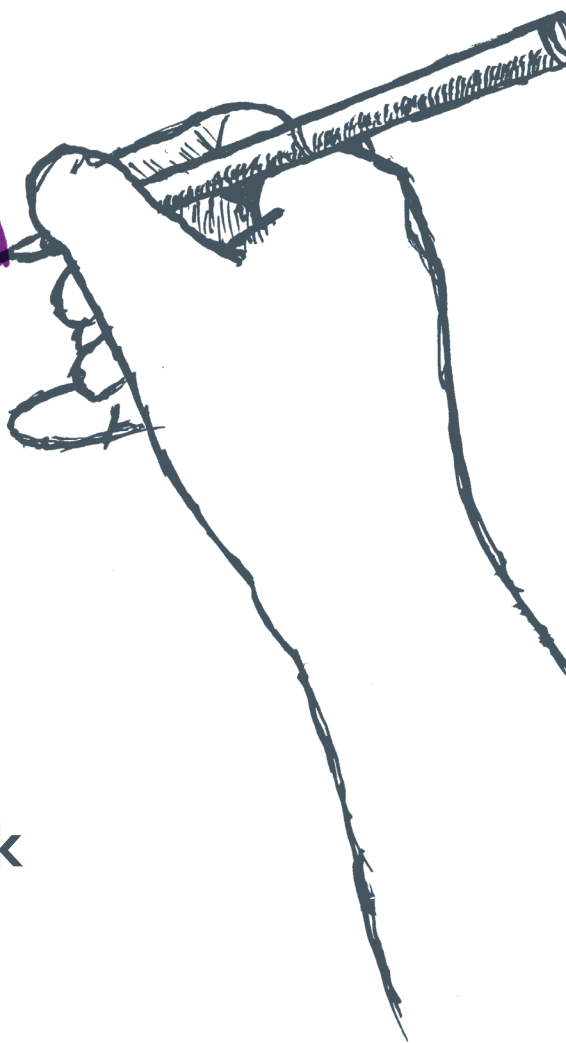


NALA

National Adult Literacy Agency

Áisíneacht Náisiúnta Litearthachta do Aosaigh

Write On



A learning
support book

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General

Introduction

Write On is a learning support book.

It has useful information about:

- » Going back to learning
- » Improving your skills including hints and tips on:
 - when to use capital letters
 - how to use a calendar
 - common words used in forms
 - texting from your mobile phone

It also contains:

- » a Personal dictionary

This is where you can write down new words that you come across.

- » a Learning journal

This is where you can jot down your thoughts about your learning journey.

What is NALA?

The National Adult Literacy Agency (NALA) is an independent membership organisation. We work to ensure that adults with literacy and numeracy difficulties can fully take part in society and have access to learning opportunities that meet their needs.

How to improve your literacy and numeracy?

Literacy and numeracy skills are part of everyday life. Think of all the notices and signs around us, how we use money everyday and send text messages. Everywhere we go we are faced with text, numbers and technology.

Literacy and numeracy are like muscles - if you don't use them, then you lose them. If your skills are a bit rusty then now is the time to brush up on them. You can do that through:

- » NALA Distance Education Service
- » VEC Adult Literacy Services

* NALA Distance Education Service

Since 2000 NALA has been delivering basic education through the media. The very successful TV series, *Read Write Now*, ran for 5 series on RTÉ television. The *Really Useful Guide to Words and Numbers* TV series was broadcast for 24 weeks on RTÉ television in 2006-7. Each of these TV series had an accompanying workbook which was sent to adults who requested it after ringing the NALA freephone support line.

In May 2008 a new TV series, *Written Off?* will be broadcast on RTÉ 1 television. This series follows 11 adult learners who return to learning over 8 weekends.

NALA freephone support line

NALA runs a freephone support line - **1800 20 20 65**. It is open from Monday to Friday, from 10 a.m. to 4 p.m. It is a free and confidential service.

You can talk to a trained adult literacy tutor who can discuss your options around learning. This may include being sent some learning materials in the post or following a learning programme online.

They can also put you in contact with your local VEC Adult Literacy Service.

* VEC Adult Literacy Services

There are VEC Adult Literacy services throughout the country. Adults can attend their local centre to work with trained tutors on a one to one basis or in small groups. The service is free and confidential. You can get 2 – 6 tuition hours per week. The local Adult Literacy Organiser will meet you and find a suitable tutor for you.

There are currently about 40,000 adults learning in literacy centres around the country. There are 5,000 adult literacy tutors working in literacy centres and they are trained by their local literacy service.

For information on your nearest service contact the NALA freephone support line on **1800 20 20 65** or check out the NALA website at **www.nala.ie**

Awards

Many learners like to have their learning recognised with a certificate of accreditation.

FETAC (Further Education and Training Awards Council) is the national awarding body for further education and training in Ireland. FETAC make awards at different levels beginning at levels at 1 and 2.

If you are learning with the NALA Distance Education Service and/or VEC Adult Literacy Services, you can choose to work towards a certificate. This will be supported by an adult literacy tutor.

Going back to learning

Learning is a personal journey, whether it is learning to drive, learning to use a computer or learning a sport. There are many things to consider such as what you are interested in learning, how you would like to learn and how you will fit this learning around your life.

Some areas to think about are:

- » Starting off
- » Learning to learn

Starting off

One of the first things to do is to think about what it is you would like to learn and to set some goals.

When you begin a new learning programme, think about ...

- » What reading and writing do you do now, and for what purpose?
- » What is your everyday experience of numeracy?
- » How do you use technology? Mobile phones? Computers?
- » What skills would you like to improve?
 - reading
 - writing
 - communication skills and confidence
 - numbers
 - technology and computers

And now think about for what purpose you would like to use these skills?

Setting learning goals

After you consider these questions, you can set your learning goals. For example, to fill in a lodgement slip in the bank or to help your children with their homework.

It is important to have a goal for what you want to learn. It is then easier to see your progress as you go along.

Planning to succeed

Before you get stuck into doing the work, think for a while about how you're going to manage it. You will do well, however when you start something new there can be times you find it hard. It's a good idea to plan and to be ready.

Here are a few suggestions:

- » Commit to a set number of weeks or study sessions.
For example, decide to give it 4 weeks to see how it goes. You can then see how you get on and plan the next 4 weeks.
- » Make practical plans to be able to study, thinking about:
 - **What commitments do I have?**
This means looking after children or family, work and hobbies/sport.
 - **What time do I have?**
This means finding time in the week for learning and planning what to do in that time.
 - **What space do I have to study?**
This means finding a quiet space to study and keep all my work.
- » Reward yourself! For example, treat yourself to something special after the first 4 weeks.
- » Think about how to get support for yourself during this learning journey. Will you be comfortable talking to a family member or friend who would be there for you? Keep the number of the NALA freephone support line – 1800 20 20 65 – you can talk to an adult literacy tutor.

Learning to learn

Learning to learn is about knowing how you learn best. This helps you to learn more effectively.

Everyone learns in different ways.

There is no right or wrong way to learn. We all learn differently. Here, for example, are 2 ways of looking at this.

Learning styles

Each of us has a different style of learning. Some of us may learn by:

- » seeing (visual)
- » hearing (auditory)
- » doing (kinaesthetic)

Think about how you prefer to learn. Do you like to see instructions? Or do you prefer to hear them? Or just go and do it?

It's good to know which learning style you prefer. If you understand how you learned one thing, it can help you to learn new things.

Multiple intelligences

We are all intelligent in different ways. Intelligence is the ability to use what we have learned and apply it to our situation.

Dr. Howard Gardener, an American psychologist, believes that we all have different types of intelligence. We use each kind of intelligence to a greater or lesser amount every day.

There are 8 kinds of intelligence and how you might use them are listed below.

- » Word intelligence – you use this when you are talking to people
- » Number / Logical intelligence – you use this when you are working out problems
- » Music intelligence – you use this when you are listening to music or learning by repetition, for example learning times tables
- » Picture intelligence – you use this when you are reading maps or looking at 3D objects
- » Body intelligence - you use this when you are playing sport or are good with your hands
- » Self intelligence – you use this when you know and understand yourself
- » People intelligence – you use this when you get on with people
- » Nature intelligence – you are using this when you are enjoying the natural world and when you are aware of your surroundings

Study skills

When learning anything new, we often need to find ways of gathering information and practising what we have learned.

We learn most things by a mixture of speaking or communicating, reading and writing and listening and doing.

Study skills for listening

- » Listen for information you want
- » Ask questions if you don't understand
- » Ask the person you are learning from to repeat what they have said
- » Practise what it is you are learning – this helps you to remember what you have learned

Study skills for speaking

- » Draw up a plan of what you want to say – for example, making telephone calls to find information, making a speech or going for an interview
- » Practise until you get it right – saying what you want to say out loud
- » Know how to ask and answer questions

Study skills for reading

- » Skim – reading to get a general gist of the information
- » Scan – reading to find particular information
- » Read for understanding
- » Read for enjoyment

Study skills for writing

- » Brainstorm your ideas – think about all your ideas and write them down
- » Use spidergrams – put a circle with your topic in the middle of a page and write your ideas around this circle
- » Write drafts – make a rough copy
- » Use the dictionary

Reviewing progress

When you are learning it is a good idea to review what you've learned.

It is not always easy to know when you have finished learning something. You go on learning some things all our lives. For example, no one is a perfect speller or knows the meaning of every word in the dictionary.

If you want to be sure that you have learned something you need to put the learning into practise. For example if you never write, you cannot know if your spelling is improving or not.

When you review your learning you:

- » look at what you've learned
- » look at what you haven't learned
- » remind yourself of information you thought you'd forgotten, such as a spelling rule
- » look at things in a new way

Reviewing your learning means that you can work out what stage you are at in your learning and see what more you have to do. Before you start, remember to fix a date for your review. And of course celebrate your progress.

Improving your skills: Hints and tips

Reading

This section has information and tips on:

- » Scanning and skimming
- » Alphabet A – Z
- » Alphabetical order
- » Using the dictionary
- » 100 most common words



Scanning and skimming

Many texts do not require close reading. For example, when you are looking up a telephone directory or reading a newspaper, you don't have to read every word. You are often just looking for a particular piece of information or getting the gist of the text. Two useful reading strategies are **scanning** and **skimming**.

Scanning: Think of looking up the telephone book. Scanning means moving quickly over a text to find the particular piece of information that you want. It is an important skill to develop as it relates to many of the reading tasks used in everyday life.

Skimming: Think of reading the front page of a newspaper. We just want to get the gist to see if a particular article is interesting to us. This is called skimming - moving our eyes over the page looking for clues as to what the piece is about. These clues can include heading, key words and photos.

Alphabet A - Z

Upper case	Lower case
A	a
B	b
C	c
D	d
E	e
F	f
G	g
H	h
I	i
J	j
K	k
L	l
M	m
N	n
O	o
P	p
Q	q
R	r
S	s
T	t
U	u
V	v
W	w
X	x
Y	y
Z	z

Alphabetical order

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

It is useful to know alphabetical order when trying to find a particular word. For example, a name in the telephone book or a word in the dictionary.

Look at a telephone book.

You will see that the surnames starting with the letter **A** come first. After that there are the surnames that start with the letter **B** and so on.

For example: Look at this list of names.

O'Reilly Young Byrne Neill McDonald Adams

In the phonebook they would be listed in this order.

Adams **B**yrne **M**cDonald **N**eill **O**'Reilly **Y**oung

Try this: Look at this list of names.

White Lynch Fagan Connell Smith Jackson

Write this list in alphabetical order as you would see them in a phonebook.

Alphabetical order

When names or words begin with the same letter then what do you do?

You look at the second letter in each word and use that to decide the order.

For example: We would find

builder
baker
beautician

written in alphabetical order in the local directory as

baker
beautician
builder

And if the first two letters of a group of words are the same, you look at the third letter and so on.

For example: Our local directory would have

butcher
builder
business

listed as:

builder
business
butcher

Using the dictionary

A **dictionary** is a book that gives the meanings of words. The words are listed in alphabetical order.

For example:

apple, bread, cake leaf, man, nose yard, zoo

Choose a dictionary to use and have it handy while you're reading this.

Notice these things:

There are **guidewords** on the top of each page.

The guideword on the **left** is the first word on the page.

The guideword on the **right** is the last word on the page.

For example:

cook cook , -v. 1 to prepare (food). 2 to alter. 3 make false (accounts, etc)	cooler cooler , -n. A cooler is a container for keeping something cool, especially drinks.
--	--

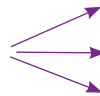
Using the dictionary

One word might have more than one meaning.

All the meanings will be listed and numbered.

For example: Here the word cook has 3 meanings.

3 different meanings of a word



cook, -v.

1 to prepare (food)

2 to alter

3 make false (accounts, etc.)

You might see letters after the word.

For example:

See the -v beside the word cook in this example.

cook, -v.

1 to prepare (food)

2 to alter

3 make false (accounts, etc.)

The -v is short for verb. Verb means action word.

Here are some other letters you might see beside a word.

n	=	noun
adj.	=	adjective
adv.	=	adverb
pron.	=	pronoun

Don't worry about these for now. They just tell us more about the type of word it is.



Contact the NALA freephone support line at 1800 20 20 65 if you would like more information on this.

100 most common words

These 100 words make up, on average, half of all reading.

a I it the all be for his on so with an before call come do from her into little make much no off or out see their there up went when will your	has if like made me my now only other right some then two well what which and he is that was at are have not said we about been by can did first go	in of to as but had him one they you back big came could down get here just look more must new old our over she them this want were where who
--	--	--

Writing

This section has information and tips on:

- » Handwriting
- » Writing sentences
- » Spelling tips
- » Filling in Forms
- » Writing a note/memo
- » Letter layout – formal
- » Letter layout - informal



Handwriting

You can improve your handwriting by practising.

Before you write

- » Sit comfortably
- » Put the paper at a slight angle
- » Check how you hold the pencil - it should be between the thumb and first finger

To form the letters you need to use different movements.

Practise these groups of exercises.

Group 1 – to practise movements

List 1	b h n m p r
List 2	b a f h i k n
List 3	i l t u y
List 4	k v w x z
List 5	c o c o c o

Group 2

List 1	a c e i m n o r s u v w x z These letters should be all the same height.
List 2	b d f h k l t
List 3	g j p q y

Group 3

ab	ja	qu
ac	je	qua
ad	ji	que
af	jo	qui
ag	ju	quo
ak		

TIP If you would like more help with handwriting, contact the NALA freephone support line at 1800 20 20 65.

Writing sentences

When do you use capital letters?

1. At the beginning of every sentence.

For example: **T**he place is lovely.

2. For the letter i when it refers to yourself.

For example: **I**'ll ring you when **I** get home.

3. For the first letter of

- **names of people**

For example: **T**ina, **A**lex, **H**icks, **O**'Connell

- **names of places**

For example: **M**ain **S**treet, **S**ligo, **P**ortugal

- **the title of a person**

For example: **M**r., **M**rs., **M**s., **D**r., **F**r., **S**r.

- **days of the week and months of the year**

For example: **M**onday, **F**riday, **J**une, **O**ctober

- **names of books, songs, films, newspapers**

For example: **E**astenders, **C**itizen **K**ane, **I**rish **I**ndependent

Full stops

A full stop goes at the end of every sentence.

For example: Jane has to go to the hospital for a check-up.

Dissolve the jelly in $\frac{1}{2}$ pint of boiling water.

Jack filled in a competition form.

The full stop may also be used to shorten words.

For example: Mr. = Mister

Dr. = Doctor or Drive

Ave. = Avenue

Rd. = Road

Co. = County

Wed. = Wednesday

Sept. = September



A sentence always begins with a capital letter and ends with a full stop.

Verbs

A verb is an action word.

For example: Mary **walks** in the park.
The swimmer **dives** into the pool.

The time of a verb is known as a tense.

There are 3 tenses:

the **present** tense
the **past** tense
the **future** tense

1. The **present** tense is used for actions happening now.

For example: I am hungry and I want to eat now.
We are reading this book together.
The concert is in the RDS.

2. The **past** tense is used for actions that have taken place.

For example: I was sick yesterday so I didn't go to work.
She went to the cinema.
The party was great.

3. The **future** tense is used for actions that will happen.

For example: I will go and book the holiday tomorrow.
The hospital will ring on Tuesday.
They will go to the races next Sunday.

Nouns

A noun is a name of an object or thing.

There are different types of nouns: 1. Common nouns

2. Proper nouns

1. Common nouns - objects around us without a special name.

For example: The letter arrived yesterday.

We saw their new couch.

They are playing with the dog.

2. Proper nouns - name given to a particular person or place.

All proper nouns begin with a capital letter.

For example: Mary and John are on holidays.

I am watching Eastenders.

The River Liffey flows through Dublin.



Contact the NALA freephone support line on 1800 20 20 65 if you would like more information on this.

Spelling tips

1. Choose a word you would like to learn to spell.
Look at something you have written.
Are there words that you think are not spelt right?
2. Now that you have chosen the word you want to spell, find out how to spell it.

You can do this by:

- » Looking up a dictionary
- » Asking somebody

3. Now that you have the correct spelling, how can you learn it?

There are many ways of developing spelling skills. Usually when we spell a word wrongly, we have some of it right!

Some of these methods include:

- a) Look, say, trace, cover, write, check

Look at the word carefully.

Say the word.

Trace over each letter with a finger or a pen or make the shape of the letters in the air.

Cover the word and try to say the letters.

Write the word without looking.

Check if it has been written correctly. If not, repeat from the top.

Practise the same word after 10 minutes, at the end of the day and the following day until you are happy that you can spell it.

b) Visual approach (learn by seeing) Look at the word and ask ...

- » Can I break the word up?

For example:

party breaks up as par / ty

forgetful breaks up as for / get / ful

- » Within the word, are there smaller words?

For example:

together = to / get / her

shoe + lace = shoe / lace

- » Does the word have a familiar beginning or ending?

For example:

unkind = un + kind

helpful = help + ful

singing = sing + ing

- » What does the word look like?

- How many tall letters are there? If so, where do they come in the word?

c) Auditory approach including phonics (learn by hearing)

Look at the word and try to:

- » Sound out the word.

TIP

To learn more about the connections between letters and sounds, contact the NALA freephone support line at 1800 20 20 65.

- » Say the word as it is spelled. For example, k-nee, lam-b

- » Look out for words that have sound patterns or rhymes.
For example: Hand, sand, land, stand, understanding

d) Kinaesthetic approach (learn by doing)

- » Write the word.
- » Trace over the letters saying each one.
- » Write the word without looking.
- » Use joined writing – this can be helpful as you see the word as one unit rather than a series of small letters.
- » Practise little and often on a regular basis.

e) Word association

Try and associate letters in a word with something to help you learn to spell a word. It is fun to think up these associations yourself. Sometimes the sillier the better as the word becomes more memorable!

For example:

occur = Oh **C**arol's **c**omputer **u**pgrade's **r**ocking

business = bus – i – ness



Contact the NALA freephone support line at 1800 20 20 65 if you would like more information on spelling.

Filling in forms

Below are common words that you will come across when filling in forms.

Surname is your second name.

For example: Byrne, Murphy, Ryan
(This may also be called Family name)

First name

For example: Mary, John, Peter
(This may also be called Christian name)

Address For example: 203 Peter's Avenue

Telephone Number For example: 01-843xxxx

Date of Birth (D.O.B.) For example: 2nd December 1971

or 02 / 12 / '71

or

0	2	1	2	1	9	7	1
Day		Month		Year			

Nationality is belonging to a certain country

For example: Irish, Welsh

Country/Place of Birth

For example: Ireland, England, U.S.A

Sex

For example: Male ☐ Female ☐

PPS Number is your Personal Public Service Number.

For example: 1234567A

Each person in the country is given one of these numbers that is unique to them. You use it for your tax affairs and when dealing with social welfare.

Filling in forms

Other questions you can find on a form are:

Please tick ✓ appropriate box

Married ☐ Single ☐ Widowed ☐ Separated ☐

Occupation is your job. For example: Office assistant, Butcher
or

Please tick ✓ appropriate box.

Employed Person ☐ Self-employed person ☐

Unemployed ☐ Pensioner ☐

Student ☐ Other, please state _____

Dependants are your children under a certain age (usually 18).

Surname		Date of Birth	Sex	Place of Birth

You are often asked to sign and date a form at the end.

Signature _____

Date _____

Writing a note/memo

There are different kinds of notes/memos.

1. Note to yourself

*Ring builders
Collect photos
Post office – TV licence
Pick Maria up at 4.30 pm*

TIP Don't worry about capital letters and full stops when you are writing a note for yourself.

2. Note to a family member or friend

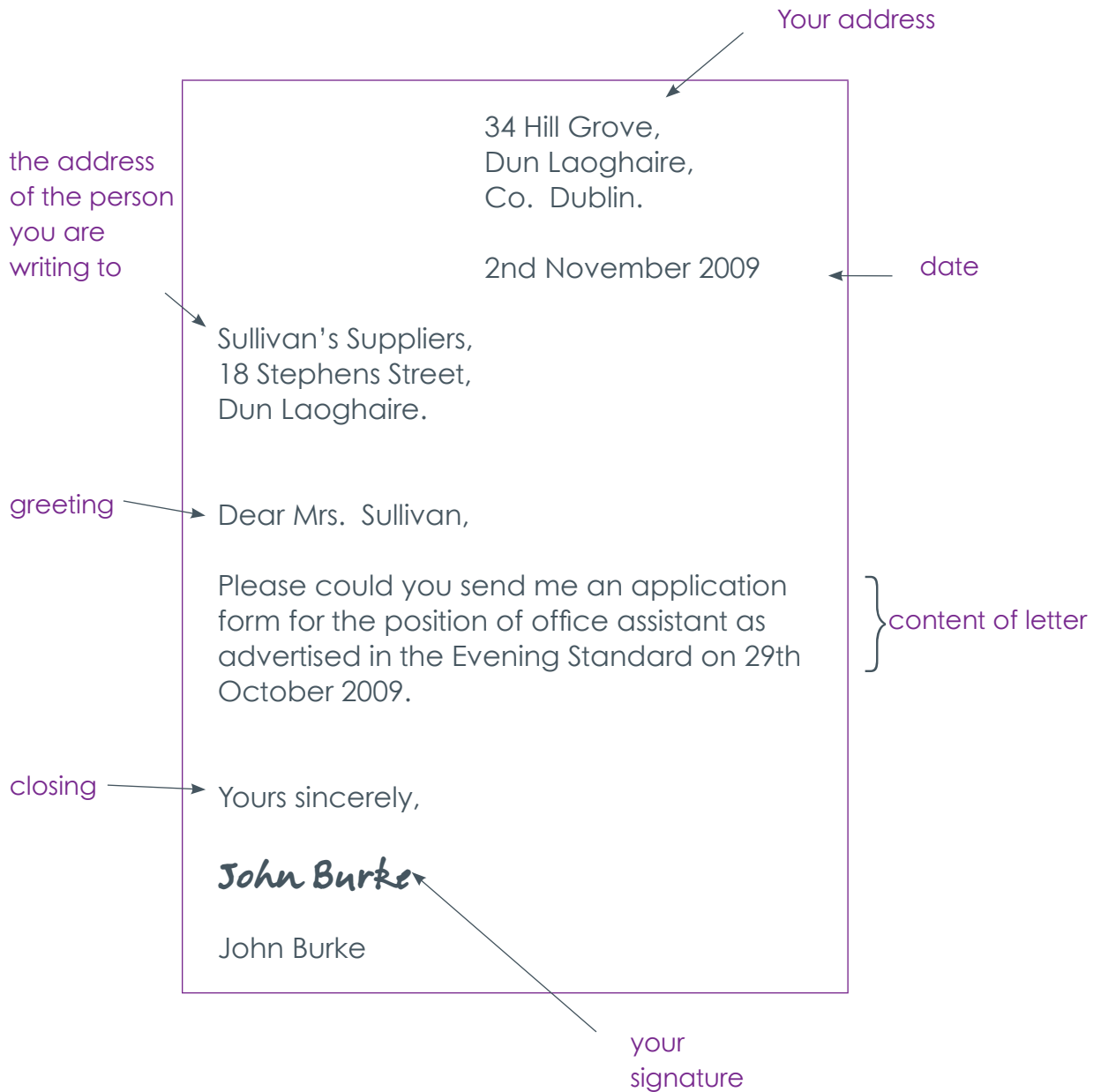
*Brian,

Damian called
– can't make it to
football practice.
Will ring you
tomorrow.

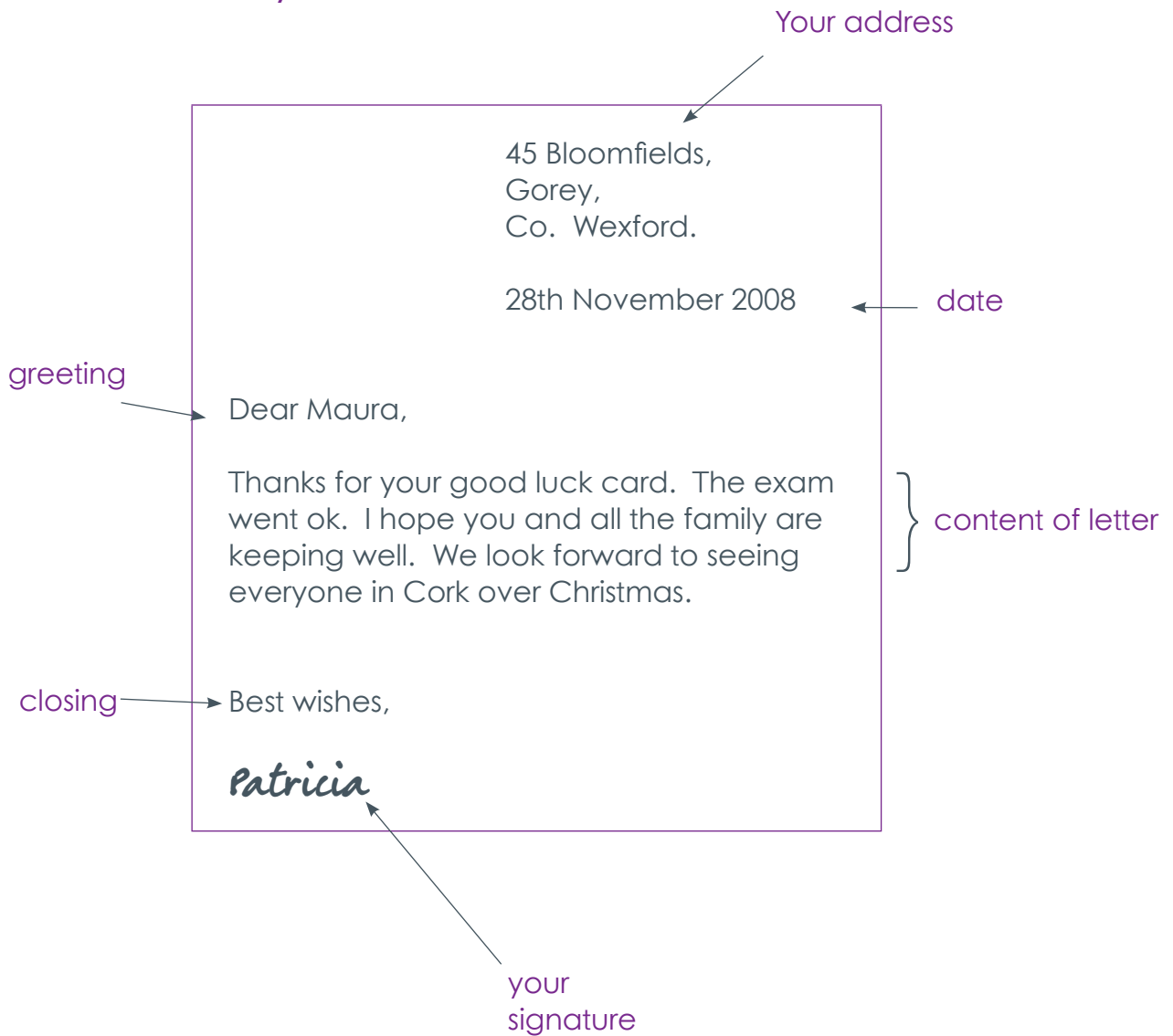
Jean*

TIP Write down the key information.

Letter layout - formal



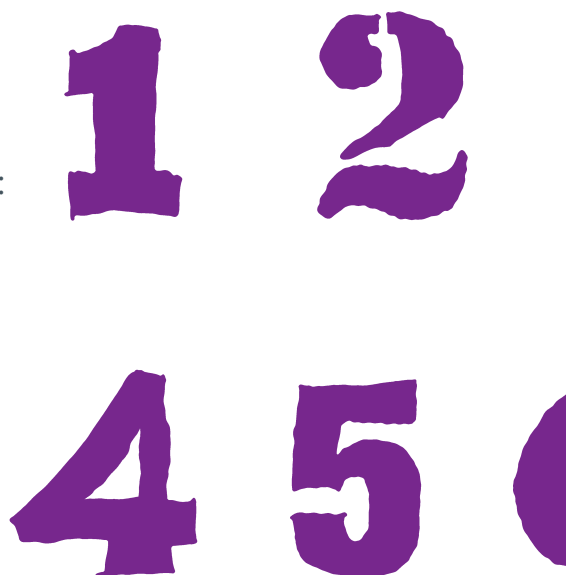
Letter layout - informal



Numbers

This section has information and tips on:

- » Time
- » Calendar
- » Writing dates
- » Numbers in words



Time: a.m. and p.m.

The news is on TV at 6 o'clock in the evening.

How do you write this time so it is clear it is 6 o'clock in the evening and not 6 o'clock in the morning?

To make it clear we use **a.m.** and **p.m.**

6 p.m. is 6 o'clock in the evening.

6 a.m. is 6 o'clock in the morning.

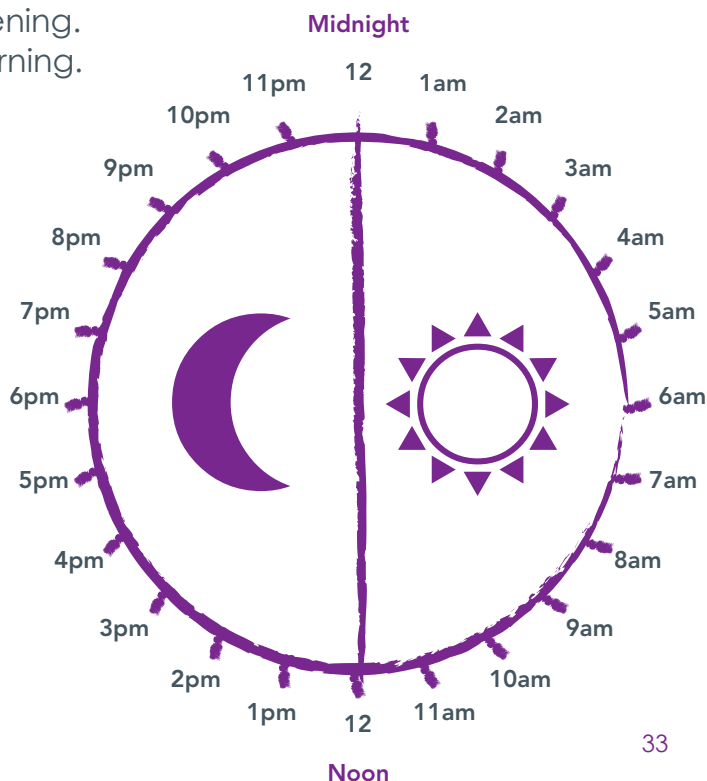
Remember

a.m.

the hours between
12 midnight, through the
morning to 12 midday.

p.m.

the hours between
12 midday, through the
afternoon and evening
to 12 midnight.



Time: 24 hour clock

There are 24 hours in one day. The 24 hour clock is mostly used when times have to be accurate. For example, for bus and train times.

The 24 hour clock shows times as usual up to 12 noon. When the time passes 12 o'clock noon (midday), instead of going back to one o'clock for the next hour it goes on to 13 o'clock, then 14 o'clock, then 15 o'clock and so on up to 24. Each hour in the day has its own number.



noon

midnight

So the 24 hour clock times are below.

Usual hours	24 hour clock	Usual hours	24 hour clock
12 o'clock midnight	00.00	12 o'clock midday	12.00
1 o'clock in the morning	1.00	1 o'clock lunch time	13.00
2 o'clock in the morning	2.00	2 o'clock return to work	14.00
3 o'clock in the morning	3.00	3 o'clock in the afternoon	15.00
4 o'clock in the morning	4.00	4 o'clock in the afternoon	16.00
5 o'clock in the morning	5.00	5 o'clock in the evening	17.00
6 o'clock in the morning	6.00	6 o'clock teatime	18.00
7 o'clock in the morning	7.00	7 o'clock in the evening	19.00
8 o'clock breakfast time	8.00	8 o'clock at night	20.00
9 o'clock start work time	9.00	9 o'clock at night	21.00
10 o'clock in the morning	10.00	10 o'clock at night	22.00
11 o'clock break time	11.00	11 o'clock at night	23.00

Calendar

Days of the week

There are **7** days in the week

Monday	Mon.
Tuesday	Tues.
Wednesday	Wed.
Thursday	Thurs.
Friday	Fri.
Saturday	Sat.
Sunday	Sun.

Months of the year

There are **12** months in the year.

January	Jan.
February	Feb.
March	Mar.
April	Apr.
May	May
June	Jun.
July	Jul.
August	Aug.
September	Sept.
October	Oct.
November	Nov.
December	Dec.



The days of the week and months of the year all begin with a capital letter.

Calendar

A calendar can sometimes look like this.

June 2008

Mon	Tue	Wed	Thurs	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Or like this.

February 2009

Mon		2	9	16	23	
Tue		3	10	17	24	
Wed		4	11	18	25	
Thurs		5	12	19	26	
Fri		6	13	20	27	
Sat		7	14	21	28	
Sun	1	8	15	22		

Writing dates

There are 31 days in a month.

24 of those dates have 'th' at the end of them.

For example:

4th fourth
10th tenth
18th eighteenth
26th twenty-sixth

Here are the other 7 dates.

1st 21st 31st
2nd 22nd
3rd 23rd

Dates are often written like this.

For example: 21st November 2008
16th March 2009

Dates can be written in other ways.

For example: 21st Nov. 2008
16th Mar. 2009

or 21/11/2008 or 21/11/'08
16/3/2009 or 16/3/'09

TIP Here's a rhyme to remember the days in each month.

30 days has September, April, June and November.

All the rest have 31 except February, 28 alone.

Except in leap year once in four, when February has one day more.

1st	11th	21st	31st
2nd	12th	22nd	
3rd	13th	23rd	
4th	14th	24th	
5th	15th	25th	
6th	16th	26th	
7th	17th	27th	
8th	18th	28th	
9th	19th	29th	
10th	20th	30th	

Numbers in words

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

21	twenty-one
29	twenty-nine
30	thirty
31	thirty-one
39	thirty-nine
40	forty
41	forty-one
49	forty-nine
50	fifty
51	fifty-one
59	fifty-nine
60	sixty
61	sixty-one
69	sixty-nine
70	seventy
71	seventy-one
79	seventy-nine
80	eighty
81	eighty-one
89	eighty-nine
90	ninety
91	ninety-one
99	ninety-nine
100	one hundred

Technology

This section has information and tips on:

- » Computers
- » Mobile phones



Computers

We are living in a world with computers all around us. When we take money out of an ATM, or send an email, we are using computers.

Here are some common computer terms that you may know.

www An abbreviation for world wide web, which is another way of saying the internet.

Chat room A website that allows you to 'chat' or e-mail more than one person at a time.

Cyber café A place where you can go to use the internet. You usually pay by the hour.

Email Known as electronic mail, where you send a message over the internet.

Download To open and save information from the internet onto your computer.

Home page The first page on a website. It usually has an index, which you click on to take you to other pages.

Server The company that provides your internet connection.

TIP Contact the NALA freephone support line at 1800 20 20 65 if you would like more information on this.

Mobile phones

A mobile phone keypad looks like this.



There are three types of keys on the mobile phone keypad.

1. Number keys with letters on them
2. A star key
3. A hash key

TIP The letters of the alphabet are written on the numbers 2 to 9. You will use these keys when you are text messaging.

Each mobile phone has a menu. The menu contains many functions.

Some of the menus are:

- » Phonebook – This lets you save names and numbers on your phone.
- » Messages – This lets you send and receive text messages.
- » Clock – This lets you set the time and an alarm. There is also a stopwatch.
- » Calculator – This lets you add, subtract, multiply and divide numbers.

TIP Contact the NALA freephone support line at 1800 20 20 65 if you would like more information on this.

Mobile phones

Texting is to send a text message from one mobile phone to another.

To get a letter you just keep pressing the number until the letter appears. For example, to get the letter 'e' you press the number 3 twice.

A text message can only contain a certain number of characters.

A character is a letter or a number.

Every time you press a key you use one character.

This is why text is often written in a form of shorthand.

Here are some examples of text language:

c – see

cd – could

gr8 – great

you – u

wd – would

4 – for

Sending text messages

On most phones these are the steps for sending a text message.

1. Press the Menu button.
2. Use the arrows to scroll down to Messages.
3. Press the Select button.
4. In the Messages menu scroll down to Write Messages.
5. Press the Select button.
6. Write your message.
7. Press the Options button.
8. Select Send on the Options menu.
9. Write in or choose the number you want to send to.
10. Press Send.



Contact the NALA freephone support line at 1800 20 20 65 if you would like more information on this.

Personal dictionary

There are new words that you will come across. It is often useful to write these words down so you can look them up if you need to.

In this personal dictionary, you can jot down new words that you find.

The diary is in alphabetical order from A to Z.

Check the spelling in a dictionary or ask someone.

<div>A a</div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div>B b</div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div>C c</div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
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Learning journal

A Learning Journal is a space for you to jot down how you are finding your learning journey.

It can help you to:

- » develop and check in on your understanding of your learning journey.
- » reflect on and take more control over your learning.

Setting a regular time for journal writing is useful.

Here are some suggested headings that you can think about.

My goal is

In the last week, I have learned

This was easy.

This was hard.

I plan to do this.

On the new few pages there are some blank learning journal pages for you to use.

Why not fill one in?

Learning Journal

Date:

Week:

My goal is:

.....

In the last week, I have learned

.....

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This was easy.

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This was hard.

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I plan to do this.

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Learning Journal

Date:

Week:

My goal is:

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In the last week, I have learned

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This was easy.

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This was hard.

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I plan to do this.

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Learning Journal

Date:

Week:

My goal is:

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In the last week, I have learned

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This was easy.

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This was hard.

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I plan to do this.

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NALA Membership Form

Please note that NALA membership runs from 1st January to 31st December each year.

Annual membership fees are as follows:

Individual membership:

Individual Member (waged)	€19.00
Individual Member (part-time waged)	€12.00
Individual Member (unwaged)	€2.50

Group membership:

Voluntary Corporate body
(e.g. Literacy Schemes,
Community based organisations etc.) €38.00

Corporate Bodies
(e.g. County Councils,
VECs and libraries etc.) €127.00

NALA Membership Form

1. Your name:

2. Address:

3. Telephone No. (s):

4. E-mail address:

6. Would you prefer to receive information from NALA by email or by post? Please tick one.

Email ☐ or Post ☐

7. NALA is interested in hearing the views of members. Occasionally Staff in NALA may contact members directly. We will not give your name to any third parties. Please let us know how you feel about being contacted by NALA in relation to you taking part in the following:

a) New developments, consultations and evaluations of literacy programmes:

Fine to contact me ☐

Do not contact me ☐

b) Media work such as newspapers, radio and television (you will be given adequate notice):

Fine to contact me ☐

Do not contact me ☐

8. Please tick whether you are:

Male ☐

Female ☐

9. Please tick what age bracket you are in.

Over 65 years ☐ 45 – 64 years ☐ 25 – 44 years ☐
18 – 24 years ☐ under 18 years ☐

10. To improve our knowledge of our membership, please tick one box. Are you:

- » An adult literacy student in a programme? ☐
- » An independent learner where you are working on improving? ☐
- » A member of the public with an interest in literacy? ☐
- » A literacy practitioner?
(please answer question below also) ☐

11. If you are a literacy practitioner, please tick whether you are:

- » A voluntary tutor? ☐
- » A paid tutor? ☐
- » An Adult Literacy Organiser? ☐
- » A Co-ordinator of a literacy programme? ☐

12. You can pay membership fees by cheque. You should make your cheque payable to NALA.

Please send this form with your cheque, in an envelope marked “Membership” to:

NALA, 76 Lower Gardner Street, Dublin 1

What is NALA?

The National Adult Literacy Agency (NALA) is an independent membership organisation, concerned with developing policy, advocacy, research and offering advisory services in adult literacy work in Ireland. NALA was established in 1980 and has campaigned since then for the recognition of, and response to, the adult literacy issue in Ireland.



National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh

76 Lower Gardiner Street Dublin 1

Telephone (01) 855 4332 Fax (01) 855 5475 Email: literacy@nala.ie

Regional offices

NALA Mullingar

Telephone (044) 9340374 Fax (044) 9345834 Email pkernan@nala.ie

NALA Cork

Telephone (021) 427 8655 Fax (021) 427 8665 Email mmurray@nala.ie

Useful websites

NALA www.nala.ie

Literacy learning and tuition www.literacy.ie

Freephone NALA 1800 20 20 65





**Seirbhísí Fostaíochta
agus Tacaíochta do
Chuardaitheoirí Poist.**
Employment and
Support Services for
Jobseekers

An Roinn Coimirce Sóisialaí
Department of Social Protection
www.welfare.ie



Jobseeker Information

This Jobseeker Information booklet tells you about our supports and services that can help you in your job search.

The first part of the booklet gives you practical advice on CVs, job letters and interviews. The second part tells you about allowances, schemes, grants and other supports that may help you in your job search.

Job Seeking Supports

- Intreo
- Preparing your CV
- Filling out an Application Form
- Writing a Cover Letter
- Developing your Job Interview Skills
- Jobs through Social Media
- Useful Jobs and Recruitment Websites
- Putting your CV on the Jobs Ireland Website

Pathways to Work

- Your Pathways to Work
- EURES Network
- Employment Supports
- Training Supports
- Income/Enterprise Supports
- Start Your Own Business
- Disability Supports
- Other Supports
- Voluntary Work
- General Information/Useful Websites



Intreo

What is Intreo?

Intreo is a one-stop shop for all employment and income supports. You can get job-seeking advice, information on vacancies and income support all in the one place.

What can Intreo offer?

- Expert help and advice on employment, training and personal development opportunities.
- A focus on you and your needs to help you enter the workforce.
- Self-service kiosks where you can get information and guidance on employment and training opportunities.
- Access to information on job vacancies through www.welfare.ie or www.jobsireland.ie. Jobs Ireland has information about jobs in Ireland and across Europe. Contact us on Jobs Ireland Lo-Call number, 1890 800 024.
- Information about the Department of Social Protection's income supports. These include jobseekers' payments, back to work and back to education payments, one-parent family payments and others.
- Help with any questions you may have about your jobseeker or any social welfare payments.

For a list of Intreo Centres, please visit:

<https://www.welfare.ie/en/pages/intreo---contact-information.aspx>



Preparing your CV

Your Curriculum Vitae (CV) should give a clear summary of your education, work experience, achievements and abilities. An employer will decide whether to interview you based on your CV.

What goes into a CV?

- Your name, address, email and phone number.
- A personal profile – this is a short paragraph giving the highlights of your qualifications, experience, specific skills and abilities. (More on personal profiles on page 4).
- Positions you have held, starting with your most recent job. Include the company names and addresses and the dates you worked for each employer.
- Relevant experience – describe your specific duties and responsibilities in bulletpoint format. Make sure the experience you describe is relevant to the job you are applying for.
- Any certificates or specific skills you may have such as computer skills (for example, Word or Excel), a clean driving licence and so on.
- Any significant achievements (these could relate to sports, arts, fund-raising for charities – anything that shows you have worked to reach a goal).
- Any voluntary or community work you may have done.
- Names of referees and contact details. If you prefer, you could simply say 'References Available on Request'.



Preparing your CV

Does layout matter?

Yes. Your CV should look attractive. It should be easy to read, well spaced and no more than two pages.

Put headings, qualifications, names of employers and positions held in bold print to highlight them.

Use the same font and size throughout. For example, this booklet uses the Arial font with the main text in 12 point size and the headings in 14 point.

Make sure there are no spelling mistakes.

Should I include a Personal Profile?

A personal profile is a short paragraph that goes near the top of your CV. It tells the interviewer at a glance what you have to offer and what type of position you are interested in. If you are applying for different jobs, you can adapt your CV to suit the jobs concerned.

Think of the personal profile as a way to sell yourself to a prospective employer. Use positive key words to emphasise your experience, skills or abilities.

What if there are gaps in my employment?

If there are gaps in your employment history, try to give positive details of how you used your time during the gaps. For example, you may have taken a year out to travel, worked as a volunteer on a particular project, returned to college to study, and so on. It's best if you can give good reasons for the gaps rather than leave questions for the reader.

Useful websites

These websites have tips, advice and sample CVs which you can adapt to create your own CV.

- www.career-advice.monster.ie
- www.cvtips.com
- www.ec.europa.eu/eures/home.jsp?lang=en
- www.europass.ie
- www.jobsearch.about.com
- www.recruitireland.com
- www.rezooom.com
- www.writeon.ie
- www.youtube.com



Filling out an application form

Some employers prefer you to fill out an application form either instead of, or as well as, sending in your CV.

- Read through the whole form and the instructions **before** filling in any sections.
- It's a good idea to write the questions and your answers on a sheet of paper first. This way you can correct any mistakes you might make before you fill in the form.
- Follow any instructions on the form such as using black ink or writing in block capitals only.
- Answer all parts of every question. If the question does not apply to you, write 'not applicable' or 'N/A'.
- Write clearly so the reader can understand your answers.
- Check spellings, punctuation and grammar.
- Read the completed form again before you send it to make sure you have answered all the questions.
- Keep a copy of the completed application form so you can look at it before an interview.



Writing a cover letter

A cover letter is the letter you send with your CV. It should give the reason you are applying for the job and – briefly – your qualifications and relevant experience. There could be many people applying for the same job so your cover letter is an opportunity to make your application stand out from the rest. Your letter should make an employer want to consider you for the job.

Do you really need a cover letter?

Yes. Your cover letter is your first opportunity to introduce yourself as a possible candidate for the job.

Can I send the same letter with every job application?

This is not a good idea. Anyone can send a standard cover letter and hope for the best, but you have a much better chance of being considered for an interview if you show you are really serious about working for the company. Do some research. Look up the company's website to find out more about the business. Say why you are interested in working for that particular company. Address your letter to a specific person whenever possible and make sure to spell names correctly.

What should I say in my cover letter?

Be concise and stick to relevant facts. Say which job you are applying for and why your experience makes you a good fit for the position. Refer to the areas of your CV that match the job requirements (that is, your qualifications and relevant experience). Cover letters should be clear and to the point. Keep the letter to one page if possible but definitely no longer than two pages.

How can I make my application stand out?

Highlight your strengths. Prospective employers want to know why they should consider you for this position above anyone else. Mention anything you achieved in your current or most recent jobs that would impress an employer such as increased sales by 25%, reduced costs by 10%, reduced absenteeism by 5%, and so on. Show how your skills, talents and experience would be a valuable addition to the company.



Writing a cover letter

Is it okay to ask about salary?

Only mention your salary requirements in your cover letter if a prospective employer asks for them. It is best to leave salary discussions until an interview.

How should I end the letter?

Be proactive. Say that you look forward to hearing from the employer and that you are available for interview whenever suits them. Give your email, home, work and mobile numbers and make sure you are available. Keep your phone close to hand and check your emails regularly.

Useful websites

These websites have useful tips and sample cover letters that you can adapt for your own cover letter.

- www.career-advice.monster.ie
- www.jobsearch.about.com
- www.tcd.ie/Careers/students/jobsearch
- www.writeon.ie



Developing your Job Interview Skills

An interview is your chance to sell yourself to a prospective employer. Prepare well and stay calm.

Before the interview

- Be clear about why you want the job and make sure you understand the job description.
- Research the company so you can show a good knowledge of what the company does.
- Know your CV. It creates a bad impression if you're not able to elaborate on qualifications, interests and experience.
- Dress suitably. Presentation is very important.
- Arrive at least 15 minutes early.
- Take the interview seriously no matter how informal it may seem.

At the interview - do's

- Make eye contact with the interviewer(s) and greet them politely.
- Concentrate on the question being asked and answer it carefully. Direct your answers to the whole panel if it is a panel interview.
- Stress your experience, strengths, achievements and qualifications, but make sure to relate them to relevant questions. Give examples and remember to include skills that you gained outside paid work.
- Be honest about why you want the job. If you are leaving a job, be positive about the reasons for your decisions.
- Try to present your weaknesses as strengths. Focus on the positive.
 - If you need time to think about your answer, say so and take the time. If you're not sure of the meaning of a question, ask for clarification.
 - Have your own questions ready to ask. Your questions should show your interest in the role.
 - If your questions are answered during the interview and you can't think of any more to ask at the end of the interview, simply say "I think you have covered all things that I wanted to know".



Developing your Job Interview Skills

At the interview – don'ts

- Don't ramble or talk about things that are not relevant.
- Don't make up an answer. If you don't know the answer to a question, say so.
- Don't rely solely on your CV to do all the talking – tell them what you'd like them to know about you. Also, don't give one-word or very brief answers. This is your chance to sell yourself.
- Don't criticise colleagues, employers or managers, past or present.
- Don't give up halfway through if you feel you are not doing well.

Questions you might be asked at interview:

- Can you talk us through your CV?
- Why did you leave your last job?
- Why do you wish to leave your current position?
- What were you doing in your last job?
- What did you like / dislike about your last job?
- What have you been doing since your last job?
- What are your greatest strengths / weaknesses?
- How do you handle stress or pressure?
- Can you describe a difficult situation at work and how you overcame it?
- What is your biggest accomplishment?

Useful websites

These websites offer advice and tips on how to prepare for interviews and the types of questions asked.

- www.career-advice.monster.co.uk
- www.careerbuilder.ie
- www.ehow.com
- www.wikijob.co.uk
- www.writeon.ie
- www.youtube.com



Looking for Jobs through Social Media

Social media sites like Facebook, LinkedIn and Twitter can help you find a job and connect with people who can help you develop your career. But it's important that the information you post online matches the information on your CV. You should also consider who may have access to your online data.

Here are some ways to use your online presence to support your job search.

Facebook

Most people use Facebook to connect with friends or people they know, but you can also use your public Facebook page for networking. Some companies have even created Facebook applications for career searches. The following are examples of useful job seeking Facebook apps.

Jobvite – this application matches your profile information to jobs in other networks. Companies and job seekers can target each other.

<https://apps.facebook.com/jobvite>

BranchOut – this career networking app lets you browse your friends on Facebook to see where they have worked. You can browse and share jobs that people in your career network have posted. Employers can post jobs for free. You can also import your LinkedIn profile to BranchOut so that you have a professional profile on Facebook. (More on LinkedIn on page 11).

www.facebookjob/branchout.htm

CareerBuilder – with this app information such as your location and career interests are used to send you relevant and up-to-date job and internship postings. You can follow a link directly from the job listing to apply for it. You can also search by keyword, location and category.

www.facebookjobsearchgroups/g/careerbuilderapp.htm

LinkUp – this app tells you about currently available jobs. Companies can automatically publish jobs from their corporate websites to their Facebook Fan pages. Recruitment and advertising agencies are also using this app.

www.facebookjobsearchgroups/g/linkup-facebook-app.htm

Rezomo – this site helps you build an online and interactive CV that you can share with employers. Rezomo helps jobseekers clearly display the key moments in their work and life experience through video, audio, documents, social media and more. It also contains a Career Hub that has advice and information for jobseekers.

www.rezomo.com



Looking for Jobs through Social Media

LinkedIn

This professional social network is very useful when you are looking for work. Here are some of the ways you can use it for your job search.

- **Personal Profile** – this is the most important feature of LinkedIn. You can upload your education, career details, skills, expertise and interests for employers to see.
- **Company Search** – this is one of the best ways to use LinkedIn. You conduct a search on a company and hopefully find people who are connected to other people you know. You then ask your personal contact to connect you.
- **Find Jobs** – this feature lets you search for jobs on LinkedIn and also suggests jobs in which you may be interested. www.linkedin.com/jobs
- **Job Postings** – employers can post jobs on the site.
- **Email** – you can send an email to everyone in your LinkedIn network.
- **Blog Link** – you can link your blog post to your LinkedIn profile. Every time you post a new blog, Blog Link updates your profile so people can see what you were writing about. The updated post also goes out in the weekly update emails to your connections.
- **Endorsements** – friends, colleagues and past colleagues can endorse your work skills and experiences and this will be visible to potential employers.

Useful Apps for Jobseekers to download

- CPL Jobs App for [iPhone](#)
- EURES Jobs for [iPhone](#)
- FÁS Courses App for [iPhone](#) and [Android](#)
- Find a Job in Ireland App for [iPhone](#)
- Glassdoor App for [iPhone](#)
- Jobseeker App for [iPhone](#) and [Android](#)
- LinkedIn App for [iPhone](#) and [Android](#)
- Monster.ie App for [iPhone](#) and [Android](#)



Looking for Jobs through Social Media

Twitter

Twitter lets you connect with other users based on your common interests. Here are some ways to use it for job searches.

- **Basic networking** – you can link with people who share your interests.
- **Connecting** – if you follow someone on Twitter, read their bio thoroughly. If they work somewhere you might be interested in, or if you think they can connect you to others, you can get in touch with them.
- **Companies** – Twitter tools like Twellow can search people's bios and the URLs on their bios. www.twellow.com.
- **Irish Job Fairy** – follow this for job listings and to help other job seekers. ([@irishjobfairy](https://twitter.com/irishjobfairy)).
- **Job Postings** – you can follow recruiters and job sites on Twitter to see their job postings (for example, [@socialmediajob](https://twitter.com/socialmediajob)).
- **Tweecal** – use this to search for jobs on Twitter by keyword and location. www.twitter.com/Tweecal
- **Twitireland** – is a directory of Twitter users in Ireland. www.twitireland.com



Useful Job and Recruitment Websites

Job Websites

Jobs Ireland
Public Jobs

www.jobsireland.ie
www.publicjobs.ie

Recruitment Websites

Active Link	Community and Voluntary	www.activelink.ie
Adecco Group	All Sectors	www.adecco.com
Career Builder	All Sectors	www.careerbuilder.ie
Career Jet	All Sectors	www.careerjet.ie
Construction Jobs	Construction	www.construction-jobs.ie
CPL Healthcare	Health	www.cplhealthcare.com
eFinancial Careers	Finance	www.efinancialcareers.ie
Finance Jobs	Finance	www.financejobs.ie
FRS Recruitment	All Sectors	www.frsrecruitment.com
Glass Door	Information Technology	www.glassdoor.com
Graduate Recruitment	Graduate	www.gradireland.com
Grafton Recruitment	All Sectors	www.graftonrecruitment.com
Green Jobs	Green Jobs	www.greenjobs.ie
Hays	All Sectors	www.hays.ie
Headhunt International	All Sectors	www.headhunt.ie
Hotel/Catering	Hotel Catering	www.hoteljobs.ie
Indeed	All Sectors	www.indeed.ie
Irish Jobs	All Sectors	www.irishjobs.ie
Jackie Brown Medical	Medical	www.jackiebrowmedical.ie
Job Search	All Sectors	www.jobsearch.ie
Manpower	All Sectors	www.manpower.ie
Monster	All Sectors	www.monster.ie
Noel Recruitment	Industrial	www.noel.ie
Osborne Recruitment	All Sectors	www.osborne.ie
Prosperity Recruitment	Media and Marketing	www.prosperity.ie
Recruit Ireland	All Sectors	www.recruitireland.com
Reed Recruitment	All Sectors	www.reedglobal.ie

These are a sample of recruitment websites available in Ireland. Any links from this document to external web sites are provided as a matter of convenience only and should not be taken as an endorsement of the contents or practices of those external websites.

How to put your CV on the Jobs Ireland Website

You must have an email address to use this service

1. Log onto www.jobsireland.ie
2. Employers can review CVs through the online CV database. You must sign up (register) if you wish for your CV to be made available to employers, through the CV database.
3. Click on 'Signing Up' on the top right hand side of the screen. You must sign up (register) if you want to send your CV to an employer.
4. A 'New Jobseeker Registration Form' will appear on the screen. Complete the form - the fields highlighted in yellow must be filled in. Once filled in, click on 'Request Registration'.
5. You will be given a username and a password. It is important to keep these safe as you will need them each time you log on to the system.
6. Click the login button to enter the Jobs Ireland menu page.
7. Once you have entered the system, it is a good idea to change your password to one that you will remember. Click on 'User Info' and follow the instructions to change your password.
8. Please remember to save your CV regularly. When all data is inserted, scroll down to the end of the page and enter a closing date in the box provided.
9. Click on 'Your CV'. Your CV template will appear on the screen and you can start to fill it in. The fields highlighted in yellow in each section must be filled in. After filling in your details for each section, press the 'save' button at the lower end of the screen. As well as saving your details, this option will bring you back to the main template. You will then have to save your details on this page as well. Scroll down to the end of the page, enter your password in the lower left-hand side of the screen and then press 'Save CV'.

Please remember:

Signing up to use the CV service does not mean that you are formally registered with Intreo/Employment Services. To register with Intreo/Employment Services, please call into your local office. For more information, please visit www.welfare.ie/en/Pages/Employment-Services-Offices.aspx



Your Pathways to Work

Services and supports to help you in your job search

You will need a Personal Public Service Number (PPSN) to register with Intreo Employment Services. Your PPS number is a unique reference number that helps you access financial supports, public services and information. Only the Department of Social Protection can provide you with a PPS number.

Employment Services - you can access details of job vacancies registered with the Department of Social Protection (DSP) at any Intreo Centre and Employment Service Office and on the Jobs Ireland website, www.jobsireland.ie or on the touch screen kiosks in any local Intreo/Employment Service Office. If you have registered with Intreo/Employment Services, you can use Lo-Call number 1890 800 024. You can find the list of the Intreo/Employment Service offices on www.welfare.ie

Guidance Interview - this is an interview with an Employment Officer/Case Officer about employment opportunities, training courses and other Services options which may help you find work.

Local Employment Services (LES) - provides access to the full range of services and facilities that are available to help jobseekers. For example, LES staff can support you through guidance interviews, by providing information, by helping you to develop a career plan and in identifying job opportunities. They can also assist you in identifying training and educational supports to help you enter or re-enter employment.

Services are provided to jobseekers referred to the LES through the Department's activation processes and also to jobseekers who engage directly with the service. The LES is delivered, under a contract arrangement on behalf of DSP. For more information visit: www.welfare.ie/en/Pages/Local-Employment-Service.aspx

Jobs Clubs - provide a drop-in-service, one-to-one meetings and formal workshops to help job seekers to assess their options, take steps towards reaching their career goals, and explore and follow-up on employment opportunities. This service will help you to take positive steps towards realising your career plans and to explore and follow-up employment opportunities.

For example, staff will help you to prepare your CV, improve your interview skills and identify job opportunities. The service is delivered through workshops and individual 'one to one' support sessions. Job Clubs also provide a 'drop-in' service, to enable you to use the facilities of the Job Club when searching for or following up employment opportunities.

Services are provided both to jobseekers referred through the Department's activation processes and also to jobseekers who engage directly with the service. Job Clubs are delivered, under a contract arrangement, on behalf of the DSP. For more information, visit: www.welfare.ie/en/Pages/Jobs-Clubs.aspx

Touch screen kiosks - Intreo/Employment Services offices have easy to use touch screen kiosks where you can find and print information on jobs and training.





EURES Network

The International Employment Services of the Department of Social Protection is part of the EURES (European Employment Services) Network established by the European Commission to assist the free movement of workers between the European Economic Area (EEA)¹ Countries.

Finding a job in Europe

If you are looking for a job in Europe, you can use EURES to:

- access a database of jobs across Europe;
- access information on living and working conditions in each country; and
- include your CV in a European database which can be viewed by European employers.

This service is free of charge.

EURES has a network of more than 800 EURES Advisers across Europe. They provide information, guidance and placement to both jobseekers and employers interested in the European job market.

The advisers have specialised knowledge in the practical, legal and administrative issues relating to working in another country. They can also access a network of advisers in 32 European countries who can respond quickly to specific recruitment enquiries.

Want more information?

EURES Advisors are located in Intreo/Employment Services Offices throughout Ireland.

You can also contact the EURES Coordination Unit by:

Phone: (01) 673 2702
Email: eures@welfare.ie
Web: www.eures.europa.eu

The European Commission is providing co-funding for EURES through the European Social Fund.

¹ Austria, Belgium, Bulgaria, Cyprus, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Slovak Republic, Romania, Slovenia, Spain, Sweden, Switzerland and the United Kingdom.



Employment Supports

JobBridge

JobBridge is the National Internship Scheme that provides work experience placements for interns for either 6 or 9 months. The aim of the Scheme is to help break the cycle where jobseekers are unable to get a job without experience, either because they are new entrants to the labour market after education or training or they are unemployed workers who want to learn new skills.

To qualify for JobBridge, you must have been claiming one of the following for a total of 3 months (78 days) or more in the last 6 months:

- Jobseekers Allowance
- Jobseekers Benefit
- One Parent Family Payment
- Disability Allowance
- Signing for credits
- Blind Persons Pension
- Widow's, Widower's or Surviving Civil Partner's contributory/non-contributory Pension
- Deserted Wives Benefit/Deserted Wives Allowance

The Department of Social Protection will pay you an allowance equivalent to your current social welfare payment plus an additional €50 a week while you are on the scheme. For more information, please see www.jobbridge.ie

First Steps

First Steps is a work placement scheme aimed at 18-24 year olds, who are signing on the live register and who have limited or no experience of work. If you think you would find it difficult to progress through candidate screening in a typical recruitment process, First Steps will help. It aims to provide you with an opportunity to learn and develop work skills and gain relevant workplace experience. You are placed in a work setting for 6 or 9 months, and the Department of Social Protection will pay you an allowance of €50 a week on top of your social welfare entitlement. You will have a mentor (adviser) during your time with the company, and the experience will help you learn new skills. For more information on First Steps, please visit www.welfare.ie

Community Employment

Community Employment (CE) is a part-time employment programme which helps long-term unemployed people to re-enter the active workforce by breaking their experience of unemployment through a return-to-work routine.

The programme will help you to develop both your personal and work skills. There are two options. A part-time integration (1 year) option and the part-time job scheme (up to 3 years) option. You work an average of 19.5 hours each week. To qualify, you must have been getting certain social welfare payments for 12 months or more. For more information on CE programmes, please visit www.welfare.ie

Tús

Tús is a community work placement initiative which provides short term working opportunities in community and voluntary organisations for unemployed people in both urban and rural areas. Participants work 19.5 hours a week for 12 months. They are paid an allowance equivalent to their social welfare payment plus a weekly €20 topup. The Department of Social Protection chooses the participants for the scheme. For more information, please visit www.welfare.ie



Employment Supports

Work Placement Programme

Anyone who is unemployed can apply for the Work Placement Programme (WPP). This is split into two categories: WPP 1 for graduates and WPP 2 for nongraduates. If you are a graduate with a level 7 qualification, you can apply for both streams.

The placements are unpaid and voluntary. However, if you are receiving certain social welfare payments, you may be allowed to keep your payment while you are on the scheme. For more information, please visit

www.welfare.ie/en/Pages/Work-Placement-Programme_holder.aspx

Gateway - local authority work initiative

Gateway is a 22-month paid work placement with a local authority. You will work 19½ hours each week. You will receive a payment equivalent to your Jobseeker's Allowance and earn an extra €20 per week, subject to a minimum weekly payment of €208. To be eligible for Gateway you must be in receipt of a Jobseeker's payment for at least 24 months (560 days) and currently be in receipt of Jobseeker's Allowance.

The Department of Social Protection chooses the participants for the scheme so there is no need to apply.

For more information, please visit www.welfare.ie/en/Pages/Gateway.aspx

Rural Social Scheme (RSS)

The RSS provides income support for farmers and fishermen and women who are receiving specific social welfare payments. In return, those participating on the RSS provide certain services that benefit rural communities.

For more information, please visit

www.welfare.ie/en/Pages/Rural-Social-Scheme.aspx

Skills to Work

Skills to Work is an online tool that helps you find out what course, training or other supports might suit your own particular needs. Several government departments got together to develop this tool to make it easier for jobseekers and employers to filter the range of supports available. Based on the answers given to a series of questions, a jobseeker is given a list of what education, re-skilling or work experience options may be available to them.

Employers can also answer a series of questions and it directs them to information on incentives available to hire a new employee who is currently on the Live Register, offer a work placement, or access skills training. The site also provides summary information on additional opportunities and government supports available to help people get back to work and to help businesses grow.

For more information about Skills to Work, please visit www.skillstowork.ie



Training Supports

Momentum

This initiative provides free education and training placements to allow jobseekers who have been unemployed for 12 months or more to gain skills and access work opportunities in growing sectors.

Momentum will provide jobseekers with:

- Access to a range of quality education and training projects,
- Links to identified job vacancies and employers,
- Work placement and support, and
- Relevant industry and NFQ (National Framework of Qualifications) Certification.

For more information on Momentum course, please visit www.momentumskills.ie

Skillnets

Skillnets offers training programmes and work placements to jobseekers. Courses may be full or part time. If you would like training to get into a specific industry, combined with a work placement, then the Job Seekers' Support Programme (JSSP) will help you to do this. Information on eligibility criteria, training and work placements is available at www.skillnets.ie or by email to info@skillnets.com.

Springboard

This higher education initiative offers a choice of free, part-time courses, from certification, to degree, to post-graduate and masters level. Springboard offers courses in sectors such as Information and Communications Technology (ICT), the medical devices sector, bio-pharma, pharmachem and green energy. For further information on Springboard, please visit www.springboardcourses.ie

The ICT Skills Programme

If you are a Level 8 (or equivalent) college graduate and you are interested in retraining in Information and Communications Technology (ICT), you may be eligible for a one year post-graduate Higher Diploma Conversion Programme where you don't have to pay for tuition.

These programmes focus on computing, programming, software and data analysis. The 15 programmes on offer will be for NFQ Level 8 jobseekers with high level numerical skills and an underlying aptitude for programming. For more information on the ICT Conversion Programmes, please visit www.ictskills.ie



Training Supports

Education and Training Board (ETB) Courses

Vocational Educational Committees (VECs) and FÁS Training Centres have merged to form 16 ETBs around Ireland. Courses that were previously offered by the VECs and FÁS are now offered by ETBs. These include full-time and part-time courses designed to improve your ability to get a job or, in some cases, to lead to further education. Guidance counsellors and information officers are available to offer you career and educational guidance, information and support.

ETB full-time courses

These are available at ETB Community Colleges, ETB Further Education and Training Colleges, ETB Adult Education Centres and outreach locations around the country.

- **Post Leaving Certificate (PLC) courses:** These are aimed at school leavers and adults, including people who are unemployed. They lead to awards at levels 5 and 6 of the National Framework of Qualifications (NFQ). Some courses also offer industry certification. You may be eligible for a grant from Student Universal Support Ireland (SUSI) or the Back to Education Allowance from Department of Social Protection.
- **Vocational Training Opportunities Scheme (VTOS):** This scheme leads to awards at NFQ levels 3 to 5 or to the Leaving Certificate. Courses last two years. You must be over 21 and have been getting a social welfare payment for more than 6 months. People made redundant may also be eligible for VTOS.
- **Youthreach:** If you are an early school leaver aged 15 to 20, this scheme will give you the opportunity to gain major awards at NFQ levels 3 to 5 so you can progress to further education, training, higher education or employment. The courses last two years. You will be paid a training allowance instead of social welfare. You may also get a childcare allowance.

ETB part-time courses

These are available at ETB Community Colleges, ETB Further Education and Training Colleges, ETB Adult Centres and outreach locations around the country.

- **Back to Education Initiative (BTEI):** This scheme is for people aged 17 and older, especially unemployed people and those without a Leaving Certificate. The aim is to help you gain skills so you can progress to further education, training, higher education or employment. The courses lead to awards at NFQ levels 1 to 6. These courses are free if you do not have a Leaving Certificate or if you get a means-tested social welfare payment.
- **Adult Literacy and Basic Education:** This programme can help you if you have difficulty with reading and writing, are over 16 years of age and are not in full-time education. There are courses in reading and writing, numbers and computers to help you build your confidence and move on to further education when you feel ready. The courses lead to awards at NFQ levels 1 to 3.



Training Supports

- **Community Education:** This gives adults, particularly those returning to education, the opportunity to study in their own community. Local community groups decide what courses are to be run. Often, the themes relate to citizenship and community development. Some of the courses may lead to NFQ awards.
- **Night Classes:** These range from hobby classes to professional courses. You must pay for these courses yourself.

Courses in ETB Training Centres (full-time and part-time)

- These centres offer the types of courses that used to be available in FÁS Training Centres and are aimed mainly at unemployed people. The courses lead to awards at NFQ levels 3 to 6 and, in some cases, may lead to industrial certification. If you are eligible for one of these courses, you will get a training allowance; travel, accommodation and meal allowances; kit and training materials; and a childcare subsidy, if relevant. You will not have to pay course fees or exam fees.
- **Traineeships:** These offer training for specific occupations and are supported by industry. They combine training centre and on-the-job training. These traineeships lead to major awards mostly at NFQ levels 5 and 6. Successful trainees may also get an industry recognised certificate which gives access to specific occupations in designated sectors.
- **Specific Skills Training:** These day courses are designed to help you learn new skills or update your existing skills.
- **Apprenticeships:** This is the traditional way to learn a trade such as carpentry or pottery. Apprenticeships generally last four years and combine training on-the-job and in training centres.
- **Community Training Centres:** These offer training and related services to young people aged 16-21 who have no Leaving Certificate or Junior Certificate and who would like to gain a qualification.
- **Specialist Training Provision:** Specialist Training Providers in 47 centres country-wide to deliver training courses to people with disabilities who require more intensive support than would be available in non-specialist training provision.
- **Local Training Initiatives:** The Local Training Initiatives programme is for 18-25 year olds and targets specific groups that may experience barriers accessing employment or mainstream training and education programmes.

For more information on ETBI, please visit www.etbi.ie

Training Supports

SOLAS Training

Once registered with Intreo, you can apply for a range of Training Programmes. If you are receiving a social welfare payment, you will get a training allowance.

You can also apply for a SOLAS evening course. If you are receiving a social welfare payment or signing on for credits with the Department of Social Protection, you can do an evening course for free.

For further information on SOLAS courses, please visit www.solas.ie

Back to Education (BTE) Programme

This programme supports you to take part in educational and personal development courses (at second or third level) that will help you find a job.

To qualify you:

- Must have been accepted onto a qualifying course,
- In general must be over 21 or over 24 for post graduate courses, and
- Must be receiving certain social welfare payments.

There are five BTE programmes and these are outlined as follows:

1. Second-Level Option

You can attend a second-level course of education at any secondary, community, comprehensive or vocational school. The course must be full-time and lead to a certificate recognised by the Department of Education and Skills or approved by Quality and Qualifications Ireland, for example, Junior Certificate, Leaving Certificate, Post Leaving Certificate or a City and Guilds Certificate.

2. Third-Level Option

You can attend a third-level course at any university, third-level college or institution, so long as the course is a full-time day course and is approved by the Department of Education and Skills for student grant purposes and/or is recognised by Quality and Qualifications Ireland.

3. Post-Graduate Option

The postgraduate option of the BTE programme is only for people who wish to take a postgraduate course of study that leads to a Higher Diploma (H.Dip) qualification in any discipline, or a postgraduate Diploma in Education (Primary or Secondary teaching). Other postgraduate qualifications including Masters are not recognised under the BTE programme.

Training Supports

4. Education, Training and Development Option

Under the Education, Training and Development Option, you may continue to get your Jobseeker's Allowance or Jobseeker's Benefit while attending certain courses of education, training or development. Your Social Welfare Local Office may make special signing-on arrangements so that you can attend your course.

5. Part-Time Education Option

The Part-Time Education Option (PTEO) allows you to keep your Jobseeker's Allowance or Jobseeker's Benefit while you attend a part-time day or evening course of education or training. Your Social Welfare Local Office must be satisfied that the course is likely to improve your chances of getting a job.

For further information on the above programmes and options, please visit www.welfare.ie/en/Pages/Back-to-Education-Supports.aspx

NALA's Distance Learning Service

NALA's Distance Learning Service is a free and confidential service available to any person including those with literacy and numeracy difficulties, as well as those wishing to gain qualifications for their existing knowledge. Users can work alone on www.writeon.ie or they can request a NALA Distance Learning Tutor to call, email, or skype them once a week at a time of the learner's choosing and work to support their learning needs.

Learners can set up a free account on www.writeon.ie which offers learning content at Levels 1 to 4 and accreditation at Levels 2 and 3 on the National Framework of Qualifications. Learners can select awards such as Career Preparation, Health and Safety Awareness, Mathematics, Communications, Information Technology, Digital Media and Internet Skills. These awards include topics such as CV writing, interview preparation and even involve a free mock interview conducted over the telephone. For more on this, Freephone NALA on 1800 20 20 65 or Freetext 'learn' to 50050.



Income/Enterprise Supports

If you are aged 18 or over and unemployed, you may be paid either Jobseekers Benefit (JB) or Jobseeker's Allowance (JA). Both payments are paid by the Department of Social Protection (DSP).

Jobseeker's Benefit

Jobseeker's Benefit (JB) is a weekly payment to people who are out of work and who are covered by social insurance. To qualify for Jobseeker's Benefit (JB), you must:

- Be fully unemployed or unemployed for at least 4 days out of 7.
- Be over 18 and under 66 years of age.
- Have enough social insurance (PRSI) contributions.
- Be capable of work.
- Be available for and genuinely seeking work.

Jobseeker's Benefit is not means tested. The duration of Jobseeker's Benefit depends on the number of PRSI contributions you have made. People with 260 or more PRSI contributions paid will receive JB for 9 months and people with fewer than 260 PRSI contributions paid, will receive JB for 6 months. For more information, please visit

www.welfare.ie/en/Pages/Jobseeker%27s-Benefit.aspx

Jobseeker's Allowance

You may get Jobseeker's Allowance (JA) if you don't qualify for Jobseeker's Benefit or if you have used up your entitlement to Jobseeker's Benefit. To get Jobseeker's Allowance you must:

- Be fully unemployed or unemployed for at least 4 days out of 7.
- Be over 18 and under 66 years of age.
- Be capable of work.
- Be available for and genuinely seeking work.
- Satisfy the means test.
- Meet the Habitual Residence Condition (HRC). Habitual residence means you are living in Ireland and have a proven close link to the state. For more information, see HRC Guidelines on www.welfare.ie

Family Income Supplement (FIS)

FIS is a weekly tax-free payment for employees on low pay, with at least one dependent child. To qualify for FIS, your average weekly family income (after tax has been taken out) must be below a certain limit (based on your family size) and you must be working at least 19 hours per week or 38 hours per fortnight. Talk to a Case Officer at your local Social Welfare Office to see if you can get this additional payment. For more information on FIS, please visit

www.welfare.ie/en/Pages/Family-Income-Supplement-FIS---SW-22.aspx

Back to Work Family Dividend

The Back to Work Family Dividend (BTWFD) scheme aims to help families to move from social welfare into employment. It gives financial support to people with children, who were getting jobseeker and one-parent family payments, who take up employment, increase their hours of employment or become self-employed. You will be paid the equivalent of any increases for qualified children that were being paid on your jobseeker or one-parent family payment for the first year in employment. This applies for families of up to a maximum of 4 children. Half that amount will be paid weekly for the second year.

Contact your Intreo centre or local Social Welfare office to get more information on the scheme or visit <https://www.welfare.ie/en/Pages/BTWFD.aspx>



Income/Enterprise Supports

Part-time Job Incentive Scheme

This scheme allows some long-term unemployed people to take up part-time work for less than 24 hours a week and qualify for a weekly payment instead of a Jobseeker's payment. If you qualify for this scheme, you may also qualify for Family Income Supplement. The part-time work must be likely to last at least two months.

Continued Child Payment

If you have been in receipt of Jobseekers Benefit, Jobseekers Allowance or have been on a Community Employment Scheme for 12 months or more and you then enter into fulltime paid employment or self-employment which is likely to last 4 weeks, you can keep the child portion of your payment for 13 weeks.

Jobseeker Allowance and Self-Employment

Self-employed people may apply for the means-tested Jobseeker's Allowance (JA) if their business ceases or if they are on low income as a result of a downturn in demand for their services. They must satisfy the means test in order to qualify for JA.

Short Term Enterprise Allowance

The Short Term Enterprise Allowance (STEA) will support you if you want to start your own business. To qualify you must be getting Jobseeker's Benefit (JB) and have paid 104 PRSI contributions. The allowance replaces your JB with a weekly payment of a similar amount for up to either 6 or 9 months depending on your JB entitlement.

Back to Work Enterprise Allowance (BTWEA)

If you are long-term unemployed and qualify for this payment, this can help you be self-employed while still being able to keep a social welfare payment for two years. You would get your full social welfare payment in the first year and three-quarters of it in the second year.

To qualify, you must set up a business that a Local Integrated Development Company or an Intreo Case Officer approved in writing, and be in receipt of one of the qualifying for at least 12 months.

Benefit of Work Ready Reckoner

The Benefit of Work Ready Reckoner is a useful tool if you are in receipt of a Jobseeker's Payment and looking to take up work. It gives you a rough comparison of what your current social welfare payment is relative to what you would get paid if you took up fulltime work. To use the Benefit of Work Ready Reckoner tool, please log on to <http://bow.welfare.ie/en>

For further information on the above programmes, please log on to www.welfare.ie



Start Your Own Business

Setting up your business

You can set up a business as a sole trader, as a partnership or as a limited company. The type of structure you choose depends on the kind of business you are running, with whom you will be doing business and your attitude to risk. For more information, please visit www.localenterprise.ie/

Sole trader: It is relatively simple to set up as a sole trader, but if your business fails, your personal assets such as your home could be used to pay your creditors (these are the people to whom you owe money). You must register as a self-employed person with the Revenue Commissioners. If you want to use a business name, you must register this with the Companies Registration Office (CRO) at www.cro.ie

Partnership: This is where two or more people agree to run a business in partnership with each other. The partnership agreement should be drawn up by a solicitor. The partners are jointly responsible for running the business and, if the business fails, all partners are jointly responsible for the debt.

Limited company: If you set up your business as a limited company, the business is a separate legal entity. If the company gets into debt, the creditors generally only have a claim on the assets of the company. The company must be registered with the CRO and the company reports and accounts must be returned to the CRO each year.

Funding

Local Enterprise Offices (LEOs) provide a range of financial supports to help with the set up or growth of small businesses employing up to 10 people. The funding depends on:

- the sector of the economy in which the business operates or intends to operate; and
- the size or proposed size of the business.

You cannot backdate grant support to cover money already spent setting up or expanding the business. For more information, please visit www.localenterprise.ie

Supporting Small and Medium Enterprises (SMEs) Online Tool

The Supporting SMEs Online Tool will tell you which government services and supports are available to you. You will be able to get information on the range of government supports for accessing credit, funding, finding your nearest Local Enterprise Office and download all your search results into a document tailor made for your use.

Further information is available at <https://www.localenterprise.ie/smeonlinetool/>

Enterprise Ireland supports High Potential Start-Up (HPSU) companies. These are start-up businesses with the potential to develop products or services for sale on international markets and create 10 jobs and €1 million in sales within four years of starting up.

Start Your Own Business

Innovation Voucher

These vouchers, worth €5,000, are available to help start-up companies to work with a registered college or knowledge provider in Ireland or Northern Ireland to explore a business opportunity or solve a technical problem. The HPSU must be registered with the Companies Registration Office (CRO).

New Frontiers Entrepreneur Development Programme

This programme is run in partnership with the Institutes of Technology. It supports entrepreneurs with innovative business ideas who are planning to establish and run their own company. These supports include mentoring, incubation space and a €15,000 scholarship payment to speed up the development of the business and to give the entrepreneur(s) the skills and contacts needed to successfully start and grow a company.

Competitive Feasibility Fund

This funding helps start-up companies or individual entrepreneurs to investigate the viability of their business or business idea. Competitions to award this funding are held throughout the year.

Mentor Grant

This grant is to pay an experienced business mentor to help you in the start-up phase of your business or advise you on specific areas of your plans. For more information, please visit www.enterprise-ireland.com/en/funding-supports/

National Digital Research Centre (NDRC)

This centre helps entrepreneurial teams to transform solid business ideas into commercially viable start-ups. One of the programmes within NDRC is LaunchPad, LaunchPad provides emerging start-up businesses with:

- hands-on mentoring to guide development;
- 12 weeks working alongside other start-ups, innovators and investors; weekly workshops and networking with experts;
- micro-seed investment of up to €20,000;
- the opportunity to pitch to investors at a special end-of-year event.

For more information, please visit www.ndrc.ie/

Useful Links

www.dit.ie/hothouse/
<http://ie.wayra.org/>
<http://dogpatchlabs.com/>
www.frontline.vc/
www.deltapartners.com/
www.kernelcapital.ie/
www.enterpriseequity.ie/
www.meetup.com

<https://angel.co/seedcamp>
www.ucd.ie/innovation/
www.rubiconcentre.ie/
www.launchbox.ie/
www.ryanacademy.ie/
www.healthxl.co
www.kickstarter.com
www.indiegogo.com
www.f6s.com



Disability Supports

Employee Retention Grant Scheme

This scheme helps keep you in employment if you get an illness, condition or impairment that affects your ability to do your job. The grant is given to employers to retrain you for another job in their organisation or help you to continue in your regular work by introducing some changes to your work equipment or elsewhere.

Supports for people with disabilities looking for work

Supported Employment Programme / EmployAbility Service

This programme helps people with disabilities to get and keep a job. If you have a disability and wish to take up paid employment or you need help finding a job, this service can help you. It provides supports such as job coaches who help you find suitable work.

Workplace Equipment Adaptation Grant

This grant provides funding for an employee with a disability to make their workplace equipment more accessible.

Personal Reader Grant

This grant provides funding for a personal reader to help a blind or visually impaired person in their work for up to 640 hours a year.

Job Interviewer Interpreter Grant Scheme

This grant provides funding for an interpreter to accompany a person with a speech or hearing impairment to a job interview.

For further information on the above programmes, please log on to www.welfare.ie



What is JobsPlus?

JobsPlus is an employer incentive, which encourages and rewards employers who offer employment opportunities to those on the live register who satisfy certain conditions.

The Department of Social Protection pays the incentive to the employer monthly in arrears over a two year period. There are two levels of incentive **€7,500** and **€10,000**.

An employer will be paid **€7,500** over a two year period if they recruit and retain you if you are:

- unemployed for more than 12 months, but less than 24 months; or
- under 25 years of age (JobsPlus Youth) and unemployed for at least 4 months in the previous 6 months; or
- in receipt of the Jobseekers Allowance Transition Payment. (No qualifying period applies.); or
- a past recipient of the One Parent Family Payment Scheme whose youngest child is 14 years of age or over and you have transferred to Jobseekers Payments. (No qualifying period applies.)

An employer will be paid **€10,000** over a two year period if they recruit and retain in their employment a person who is unemployed for more than 24 months.

How do I apply?

Employees and employers can register online with the Department of Social Protection at www.jobsplus.ie to be approved as an eligible employee / employer.

The Department will process your request and, if you qualify, we will mail you a two-part JP1 form. If after an interview with a potential employer, the employer asks to see if you qualify for JobsPlus, you should show them the two-part JP1 form confirming that you are eligible.

Part A of the JP1 form will confirm that you qualify and the rate of payment to a prospective employer if they employ you. You should sign Part A of this part. The employer will complete Part B if they are going to employ you.

It is up to the employer to offer the position to the person they decide to be most suitable for their vacancy.

Where can I get more information?

Further information and advice on the JobsPlus incentive is available by accessing www.jobsplus.ie, sending an email to jobsplusinfo@welfare.ie, calling (071) 967 2535 / 967 2583 or by visiting any of the Department's offices.

Other Supports

Supplementary Welfare Allowance

If you have low or no income you may be eligible for a Supplementary Welfare Allowance. This is a weekly payment to help with your rent or mortgage interest payments or for urgent or exceptional needs. There are conditions associated with this allowance, so it is best to check with your local Social Welfare Office to find out if you qualify.

Signing-off the Live Register to take up a job or training for a short time

If you sign off the Live Register to take up work for a short period or to go on a short training course, there is now a fast track system in place where you can sign on quickly and receive benefits after your work or course finishes. It is important that you tell your local Social Welfare Office before you take up work or training.

Supports for people returning to work, looking for work or working part-time

If you are unemployed and getting either Jobseeker's Benefit or Jobseeker's Allowance, you can accept an offer of part-time work and you may still be able to qualify for your Benefit for the days you are unemployed. Working part-time is allowed, providing that you are:

- Unemployed for at least 4 days out of the 7-day social welfare employment week,
- Genuinely seeking full-time employment, and
- Available for work in respect of the days that you are unemployed.

For more information, please visit www.welfare.ie





General Information/Useful Websites

Labour Market Information

You can get information on skills, jobs and training in Ireland, Europe and Internationally on <http://lmi.solas.ie/>

How to check that your qualifications are recognised in Ireland

Qualifications recognition (part of Quality and Qualifications Ireland), can help you get academic recognition in Ireland of any foreign qualifications you may have. The service offers advice and information on how you can compare foreign qualifications to an award on the Irish National Framework of Qualifications (NFQ).

You can download the Qualifications Recognition application form from www.qqi.ie

Where can I find information on wages and employment rights?

The following are website links to various agencies with relevant information:

Department of Jobs, Enterprise and Innovation
National Employment Rights Authority

www.enterprise.gov.ie
www.employmentrights.ie

Voluntary Work

You can take up voluntary work while signing-on. This can help you gain new skills and increase your chances of getting a job.

Under the Social Welfare Voluntary Work Option you can take up voluntary work in a community organisation and keep your Jobseekers Allowance/Benefit. To avail of this option, you must be available to take up work and genuinely seeking work.

Further information is available on www.welfare.ie, www.volunteeringireland.com, www.vis.ie and www.eurodesk.ie



General Information/Useful Websites

E-College
Careers Portal
Citizens Information Board
Education and Training Boards Ireland
Graduate Ireland
Irish National Organisation of the Unemployed
Money Advice and Budgeting Service
National Adult Literacy Agency
National Consumer Agency
Psychometric Tests
Qualifax
Quality and Qualifications Ireland
SOLAS

www.ecollege.ie
www.careersportal.ie
www.citizensinformationboard.ie
www.etbi.ie
www.gradireland.com
www.inou.ie
www.mabs.ie
www.nala.ie and www.writeon.ie
www.itsyourmoney.ie
www.shl.com
www.qualifax.ie
www.qqi.ie
www.solas.ie

*This booklet is intended as a guide only and is not a legal interpretation.
We have provided links to external web sites for your convenience only.
This does not mean that we support or approve them.*

The European Commission is providing co-funding to Tús, JobsPlus, BTWEA and JobBridge (including First Steps) schemes for participants under 25 years. These schemes are being backed jointly by the Youth Employment Initiative (YEI), the European Social Fund (ESF) and the Department of Social Protection on an equal funding basis.



EUROPEAN UNION
Investing in your future
European Social Fund

Fáilte chuig Leabharlann Chiarraí

An leabharlann a úsáid

- Tabhair leat do chárta leabharlainne i gcónaí chun leabhair a fháil ar iasacht agus áiseanna ríomhaireachta agus stadéir a úsáid.
- Cláraigh ag brainse nó ag leabharlann taistil amháin. Is féidir do chárta leabharlainne a úsáid ag ionad seirbhíse ar bith de chuid Leabharlann Chiarraí.
- Níl an leabharlann freagrach as sealúchas pearsanta.
- Níl iompar a théann chun dochair d'úsáideoirí eile agus d'fhoireann na leabharlainne ceadaithe.
- Ní sé ceadaithe páistí a bheith sa leabharlann gan duine ina bhfeighil.
- Balbhaigh fóin phóca sula dtagann tú isteach sa leabharlann.
- Is breá le foireann na leabharlainne cabhrú leat.



Tá leabharlann in aice leatsa...

Uaireanta Oscailte

Leabharlanna Thrá Lí, Chill Áirne agus Lios Tuathail:

Luan go Satharn: 10.00rn - 5.00in
Máirt agus Déardaoin: 10.00rn - 8.00in

Leabharlann an Daingin

Luan go Satharn: 10.00rn - 5.00in
Déardaoin: 10.00rn - 8.00in

Leabharlann Chathair Saidhbhín

Máirt go Satharn: 10.00rn - 5.00in
Déardaoin: 10.00rn - 8.00in

Leabharlanna Eile

Máirt go Satharn: 10.00rn - 5.00in

Oscloíonn na Leabharlanna gach Satharn seachas ag deireadh seachtaine saoire bainc.

Roinn Stadéar Áitiúil agus Cartlann, Trá Lí

Luan go hAoine 10.00 rn - 5.00 in

Sonraí seo cruinn, Bealtaine 2014

Seirbhísí Leabharlann Chiarraí á úsáid



**Leabharlann
Chiarraí**

A service of
Kerry County Council

www.kerrylibrary.ie

Bain taitneamh as an Follasú



Welcome to Kerry Library

Using the Library

- Always bring your library card to borrow books and to use computer facilities and study spaces.
- Register at one branch or mobile library only. Your library card may be used at any Kerry Library.
- The library is not responsible for personal belongings.
- Persons using the library must not behave in a manner that adversely affects other users and library staff.
- Children should not be left unsupervised in the library.
- Please switch mobile phones to silent before entering the library.
- Library staff will be happy to assist you.



There's a Library near you...

Opening Hours

Tralee, Killarney and Listowel Libraries:

Monday to Saturday: 10.00am - 5.00pm
Tuesday and Thursday: 10.00am - 8.00pm

Leabharlann an Daingin

Monday to Saturday: 10.00am - 5.00pm
Thursday: 10.00am - 8.00pm

Caherciveen Library

Tuesday to Saturday: 10.00am - 5.00pm
Thursday: 10.00am - 8.00pm

All other libraries:

Tuesday to Saturday: 10.00am - 5.00pm

All Libraries open every Saturday other than Saturdays of Bank Holiday Weekends.

Local Studies & Archives Section, Tralee

Monday — Friday: 10.00 am - 5.00 pm

Details correct as of May 2014

A service of
Kerry County Council

www.kerrylibrary.ie

**Kerry
Library**

Enjoy the Discovery

Using Kerry Library Services

Tá naoi mBrainse den Leabharlann ag Comhairle Contae Chiarraí:

Baile an Bhuinneánaigh	068 27615
Cathair Saidhbhín	066 9472287
Oileán Ciarraí	066 7163403
An Daingean	066 9151499
An Neidín	064 6641416
Cill Áirne	064 6632655
Cill Orglan	066 9761272
Lios Tuathail	068 23044
Trá Lí	066 7121200



Freastalaíonn dhá Leabharlann Taistil ar bhreis agus 90 áit ar fud Chiarraí chomh maith.

Féach www.kerrylibrary.ie/mobile.pdf

Leabharlann Taistil 1	087 2896998
Leabharlann Taistil 2	087 6656412

I gCeannáras na Leabharlainne i dTrá Lí tá seirbhís speisialaithe Staidéar Áitiúil agus Chartlann — fón: 066 7121200
Rphoist: localhistory@kerrylibrary.ie



[twitter](https://twitter.com/kerrylibrary) @kerrylibrary.ie

Ballraíocht

Chun clárú, comhlánaigh foirm iarratais agus beir leat cruthúnas céannachta agus seoladh e.g. ceadúnas tiomána, bille fónais, srl. Tá foirmeacha iarratais ar fáil ag gach leabharlann agus ar líne ag www.kerrylibrary.ie

Tá ráthóir riachtanach má tá tú faoi 18 bl.

A bhfuil ar fáil ar iasacht!

Ball sóisearach/ fásta: suas le 8 rud ar feadh 3 sheachtaine.

Chun do leabhair a athnuachan

- Ar an bhfón
- Cuairt ar do leabharlann
- Ar líne www.kerrylibrary.ie

Táillí ballraíochta

Táille bhallraíochta bhliantúil de €5.00, chomh maith don baill na leabharlanna taistil, agus daoine ag úsáid Wi/Fi & an t-idirlíon. Díolúine do pháistí, scoláirí dara leibhéil, sheanóirí agus do iarrthóirí tearmainn ar sholáthar díreach. Fíneálacha as leabhair a bheith thar téarma.

Do UAP don leabharlann

Faigh Uimhir Aitheantais Phearsanta chun an leabharlann a úsáid ar líne agus do leabhar athnuachan.

Seirbhísí áirithe sa Leabharlann Áitiúil

- Closleabhair, leabhair le cló mór
- Nuachtáin laethúla agus irisí
- Leabhair d'aoisigh agus do pháistí
- Lasachtaí móra agus leabhair don ranganna
- Leabhair thagartha
- Clár gníomhaíochtaí leabharlainne
- Grúpaí léitheoireachta & tacaíocht litearthachta
- Staidéir Áitiúla agus Cartlanna
- Idirlíon agus Wi-Fi



Seirbhísí ar line

- Catalóg ar line agus athnuaigh iasachtaí atá amuigh agat ar: www.kerrylibrary.ie
- Nuachtáin náisiúnta agus idirnáisiúnta ar fáil ar líne do bhaill ar www.kerrylibrary.ie
- Cúrsaí teangacha ar líne
- Encyclopaedia Britannica agus World Book ar líne
- Cartlann dhigiteach nuachtáin ó Éirinn agus The Kerryman ar líne
- Luacháil Uí Ghríofa 1848 – 1864 agus Daonáirimh 1901 & 1911
- Iarratais leabhar ó leabharlanna in Éirinn www.borrowbooks.ie

Iarratais leabhar ó leabharlanna i gCiarraí www.kerrylibrary.ie

Kerry County Council operates 9 Branch Libraries throughout the County:

Ballyunion	068 27615
Caherciveen	066 9472287
Castleisland	066 7163403
Dingle	066 9151499
Kenmare	064 6641416
Killarney	064 6632655
Killorglin	066 9761272
Listowel	068 23044
Tralee	066 7121200



In addition 2 Mobile Libraries serve over 90 locations around Kerry.

Log onto www.kerrylibrary.ie/mobile.pdf

Mobile Library 1	087 2896998
Mobile Library 2	087 6656412

At Library Headquarters in Tralee there is a specialised Local Studies and Archives Service — phone: 066 7121200
E-mail: localhistory@kerrylibrary.ie



[twitter](https://twitter.com/kerrylibrary) @kerrylibrary.ie

Membership

Join by completing an application form and showing proof of identity and address e.g. driver's licence, utility bill, etc.

Application forms are available at each library or online at www.kerrylibrary.ie

Under 18's need a guarantor.

What you can borrow?

Junior/Adult Members: Up to 8 items for a period of 3 weeks.

Renew your books

- By phone
- Visit your library in person
- Online at www.kerrylibrary.ie

Membership charges

Annual membership charge is €5.00 for adult borrowers including Mobile Library members and WiFi/Internet users. Children, second level students, senior citizens and direct provision asylum seekers are exempt. Fines are payable on overdue books.

Your Library PIN

Obtain your 4 digit number to allow access to online library services and to renew your books

Some services available at your Local Library

- Audio books, large print books
- Daily newspapers, magazines
- Adult & children's books
- Block loans & classroom novels for schools
- Reference books
- Library activities programme
- Reading groups & literacy support
- Local studies & Archives
- Internet and Wi-Fi



Online Services

- Online catalogue and renew your books online at www.kerrylibrary.ie
- National and international newspapers online available to members via www.kerrylibrary.ie
- Language courses online
- Encyclopaedia Britannica & World Book online
- Irish Newspapers Archive incl. The Kerryman online
- Griffith's Valuation 1848 - 1864 & Census 1901 & 1911
- Book requests from other Irish libraries www.borrowbooks.ie

Request books from any Kerry library online at www.kerrylibrary.ie



Punctuation vocabulary

Copy the following punctuation and names of the punctuation using the words from the box below. The first one is done for you.







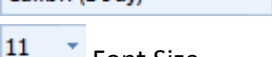




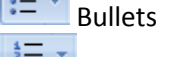






?	? question mark
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percent	full stop
comma	brackets
exclamation mark	euro sign
forward slash	speech marks
at (for e-mail)	and
apostrophe	colon
dash or hyphen	dollar sign
semi-colon	asterisk
question mark	

Formatting Features

Apply text formatting to include bullets, numbering, change case, apply bold, underline, italics, font, font size, font colour, and text and image alignment

The following are the commonly used word processing icons and their functions:

-  Cut
 -  Copy
 -  Paste
 -  Bold
 -  Italic
 -  Underline
 -  Font Name
 -  Font Size
 -  Increase and Decrease Font
 -  Font Colour
 -  Text Highlight Colour
 -  Text and Image Alignment
 -  Bullets
 -  Numbering
 -  Decrease or Increase Indentation
 -  Change Case
 -  Line Spacing
 -  Format Painter
-
- Practise using the following keyboard shortcuts to modify your documents:
 - Ctrl X for Cut
 - Ctrl C for Copy
 - Ctrl V for Paste
 - Ctrl Z for Undo
 - Ctrl B for Bold
 - Ctrl U for Underline
 - Ctrl I for Italics