



# NALA

## Distance Learning Service

### Final Evaluation

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# Glossary of Abbreviations

Abbreviation	Description
ALCES	Adult Literacy and Community Education Schemes
ALMA	Adult Literacy Media Alliance
ALS	Adult Literacy Service
BCI	Broadcasting Commission of Ireland
BTEI	Back to Education Initiative
CE	Community Employment
DEIS	Delivering Equality of Opportunity in Schools
ESOL	English for Speakers of Other Languages
IALS	International Adult Literacy Survey
ICT	Information and Communications Technology
ITABE	Intensive Tuition in Adult Basic Education
NALA	National Adult Literacy Agency
NALC	National Adult Learning Council
NAPS	National Anti Poverty Strategy
NQAI	National Qualifications Authority of Ireland
NDP	National Development Plan
NFQ	National Framework of Qualifications
OECD	Organisation for Economic Cooperation and Development
PLC	Post Leaving Certificate
PSB	Public Sector Broadcaster
STTC	Senior Traveller Training Centres
VEC	Vocational Education Committee
VTOS	Vocational Training Opportunities Scheme

## Survey Sample Definitions

The following survey sample definitions were used:

- ❑ **Survey Sample 1a** – 26 individuals still availing of NALA’s Distance Learning Service in November 2008 – ‘Active Engaged’ telephone interviews.
- ❑ **Survey Sample 1b** – 19 individuals who had availed of NALA’s Distance Learning Service, and had moved. – ‘Inactive from Active’ telephone interviews.
- ❑ **Survey Sample 2** – 18 individuals who had been referred to a VEC by a NALA Tutor – ‘Inactive referred’ participant interviews.
- ❑ **Survey Sample 3** – 42 individuals who had been referred to other support services on making a first call to NALA – ‘Learners who were referred on first call’.

For the purposes of analysis, survey samples 1a and 1b were combined into **Group 1**, with survey samples 2 and 3 forming **Group 2** and **Group 3**, respectively.

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## 2 Executive Summary

This evaluation of the National Adult Literacy Agency (NALA) Distance Learning Service was designed to help to inform future developments, and allow NALA to continue to improve its service.

The stated evaluation aims were to: -

- ❑ Establish if NALA's Distance Learning Service provides callers with a service that meets their needs;
- ❑ Provide evidence-based recommendations for the Distance Learning Service to inform and shape future development; *and*
- ❑ Develop a profile of the service users as a means of increasing the organisation's knowledge and understanding of the target group.

### 2.1 National Adult Literacy Agency

NALA is an independent membership organisation, established to develop policy, undertake advocacy and research, and provide advisory services in adult literacy work in Ireland.

NALA campaigns for the recognition of adult literacy issues in Ireland.

The organisation's mission is to ensure people with literacy and numeracy difficulties can fully participate in society, and have access to learning opportunities that meet their needs. In realising this objective, NALA is committed to widening access to literacy learning opportunities through the use of distance learning approaches. This is reflected by the inclusion of distance learning provision as part of the organisations *Strategic Plan 2007 – 2010*<sup>1</sup>.

### 2.2 Distance Learning Programme

Since 2000, NALA has been using the mass medium of television to highlight literacy issues, outline supports that are available, motivate people to return to education and provide adults with opportunities for learning in the privacy of their home. In 1997, the numbers participating in the adult education in Ireland was estimated to be around 5,000 people. This represents approximately 1% of those found to be at Level One in the International Adult Literacy Survey[2], the results of which equated to approximately 500,000 Irish people. Recognising the barriers to participation<sup>2</sup>, NALA embarked on the development of tools and methodologies to improve literacy levels through the application of mass media techniques. With

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<sup>1</sup> Objective 2, Project 3 states that NALA will 'develop and supply a range of distance literacy and numeracy learning programmes with our broadcast, funding and development partners.' (NALA, 2007a)

<sup>2</sup> Bailey, I. & Coleman, U. (1998). *Access and Participation in Adult Literacy Schemes in Ireland*. Dublin: NALA.

few other international examples to follow, this proved to be groundbreaking, but challenging work.

The use of television as a medium represents one aspect of NALA's Distance Learning Service. The other interconnected elements of the service are: -

- ❑ A Freephone distance learning tutor support team;
- ❑ Print materials; *and*
- ❑ Web sites.

The service is advertised through a national promotional campaign, and each television programme broadcasts the Freephone number: 1800 202065.

## 2.3 Evaluation Methodology

The evaluation methodology adopted used two points of perspective: -

1. Measurement of the relevance and effectiveness of the Distance Learning Service as a support tool for adult learners with literacy difficulties; *and*
2. Examination of evidence-based data to shape and inform how the Distance Learning Service might be developed.

To achieve this, the methodology was designed to: -

- ❑ Assess the **performance** of the Distance Learning Service;
- ❑ Assess the **effectiveness** of the Distance Learning Service;
- ❑ Determine the **efficiency** of the Distance Learning Service;
- ❑ Determine the **relevance** of the Distance Learning Service;
- ❑ Identify any **barriers** experienced by the Distance Learning Service; *and*
- ❑ Identify any **secondary effects**.

## 2.4 Evaluation Process

Between the end of April 2008 and the end of July 2008, there were 658 calls to the Freephone service. Of these 658 callers, 364 were male and 284 were female. There were 10 callers where gender was not stated. 425 callers stated the location that they were calling from. Of these 425 callers, the majority were from counties Dublin, Cork, Kildare and Galway.

Of the 658 callers to the Freephone service, 293 left contact details.

NALA staff contacted all 293 callers to determine the number who would be willing to participate in the evaluation. The confidentiality and anonymity of the evaluation was emphasised to all callers. From this, 138 people agreed to take part in the evaluation.

The evaluators were unable to contact 33 callers. This was either due to callers not wanting to talk to evaluators, not answering the phone or not replying to messages. Therefore, 105 callers took part in the evaluation representing 16% of all callers to

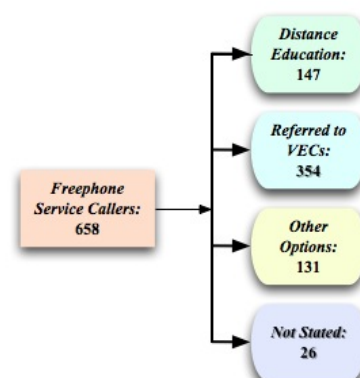


the NALA Freephone service, and 36% of all callers to the Freephone service who left contact details.

Figure 1 - Freephone Service Callers

Of these 105 callers: -

- ❑ 23 were people who were availing of NALA's Distance Learning Service;
- ❑ 17 were people who availed of the NALA's Distance Learning Service and had moved on from that service;
- ❑ 18 were people who called the Freephone service, received a call back from a tutor and were ultimately referred to the VEC;
- ❑ 42 were people who called the Freephone service and were referred to other support services on the first call; *and*
- ❑ 5 people who engaged with the service took part in a focus group.



## 2.5 Conclusions

The NALA Distance Learning Service aims to ensure people with literacy and numeracy can overcome their difficulties, and fully participate in society through gaining access to learning opportunities that meet their needs. To meet this goal, NALA is committed to widening access to literacy learning opportunities through the use of distance learning approaches.

The evaluation confirms that the NALA Distance Learning Service provides callers with a service that meets their needs, and provides a learner-centred approach. The Distance Learning Service addresses learner goals, assists them in devising individual learning plans to meet these goals, provides a tailored learning experience, and tracks the progress of individual learners. One of the main reasons for engaging with the Distance Learning Service is the need and desire for anonymity expressed by the learners. The Distance Learning Service is a particularly effective mechanism for attracting male learners.

### 2.5.1 Key Findings

A number of key findings emerged from focus session and interviews conducted with callers to the NALA Freephone service.

- ❑ The Distance Learning Service developed by NALA aims to focus learning around the needs of the individual. This provides the learner with tailored and personalised work plans;
- ❑ Distance Learning is an effective method of engaging male learners in adult education, when compared with mainstream adult and continuing education;
- ❑ 94% of all callers interviewed were satisfied with the NALA Freephone service;

- ❑ 93% of learners engaging with the service felt they made the right decision;
- ❑ Those callers who were referred to other support services on the first call to the NALA Freephone service chose not to engage in the Distance Learning Service because they preferred one-to-one sessions or classroom learning;
- ❑ The majority of callers interviewed found NALA materials to be useful;
- ❑ Those learners interviewed who were working with a NALA tutor were happy with their assigned tutor, tailored worksheets, work approaches used, work assigned to them, and the friendly approach of NALA;
- ❑ Large improvements were experienced by learners in all skills after working with a tutor;
- ❑ Some learners interviewed stated that would like to work towards accreditation;
- ❑ 87% of learners in the evaluation had improved confidence after working with a tutor; *and*
- ❑ Some learners interviewed stated that they would like increased levels of interaction with the tutors. 13% of callers interviewed expressed interest in group learning and tutorials.

### **2.5.2 Profile of Interviewees**

- ❑ Service users were interviewed from 23 counties. The majority of callers interviewed were male, and based in Dublin. Similarly the majority of the 293 callers to the Freephone service who left contact details were male and 25 counties were represented;
- ❑ Learners were typically aged between 35-64 years;
- ❑ Typically, learners were early school leavers, with little or no formal educational attainment;
- ❑ The majority of callers were employed in the construction sector; *and*
- ❑ Twelve callers identified themselves as having specific learning difficulties, such as dyslexia<sup>3</sup>.

### **2.5.3 RTÉ: *Written Off?* Series**

- ❑ The TV series attracted an average of 210,000 viewers every week, representing 14.1% of the viewing public; *and*
- ❑ 57% of learners who worked with a tutor in the service watched the show, compared with 33% of callers who were referred to other support services.

### **2.5.4 Computers and Technology**

- ❑ Learners had reasonably high levels of accessibility to the Internet and to computers, however, there were still low usage levels of computers by learners;
- ❑ Learners interviewed stated that they would like to improve their computer skills;

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<sup>3</sup> It is not clear if these are officially diagnosed or self-diagnosed learning difficulties

- ❑ Learners would like increased computer and Internet usage with tutor; *and*
- ❑ A number of callers interviewed were scared or intimidated by computers.

## 2.6 Recommendations

1. **Television Series:** It is recommended that NALA continue the television show for another series. Four learners who took part in the focus session expressed interest in participating in a new series.
2. **NALA Brand:** The NALA brand is recognised nationwide. For the service to reach as many learners as possible it is important that a branding strategy is maintained by the organisation.
3. **Materials:** An online resource bank should be developed to assist tutors in selecting a range of materials that would be suitable for their learners. Specific focus in the database should be on Level 1 reading materials. Resource days for tutors should also be held to keep tutors up to date with the types of materials other tutors are using. NALA needs to continue tailoring worksheets and learning programmes for individuals, thus keeping the approach learner-centred.
4. **Specific Learning Difficulties:** As a number of learners interviewed identified themselves as having a learning difficulty such as dyslexia, tutors should be trained in how to appropriately support a caller that may have a learning difficulty.
5. **Computers and Technology:** Increased computer and Internet usage should be incorporated into the learner's programme, as this area was the least worked upon, according to learners. More emphasis should be placed on e-learning. The Internet provides opportunities for cost-effective interaction between learners and content.
6. **Advertising and Promotion:** Learners typically learned of the NALA service through television advertising. The TV series was also a key way of promoting the service. Creative use of mass media should continue to be used to engage difficult to reach groups.
7. There can be a delay in sending materials through the post via the NALA office, and it is recommended that an alternative approach is considered.
8. **Ending Tutoring:** An opportunity exists to review the process for completing work with a learner. Where possible, learners should be advised of alternative further education options that may be suitable for them. Progression routes should be monitored.
9. **Formalising Assessments:** During the evaluation period, the tutor assigned to each learner carried out an initial assessment. This assessment process was non-standardised. NALA should put in place a system whereby one trained tutor should assess all callers to the Freephone service using a standardised formal assessment test. This would provide more accurate information on the learners' literacy levels and would ensure consistency of assessment. This would also improve NALA's ability to track the progress of individual learners.

10. **Future Evaluations:** Future evaluations should be longitudinal, beginning with an initial assessment and tracking learners through their learning experiences.
11. **Progression:** It would be useful if the VECs could track all participants in adult literacy services to garner basic demographic information and to gather consistent information about the progression route of the individual.

### 3 Evaluation Methodology

The evaluation methodology was designed to elicit information to help to inform future developments and allow NALA to continue to improve its service.

NALA has identified that the Distance Learning Services must continue to develop, expand and build on lessons learned in Ireland, and internationally. This will require increased support, both in terms of funding but also in terms of ‘buy-in’ from partner organisations and stakeholders.

The evaluation methodology adopted used two points of perspective: -

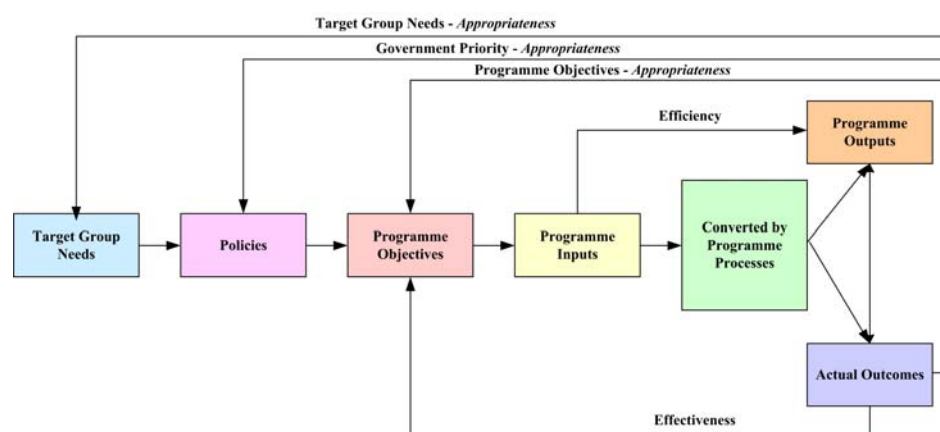
1. Measurement of the relevance and effectiveness of NALA’s Distance Learning Service as a support tool for adult learners with literacy difficulties; *and*
2. Examination of evidence-based data to shape and inform how the Distance Learning Service might be developed.

#### 3.1 Evaluation Framework

The adopted evaluation methodology was designed to: -

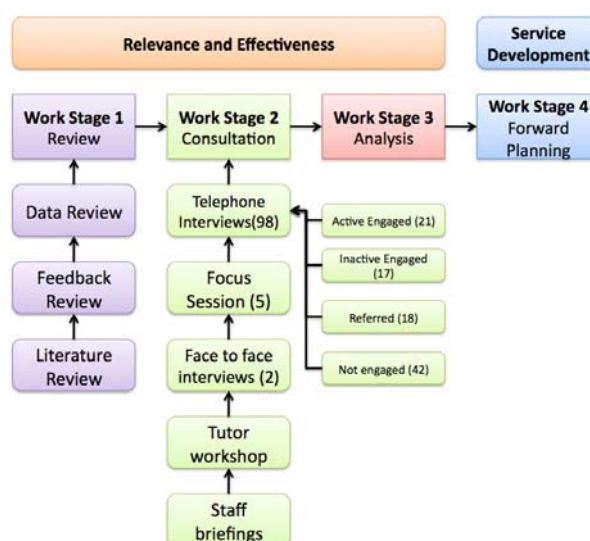
- ❑ Assess the **performance** of the Distance Learning Service;
- ❑ Assess the **effectiveness** of the Distance Learning Service;
- ❑ Determine the **efficiency** of the Distance Learning Service;
- ❑ Determine the **relevance** of the Distance Learning Service;
- ❑ Identify any **barriers** experienced by the Distance Learning Service; *and*
- ❑ Identify any **secondary effects**.

Figure 2 - Evaluation Framework



#### 3.2 Methodology

The evaluators used an incremental approach to the evaluation of the NALA distance learning service, placing a strong emphasis on the learner’s experience of the Distance Learning Service.

**Figure 3 - Evaluation Methodology**

### 3.2.1 Document and Literature Review

The first stage of the work was to undertake a literature and documentation review. The review included general national and international literacy literature and research. In addition, the evaluators considered specific data related to the Distance Learning Service including sample case files, audience figures and background information about the service and the television series.

### 3.2.2 Consultation

The main element of the evaluation was eliciting the view of users of the service. The evaluators agreed a comprehensive consultation process, utilising three main consultation techniques:

- ❑ Telephone interviews;
- ❑ Face to face interviews; *and*
- ❑ Focus Session.

### 3.2.3 Sample Size

The total population for the purposes of this evaluation was 658 (p). In total 98 people were contacted by telephone, 2 people participated in face-to-face interviews and 5 people participated in a focus session. The total number of people consulted as part of the process was 105, creating a sample size of 105 (n). This amounted to 36% of all callers to the Freephone service who left contact details. This sample size is statistically significant given the following parameters a confidence interval<sup>4</sup> of 8.0 and a confidence level<sup>5</sup> of 95%.

<sup>4</sup> This means that if 47% percent of your sample picks an answer you can be "sure" that if you had asked the question of the entire relevant population between 39% (47-8) and 55% (47+8) would have picked that answer.

<sup>5</sup> The confidence level tells you how sure you can be. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval. The 95% confidence level means you can be 95% certain

The questionnaires used with all learner groups for the telephone interviews and the face-to-face interviews are included as Appendix One to this report.

The topics covered in the interviews were used as the basis for the focus session. The participants were asked to discuss various issues freely in a group discussion format. Many of the observations and comments expressed throughout this evaluation were generated by focus session participants.

A number of briefings were also held with NALA research staff and members of the Distance Learning Service team, both in planning for the consultation process and to discuss the main successes and challenges of the service.

A focus session was held with the NALA Freephone tutors. The purpose of this focus session was to understand the learner's experience from the perspective of the tutors.

#### **3.2.4 Analysis**

Work stage three of the evaluation involved the analysis of the data collected. The data from the telephone interviews and the face-to-face interviews was analysed statistically providing quantitative data as well as qualitative data. The information gathered at the focus session mainly provided qualitative data.

#### **3.2.5 Forward Planning**

The main findings of this evaluation will inform the future planning for the next round of NALA's Distance Learning Service.

## 4 Literature Review

The term ‘literacy’ is defined by the NALA as “listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. It includes more than the technical skills of communication: it also has personal, social and economic dimensions. Literacy increases the opportunity for individuals and communities to reflect on their situation, explore new possibilities and initiate change”.<sup>6</sup>

### 4.1 International Adult Literacy Survey 1997

There has been significant development of adult literacy policy and services since the publication of the International Adult Literacy Survey (IALS) in 1997. The survey was a large-scale cooperative effort by governments, national statistical agencies, research institutions and the Organisation for Economic Cooperation and Development (OECD).

Among the many findings of IALS, several have significant implications for educators and policymakers. Age is an important factor in explaining differences in the literacy profiles of populations, and the incidence of low literacy increases with age. The strongest literacy skills were aged between 26 and 45, a trend characteristic of all the participating countries except Switzerland, where 16-25 year-olds were strongest. In every country, scores generally rose until age 40–45 and then declined substantially.

The study revealed that a quarter of the Irish adult population were at the lowest literacy level – Level 1. That is, one quarter of the adult population could only perform tasks that involved locating a simple piece of information in a fairly short written passage, with no distracting information and when the structure of the passage assisted the task.

Age does not operate alone but in conjunction with life experiences. Education is the most prominent in determining an individual’s opportunity to participate in literacy learning activities. In all age groups, those with more education scored higher than those with less education. Youths who dropped out before completing secondary school scored substantially below those who completed secondary school.

Literacy levels on the IALS were related to parents’ levels of education in each country. Parents with higher levels of education and literacy were consistently better able to build a strong foundation for their children’s literacy<sup>7</sup>. Since educational attainment is a defining feature of social class, disparities in literacy skills also tend to be distributed along class lines and associated with economic and social inequalities.

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<sup>6</sup> <http://www.nala.ie>

<sup>7</sup> Elkind, D. (Ed.). (1991). Perspectives on early childhood education: Growing with young children toward the 21st century. Washington, DC: National Education Association



The relationship between low levels of initial education and low participation in adult education suggests that carefully targeted programming is essential if those most in need are to gain optimum access and benefit from further education.

Literacy and the economy are interdependent. A major premise of the IALS is that “*the central importance of the human factor in securing an adequate foundation for economic growth, personal development and social and cultural revitalisation underscores the imperative of cultivating a highly literate population*”<sup>8</sup>. Bynner and Parsons (1997)<sup>9</sup> found that adults with poor literacy skills are up to five times more likely to be unemployed. They are often over-represented in prisons and young offenders institutions and are less likely to own their own homes and are more likely to be homeless.

## 4.2 Participation in Adult Learning

A study in the USA in 1998<sup>10</sup> found adult learners needed to know why they should be learning things.

Under the more standard pedagogical model it is assumed that the student will simply learn what they are told to learn. Adults require more of an understanding behind the learning. They want to know why they need to learn something and how it will benefit them in the future. Therefore, adult education should be learner-centred.

A study completed in 1994<sup>11</sup> found those who report having literacy problems tend not to believe that these problems have impeded their progress in education, training and employment although those who have low literacy scores were more likely to believe that they had been adversely affected. People who perceive themselves as having problems are slightly more likely to attend classes to help them improve their skills. However, the vast majority do not attend classes. The Learning and Skills Council (UK)<sup>12</sup> state that many adult learners are unlikely to search out supports and make the first move back into education. Therefore, new and innovative outreach and engagement strategies are required.

Hamilton and Davies (1993)<sup>13</sup> point out that people with basic skills difficulties often have multiple barriers to participating in training, including past experience of marginalisation in the education system<sup>14</sup>. They underline the importance of listening to the experiences and concerns of unemployed people with literacy and numeracy needs to work out effective systems of support and training which are appropriate for them as individuals. Improving literacy and numeracy skills brings a

<sup>8</sup> Statistics Canada & OECD, 1995, Literacy, economy, and society: Results of the first International Adult Literacy Survey. Paris: Organisation for Economic Co-operation and Development/Ottawa: Statistics Canada, p.23

<sup>9</sup> Bynner, J and Parsons (1997), *It doesn't get any better*.

<sup>10</sup> Knowles, M., Holten, E. and Swanson, R. (1998), *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* (5<sup>th</sup> ed.). USA: Gulf Publishing.

<sup>11</sup> Ekynsmith and Bynner (1994), *The Basic Skills of Young Adults*

<sup>12</sup> The Learning and Skills Council UK (2003), *Securing Engagement of Learners*

<sup>13</sup> Hamilton, M. and Davies, P. (1993) 'Literacy and long-term unemployment: options for adult guidance, support and training'. *British Journal of Education and Work*, 6(2): 5–19.

<sup>14</sup> Tusting, K. and Barton, D. (2007) 'Research Report: Programmes for unemployed people since the 1970s: the changing place of literacy, language and numeracy', Literacy Research Centre, Lancaster University

range of personal and social benefits, and protection against deterioration of skills is also important for people's life chances<sup>15</sup>.

## 4.3 Distance Learning

Distance Learning is defined as “*occurring when learners and tutors are separated by either space or time*”<sup>16</sup>.

Distance learning programmes share characteristics applied in traditional forms of literacy learning provision, as identified in Guidelines for Good Adult Literacy Practice (NALA 2005). These include: -

- ❑ Learners learn without having to be in the presence of a tutor or other learner;
- ❑ Learners can select where and when learning takes place;
- ❑ The pace and sequence of learning is controlled by the learner;
- ❑ Learning takes place in a non-threatening atmosphere; *and*
- ❑ Learners develop their capacity for independence and self-reliance as a learner.

Most research findings show that there is no significant difference between learning at a distance and face-to-face classroom learning. This finding applies to all age groups in almost every setting (Simonson, Smaldino, Albright and Zvacek, 2003<sup>17</sup>; Gunawardena and McIsaac, 2003<sup>18</sup>).

NALA is committed to ensuring people with literacy and numeracy difficulties can fully take part in society and have access to learning opportunities that meet their needs. To meet this goal, NALA's Distance Learning Policy is to widen access to literacy learning opportunities through the use of distance learning approaches. Information is provided through targeted promotional campaigns and broadcast aspects. This is further supported by operation of a telephone tutoring service staffed by experienced tutors.

## 4.4 Use of Technology in Distance Learning

In modern societies, the concept of literacy skills has moved from simply being able to read and write, to include using ICT such as cash machines and the Internet. Access and regular use of ICT has grown considerably over the last 5 years. Over 84% of households had at least one mobile phone in 2005 compared to just over 44% in 2000.<sup>19</sup>

According to the annual CSO report on Information Society and Telecommunications, in the first quarter of 2008, 70% of all households that had at

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<sup>15</sup> Bynner, J. and Parsons, S. (2006) *New light on literacy and numeracy*. London: NRDC.

<sup>16</sup> NALA Distance Learning Paper (2008)

<sup>17</sup> Simonson, M., Smaldino, S., Albright, M., & Zvack, S. (2003), *Teaching and learning at a distance*. NJ, USA: Merrill Prentice Hall.

<sup>18</sup> Gunawardena, C. N., and McIsaac, M. S. (2003), *Handbook of research in educational communications and technology*. Mahwah, NJ: Lawrence Erlbaum Associates.

<sup>19</sup> CSO Press Release (2007) *Household Budget Survey 2004-2005*

least one member aged between 16-74, had a home computer. This has been rising each year since 2005 when the level recorded was 55%. Almost 9 in every 10 of those households had their computer connected to the Internet (89%), compared with 82% in 2005. As a result of both these trends overall household Internet connection levels rose significantly between 2005 and 2008, from 45% to 62%. In 2005, only 7% of all households had a broadband connection compared with 39% of households having a connection via a modem or ISDN. By 2007, broadband had replaced modem/ISDN as the most prevalent form of Internet connection for private households (31% compared with 25%). This figure is low in comparison with the EU average of 59.9%<sup>20</sup>. Statistics produced by the Irish internet research company, Itech Research (2002), show that among the least likely users of ICT are those with literacy difficulties, those living in poverty, unskilled persons, long-term unemployed people and older people.

From the national ICT questionnaire conducted by NALA (2003) it can be concluded that lack of Irish teaching material including software is a real barrier to introducing and engaging learners in everyday technology. People need to be introduced to technology in a supportive environment and tutors in the community and voluntary sector need tools that are literacy friendly.

According to the National Skills Strategy 2007, basic skills such as literacy, numeracy and the use of technology should be prioritised and embedded into all publicly funded education and training provision in so far as possible. Literacy is a basic foundation skill and the Expert Group notes the recommendations of the report *Adult Literacy in Ireland* (2006). The UK White Paper on “Twenty-first Century Skills”<sup>21</sup> finds that Information and Communications Technologies (ICT) will be a new basic skill. Therefore, these technologies are inextricably linked to literacy provision.

## 4.5 Television and Distance Learning

The Adult Literacy Media Alliance (ALMA) launched TV411 in 1998. ALMA is a project run by the US-based international non-profit organisation, Education Development Centre Inc. Funding for ALMA is principally through the Ford Foundation and the Wallace Foundation. ALMA creates educational multimedia learning materials for dissemination through broadcast media, the Internet and literacy and community-based programmes across the United States.

Focusing on health, family and financial literacy, the project broadcasts 30-minute programmes with accompanying printed packs for learners, lesson plans for teachers and interactive web content. Since 1999, the TV programmes have been available to 65% of American households through public and cable television broadcasts. 700,000 printed books have been distributed, 500,000 people have visited the website and the series has been used in classroom-based settings across the US.

In the last eight years NALA has embraced television as a mechanism to reach people with low literacy skills. Eight TV literacy series have been successfully broadcast as well as a radio literacy and numeracy series.

<sup>20</sup> Source: [www.internetworldstats.com](http://www.internetworldstats.com)

<sup>21</sup> White Paper on Twenty-first Century Skills (2003), UK.

'*Literacy through the media*' is an initiative established by NALA to use mass media to deliver tuition by distance learning. This involves a number of television series, which include learning and teaching elements. Four evaluations were previously carried out and published on the *Read Write Now* television series.

'*Lees en Schrijf!*' (Read and Write) in the Netherlands is a television series based on NALA's *Read Write Now* and provides supports to adults on Level 2 of the IALS. The initiative began in March 2007 and since then 35,000 workbooks based on the first series were requested through the Freephone service and 30,000 adults had registered on the website. The second series commenced in April 2008 and 14,500 workbooks had been requested.

In April 2004 NALA launched the first interactive website for learners [www.literacytools.ie](http://www.literacytools.ie) and NALA had seen an increase each year in adults using this site. In 2006 the average number of people using the site each month was 1,320<sup>22</sup>. This site is designed for adults who wish to improve their literacy skills using the Internet. In particular the speech feature was found to be helpful when navigating the website. A CD version of the website was designed in 2005 to facilitate people who had limited access to the Internet.

Two series of the *Really Useful Guide to Words and Numbers* were broadcast and an average of 85,000 viewers watched the series each week. 23,369 workbooks were issued, a slightly higher figure to that of the second series where 23,113 workbooks were issued. The second series had an average of 78,023 viewers. The series was broadcast on Sunday mornings at 12pm. There were approximately 5,000 callers to the Freephone service because of the series.

In 2008, the *Written Off?* TV series was produced. This was a new approach by NALA to distance learning and aimed to encourage more people to return to education through the NALA Distance Learning Service. The series was broadcast during May and June 2008.

## 4.6 National Literacy Schemes

In 1998, NALA found that only 1% of people with literacy difficulties were participating in literacy schemes<sup>23</sup>. Some of the causes for this low participation rate were identified as a general lack of information about literacy courses, lack of interest/motivation, negative attitudes towards school settings, negative experiences of compulsory education, low levels of self-esteem, shame and embarrassment and fear of stigmatisation.

Towards 2016, the ten-year Framework Social Partnership Agreement 2006 -2015 prioritises adult literacy in the area of adult education. Under the framework, the Back To Education Initiative (BTEI) will be expanded by 2,000 places by 2009. The BTEI (part-time) will continue to be built on existing provision under the adult literacy services, community education, Youthreach, Senior Traveller Training Programmes, Vocational Training Opportunities Scheme (VTOS) and Post Leaving Certificate (PLC) courses. Measures will also be adopted to monitor and evaluate progress in this area.

<sup>22</sup> [www.nala.ie/nalaproyects/project/20011112125624.html](http://www.nala.ie/nalaproyects/project/20011112125624.html)

<sup>23</sup> NALA (1998), Access and Participation in Adult Literacy Schemes, National Adult Literacy Agency, Dublin

Participation in Vocational Education Committee (VEC) adult literacy services increased from 5,000 to 35,000 students between 1998 and 2005<sup>24</sup>. As part of the general national literacy service, the VECs will provide an additional 7,000 places by 2009 from the current level of 35,000 participants annually. The Workplace Basic Education Fund will register 2,000 learners during the period 2007-2010. 1,424 tutors are employed on a full or part time basis within the VEC adult literacy service, and 3,622 persons work as voluntary tutors. These tutors provide an estimated 5,000 hours of tutoring per week<sup>25</sup>

The VEC adult literacy services now provide a range of services including one-to-one tuition, group tuition, return to education programmes for Community Employment (CE) participants, English for Speakers of Other Languages (ESOL), Intensive Tuition in Adult Basic Education (ITABE) and workplace basic education programmes. Other VEC programmes provide literacy, either as a discrete or integral element, including Senior Traveller Training Centres (STTC) and Youthreach programmes.

## 4.7 Policy Developments

In January 2002, the United Nations General Assembly proclaimed the years 2003-2012 to be the United Nations Literacy Decade. The founding resolution reaffirmed the Dakar Framework for Action<sup>26</sup> in which the commitment was made to achieve a 50% improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

There is a growing imperative to inform future policy development and a greater focus on accountability. There are medium term plans for the development of a Further Education Management Information System, as outlined in the National Development Plan 2007-2013. This system would combine current reporting systems and streamline reporting from statutory providers to the Department of Education and Science in electronic format.

The NDP 2007-2013 allocates €2.2 billion for the further education sub-programme with priorities on addressing low literacy levels in the adult population and the large number who have not completed upper secondary education.

The NDP commits to continued support for the Workplace Basic Education Fund and to addressing low qualification levels in the workforce. The National Skills Strategy, as presented in the Report from the Expert Group on Future Skills Needs 2007, entitled '*Tomorrow's Skills*', outlines skill needs for a competitive economy up to 2020. It identifies targets including the up-skilling of 70,000 individuals from NFQ levels 1 and 2 to level 3, and of 260,000 individuals from Level 3 up to Levels 4 and 5. It also recommends that literacy should be prioritised and embedded into all publicly funded education and training provision in so far as possible. The targets outlined in the Strategy are reinforced in the National Development Plan 2007-2013.

<sup>24</sup> NALA (2007), Level definitions for the Department of Education and Science VEC adult literacy returns.

<sup>25</sup> Department of Education and Science 2006

<sup>26</sup> UNESCO (2000) *The Dakar framework for action*. Paris: UNESCO.

One of the main goals of the National Action Plan for Social Inclusion 2007-2016 is to reduce the proportion of pupils with literacy difficulties in primary schools serving disadvantaged communities. The target is to halve the proportion from the current 27%-30% to less than 15% by 2016. Measures to promote increased levels of literacy will include: -

- ❑ The proportion of the population aged 16-64 with restricted literacy will be reduced to between 10%-15% by 2016, from the level of 25% found in 1997 (restricted literacy being defined as Level 1 on the IALS scale, or equivalent);
- ❑ As part of the general national literacy service, the Vocational Education Committees will provide an additional 7,000 places by 2009, from the current level of 35,000 participants annually;
- ❑ The Workplace Basic Education Fund will register 2,000 learners during the period 2007-2010; *and*
- ❑ A family literacy project is also being put in place under the Department of Education and Science Action Plan for Educational Inclusion. The project will operate under the Delivering Equality of Opportunity in Schools (DEIS) programme.

## 5 Service Overview

### 5.1 Aims and Objectives

NALA's Distance Learning Service aims to ensure people with literacy and numeracy difficulties can fully take part in society, and gain access to learning opportunities that meet their needs. To meet this goal, NALA is committed to widening access to literacy learning opportunities through the use of distance learning approaches. This is reflected by the inclusion of distance learning provision as part of the organisation's Strategic Plan 2007 –2010.

The main components of NALA's Distance Learning Service in 2008 were considered: -

- ❑ An 8-part television series called *Written Off?* which was broadcast on Mondays at 7.30pm on RTÉ One, and repeated after midnight on Thursdays for eight weeks during May and June 2008;
- ❑ Freephone support line on 1800 202065, which received 658 calls from May-July 2008;
- ❑ A team of trained adult literacy distance learning tutors; *and*
- ❑ Customised printed support materials.

### 5.2 The RTÉ *Written Off?* Series

In 2000 NALA began developing literacy through television.

Five *Read Write Now* series were produced from 2000 to 2004, attracting audiences of up to 293,000. Each series featured learners talking about the impact literacy difficulties had on their lives and included up to eight minutes of didactic learning content, split up over shorter '*learning points*'. On average some 7,500 students called the supporting Freephone line over the twelve weeks of each broadcast to request accompanying free workbooks and advice. Callers were given the information about the option of learning in local literacy centres. Based on the increase in numbers reported by these centres, NALA deduced that some of their callers took up that option, given that the television series is the only form of national advertising for local literacy services.

In 2006 and 2007, *The Really Useful Guide to Words and Numbers* was broadcast on Sunday mornings at twelve noon, and was accompanied by free print materials, Freephone support, and a website. Average viewing figures were around 10% of the audience share, with over 5,000 students calling to request workbooks. Each programme featured one student in a video package as well as one person in the studio with a tutor or other '*expert*'.

In 2007, The National Adult Literacy Agency received €500,000 from the Broadcasting Commission of Ireland (BCI) under Round Three of its *Sound and*

*Vision Scheme*. This funding was used to develop a new 8-part television series on the area of adult literacy and numeracy for broadcast on RTÉ One, Ireland's national Public Service Broadcaster (PSB). This series was called *Written Off?* and challenged many practitioner views about representing literacy on television.

The series followed the lives of eleven adult learners as they progressed through an intensive eight-week specially designed learning course. Unlike *Read Write Now* and *The Really Useful Guide to Words and Numbers*, *Written Off?* did not include didactic content for viewers. A fly-on-the-wall documentary, the series showed the benefit of returning to education and the effects this has had on a number of learners' lives.

After seven previous series that were broadly similar in format and content, NALA felt there were two compelling reasons to change the format at this time. Firstly, NALA wanted to increase the motivational aspect of the programmes, to encourage more people to return to education. Learners would make a considered choice to return to learning either through NALA's Distance Learning Service, their local literacy services or any one of a number of other available opportunities. The second reason for changing format was to create something fresh, to reflect contemporary viewing habits, and to attempt to capture viewers who might not have watched adult literacy programming before.

The learners were selected following a detailed interviewing process, conducted after a recruitment drive through various national and local media outlets. Learners were chosen to represent a cross section of the population with regard to age, location, school experiences and socio-economic background. In the case of the 17 year old learner for example, there was significant debate as she was also enrolled in a formal secondary programme but clearly in need of support with improving her reading and writing skills. Similarly, there was a risk including a learner who was homeless, given the unpredictability of his lifestyle and other supports required.

### 5.2.1 Viewer Ratings

The series was produced by *Animo TV*, an independent TV production company, and broadcast in May/June 2008. It attracted an average of 210,000 viewers every week, representing 14.1% of the viewing public<sup>27</sup>, this includes the viewing figures for the initial showing on Monday, and the repeat broadcast on Thursday. This compares favourably to other programmes in the same time slot and met NALA's initial expectations.

Members of the farming community and people over the age of 55 represented the largest profile of viewer for the series, therefore reaching a number of traditionally hard to reach groups.

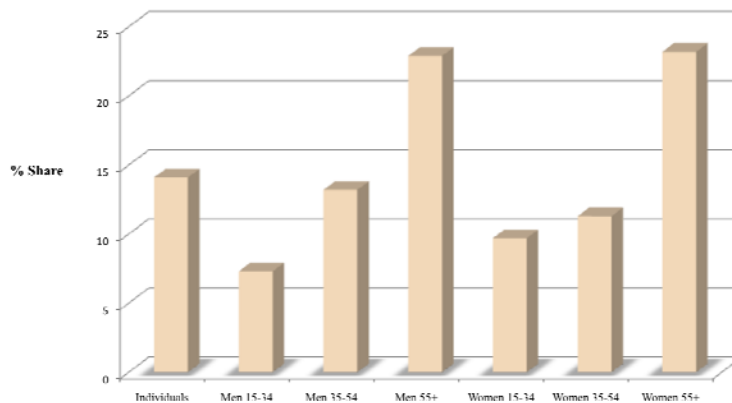
The majority of viewers were adults in the 55 years and over age cohort, (Women 55+ 23.2% Men 55+ 22.9%). The episode on 19<sup>th</sup> May had the highest share, 16.6% and 200,000 viewers. The audience share was strongest in Munster (18.9%), followed by Connacht/Ulster (16.2%).

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<sup>27</sup> AC Neilson, on behalf of RTÉ



Figure 4 – TV Programme Audience Share



The figure above records the TV show ratings measured as a share of the viewing population.

## 5.2.2 Outcomes of TV Series

Over the course of the eight weekends, the learners had 106 hours of classroom tuition and participated in extracurricular activities directly related to the classroom content. This contrasts with a typical learner interaction of two hours tuition per week in the local VEC Adult Literacy Service.

The course design was validated by FETAC. This provided the option of accreditation for interested learners. All learners opted to work towards an accredited award and by the end of the course had submitted evidence for the Level 2 Certificate in General Learning, a major award comprising six component or minor awards. Following detailed internal verification, external authentication, appeals and approval processes, all eleven learners received their awards from the Minister for Education and Science in May 2008.

The following are the main outcomes of the TV series: -

- ❑ There was an average of 210,000 weekly viewers of the *Written Off?* TV series;
- ❑ The TV series created increased awareness among callers in the evaluation of adult literacy and the challenges and benefits associated with returning to education;
- ❑ 658 phone calls from adults with literacy difficulties wishing to return to learning were received;
- ❑ The service worked with 293 adults in total and 87 adults in detail to improve literacy and numeracy skills; *and*
- ❑ The service was deemed to have contributed to the National Skills Strategy in a measurable way. The NALA services provide a stepping-stone for adults to obtain new qualifications and skills.

## 5.2.3 Secondary Outcomes

A number of learners contacted other support services because of the *Written Off?* TV series. Others were influenced through the An Post advertising campaign. All Adult Literacy Organisers were contacted during the evaluation to give information

on the number of learners that were influenced through the *Written Off?* series and the An Post campaign.

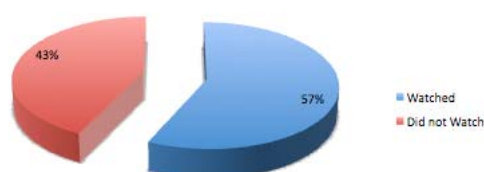
Many of the VEC Adult Literacy Services contacted did not record how people were referred to the service; others recorded information in an ad-hoc manner. Therefore, because of the inconsistencies of the information obtained, these findings were not presented in detail in this report.

All VECs should be required to record learner data in a consistent manner to support national adult literacy policy and implementation.

## 5.2.4 Significance of *Written Off?* Series

*Written Off?* was a significant factor in the motivation of learners to call the NALA Freephone service. There were 40 callers who took part in this evaluation who were either actively engaged with NALA's Distance Learning Service or who used to be involved with it. Of these 40 learners, the majority (57%) watched the TV series *Written Off?*

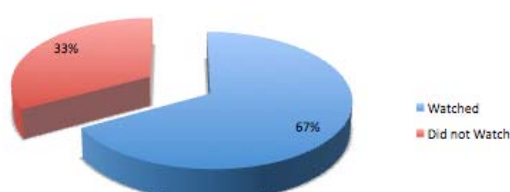
Figure 5 – *Written Off?* Viewing by Learners



Of the 60 learners who did not continue working with a tutor, or who were referred to the VEC on calling the Freephone service, forty stated that they did not watch the TV series.

All learners who did watch the show stated that this was the motivation for them contacting the NALA Freephone number initially.

Figure 6 – TV Show Viewing by Referred Callers



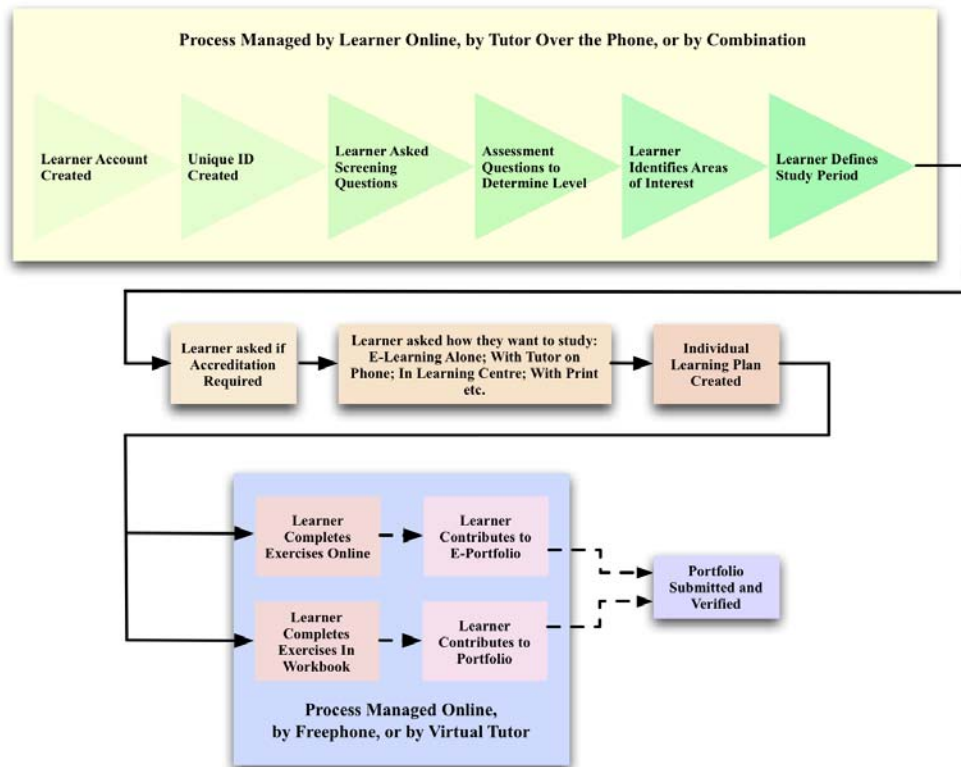
## 5.3 NALA's Distance Learning Service

### 5.3.1 Initial Contact between Learner and Tutor

Freephone operators, trained by NALA, operate the Freephone service and take initial calls from learners. A tutor is then assigned to each caller, unless the caller has chosen another option on the first call. The process of initial telephone contact between the tutor and the learner begins with the tutor ringing the learner at an appropriate time and discussing the following: -

- ❑ The tutor explains the learning programme on offer. They discuss the process ahead including initial assessment, setting learning goals, learning programme, reviewing work, support and the option of accreditation. From this discussion they agree on a plan.
- ❑ Initial assessment takes place over the telephone beginning with key self-assessment questions, including: -
  - *How would you describe your reading, writing and numeracy abilities?*
  - *What would you define as your needs - what do you want to learn?*
  - *What are your interests?*
  - *How do you learn?*
- ❑ Initial reading assessment takes place over the telephone. The tutor asks the learner to use everyday materials around the house or workplace to assess their literacy level. The writing level can only be discussed from learner's point of view. A learner can choose to complete the writing section using the keyboard.
- ❑ The tutor then discusses in more detail with the learner what themes and/or skill areas the learner can work on and they set learning goals.
- ❑ The tutor explains the process of posting out materials and support systems to check back in with the learner. They discuss how best to communicate when materials arrive.
- ❑ A time that is appropriate for the learner is arranged for their next support call.

**Figure 7 – General Process of Engagement**



### 5.3.2 Outcomes

Between May and June 2008 NALA received 658 calls during the *Written Off?* TV series from people who wanted to improve their reading and writing.

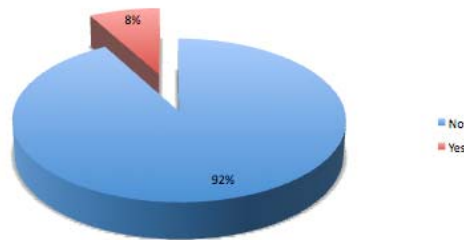
NALA allocated 142 callers to the twelve NALA Distance Learning Service tutors, who then made contact with the learners by telephone. The number of calls received by each learner varied and was determined by agreement between the learner and the tutor. Typically a call could last for 30 minutes, but this varied between learners, with some learners reporting calls of 45 or 60 minute duration. This variation indicates the flexible approach adopted by NALA's Distance Learning Service tutors.

NALA had 42 active learners being supported over the telephone in November 2008, with some working towards a FETAC Level 2 award. All of the learners who began working with a NALA tutor in May 2008 completed their work by December 2008.

## 5.4 Interactive Learning Website

The newly developed interactive learning website, [www.writeon.ie](http://www.writeon.ie), and the information website [www.writtenoff.ie](http://www.writtenoff.ie) were not included in the evaluation as they were just being introduced when the evaluation was taking place.

Figure 8 - Usage of Learning Website



Learners who worked with NALA's Distance Learning Service were asked if they had used the learning website, and if so, what they found to be beneficial from its use.

Of the forty learners interviewed, 8% stated that they did use the learning website. This seemingly low usage rate is due to the fact that the website had only recently been developed.

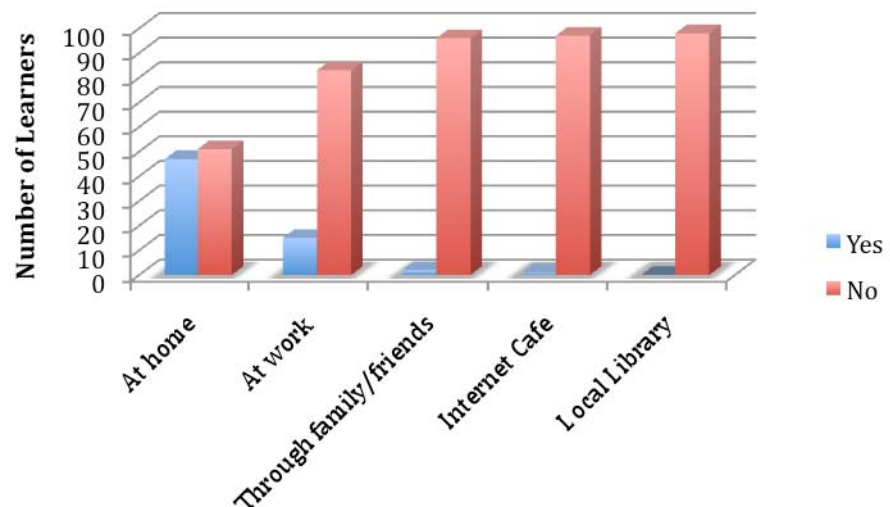
One learner interviewed described the website as interesting while another praised the '*brilliant story*' available.

The main reasons that learners gave for not using the website included: -

- ☐ Lack of access to a computer;
- ☐ Poor computer skills;
- ☐ Lack of broadband internet access;
- ☐ No time to use it along with other learning work; *and*
- ☐ Lack of awareness of the website.

All 100 callers interviewed were asked if they had access to a computer and the Internet. The number of people who reported that they had access to a computer to a computer at home (48%) and those who did not (52%) was roughly equal.

Figure 9 – Access to a Computer



49% of callers stated that they had access to Broadband Internet. This is significantly higher than the national average, the CSO fifth report on Information society statistics indicated that 31% of all households had a broadband connection in the first quarter of 2007<sup>28</sup>. This might be due to the relatively high number of callers interviewed who were living in urban areas.

All 100 callers were asked if they had a mobile telephone, and to describe the ways in which they use it. 92% of all callers interviewed stated that they had mobile phones, and 37% of callers who had mobile telephones stated that they use these for calls only. Less than 10% of learners (9%) stated that they only use their mobile telephones for emergencies and family calls. All others stated that they use their mobile telephones for both calls and texts.

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<sup>28</sup> CSO (2008) Information Society and Telecommunications

## 6 Telephone Tutor Service

A total of 100 telephone and face-to-face interviews, and one focus session (of 5 participants) were undertaken in the evaluation.

Of these, 45 interviews were with learners who had been assigned to a tutor, and had worked with the service. Of the telephone interviews, 18 involved people who had been referred to the VEC or other support services after receiving a call back from a tutor. 42 interviews were held with people who were referred to the VEC and other support services on the first call. As part of the evaluation process, a tutor focus session was held with NALA tutors.

### 6.1 Gender

Of the 658 callers to the Freephone service, 56% were male and 44% were female. Of the 105 callers who agreed to take part in the evaluation, 59% were male. This shows that the sample group were representative of the overall group on the gender variable. Typically women are more likely to take part in adult literacy courses and adult education in general. This indicates that distance learning is a particularly effective way of engaging male learners.

**Figure 10 - Gender Balance of Callers**



**Figure 11 - Breakdown of Callers who took part in Evaluation**

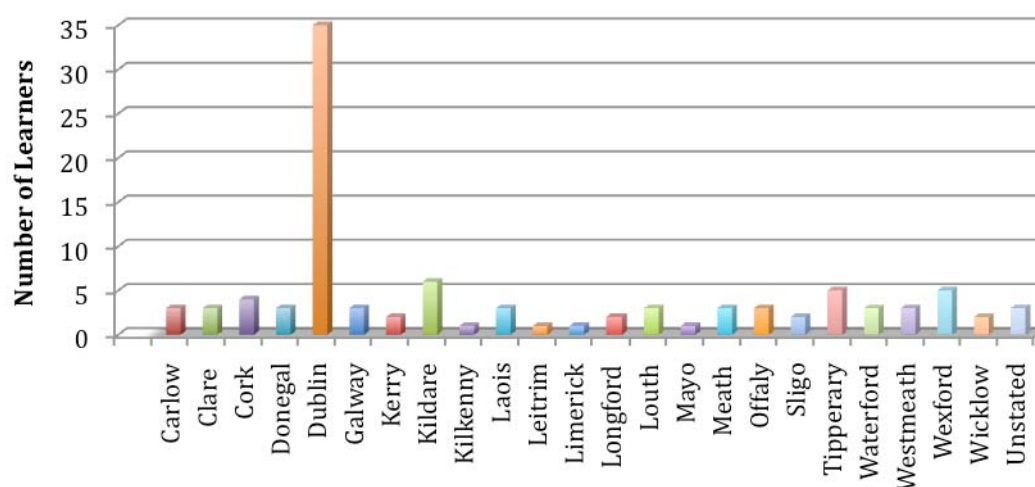
Callers Interviewed by Groups	Male	Female	Total
Learners who were working with a NALA tutor at time of evaluation	11	12	23
Learners who had worked with a NALA tutor and have moved on from the service	8	9	17
Callers who were referred to the VEC after speaking with a NALA tutor	10	8	18
Callers who were referred to other support services on the first call	28	14	42
Learners who took part in the Focus Group	2	3	5

## 6.2 Location

All callers in the evaluation were asked where they were living and the most common location was Dublin City and County (35%). Kildare (6%), Wexford (5%) and Tipperary (5%) were the next most commonly identified locations by participants in the evaluation.

23 counties were represented in the evaluation. Callers to the Freephone service represented 25 counties and this indicates that NALA's Distance Learning Service is operating effectively as a nationwide service.

**Figure 12 – Locations of Callers Interviewed**



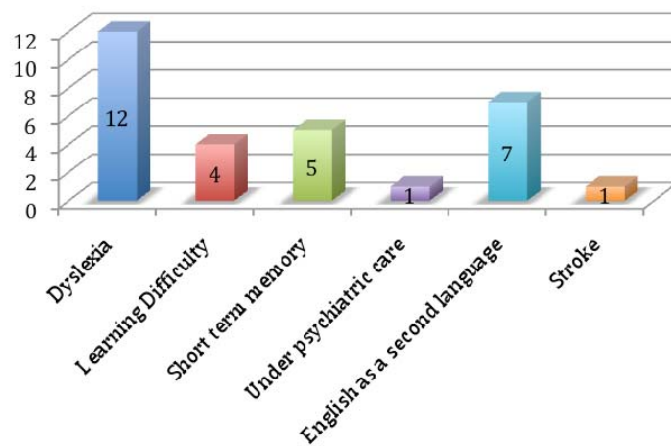
## 6.3 Learning Difficulties

The evaluation found that a number of callers identified themselves as having dyslexia (12%) or other learning difficulties (4%). A number of callers also had English as a second language. Another caller had suffered a stroke and as a result had to re-learn how to speak and write. Other callers described difficulties with memory and concentration.

Two callers interviewed stated that they had been tested for dyslexia. Dyslexia is not considered to be a limiting factor for people to engage with literacy services.



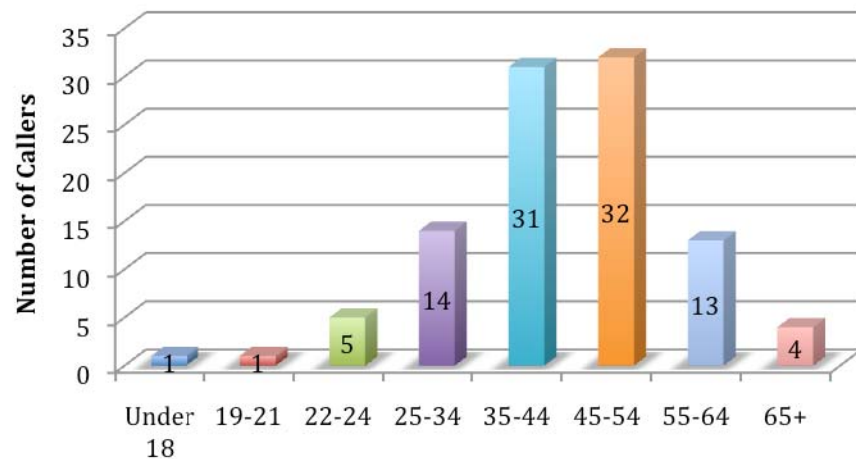
Figure 13 - Issues Identified by Callers



## 6.4 Age Range

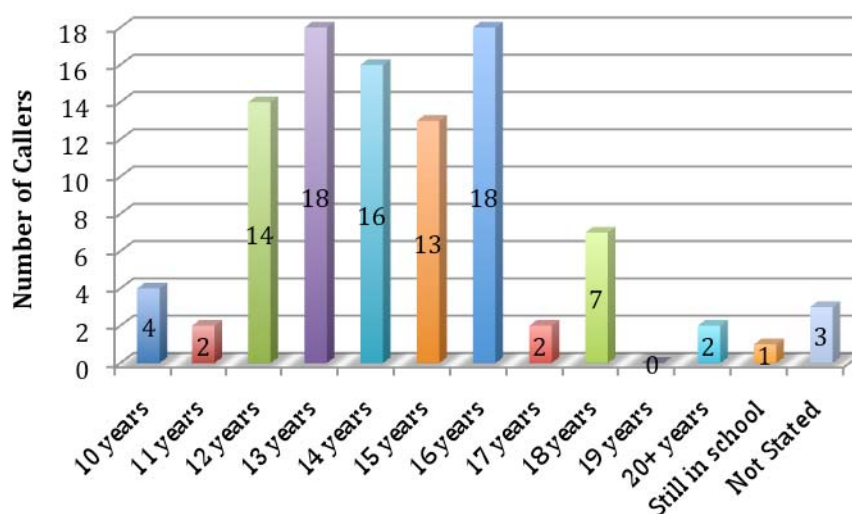
62.4% of all callers who participated in the evaluation were in the 35-54 years of age cohort. 2% of callers were under the age of 21 years.

Figure 14 - Age Cohort of Callers



Callers who participated in the evaluation were asked to state the age they had attained when they left school. Callers typically left school between the ages of 12 and 16 years. Only two callers remained in education until the ages of 22 and 23 years.

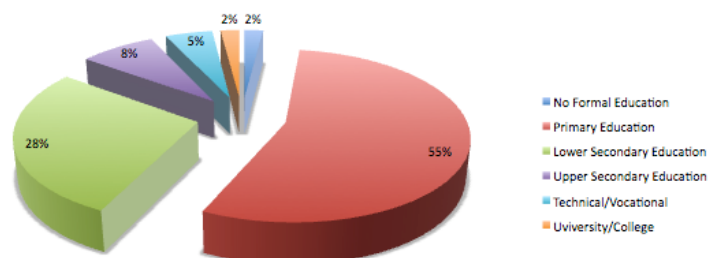
Figure 15 - Callers School Leaving Age



## 6.5 Educational Attainment Levels

93 callers provided information on their educational attainment. The majority of respondents (55%) completed primary education only with a further 28% completing lower secondary education.

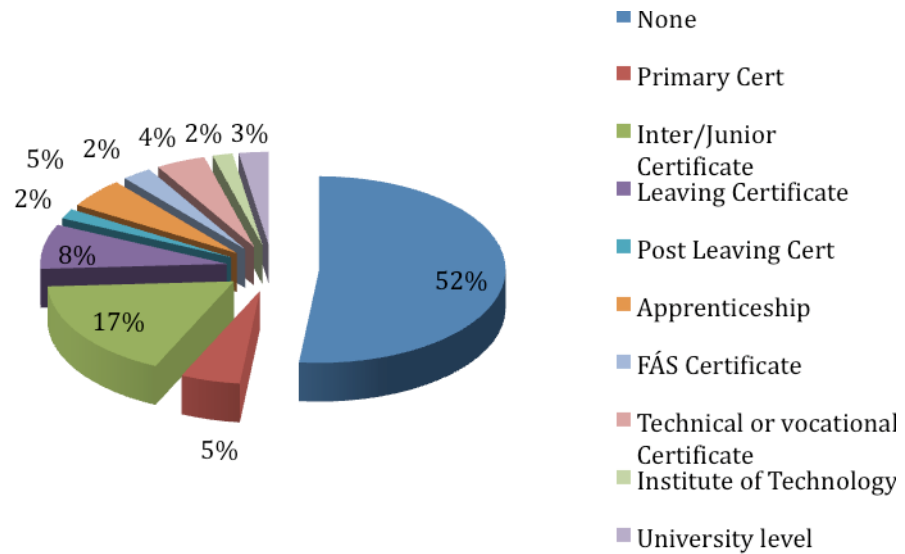
Figure 16 - Highest Level of Educational Attainment



## 6.6 Qualification Attainment Levels

Following the trend of early school leaving and level of education completed, the majority of respondents had little or no formal qualifications. 52% of callers who participated in this evaluation did not have any formal qualifications. 26% of callers had Leaving Certificate qualifications or higher.

Figure 17 - Highest Qualification Level



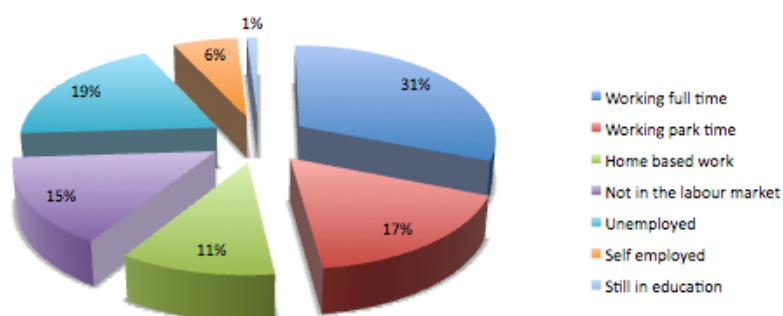
## 6.7 Employment Status

The majority (48%) of callers involved in this evaluation were in either full-time or part-time employment. Of the respondents, 19% were unemployed and 15% were not in the labour force due to long-term illness, disability or retirement. 11% were home based and 6% of callers were self-employed. 1% were still in full-time education.

Those who were self-employed were primarily in the construction sector, with one caller involved in event management. Three callers who were self-employed did not state the sector they are working in.

Costello and Kenny (2000)<sup>29</sup> found that long-term unemployed people have significantly higher levels of literacy difficulties.

Figure 18 - Employment Status of Interviewees



Participants in the evaluation were asked to identify which sector or industry they were employed in. The sectors that were commonly represented were:-

- Construction;

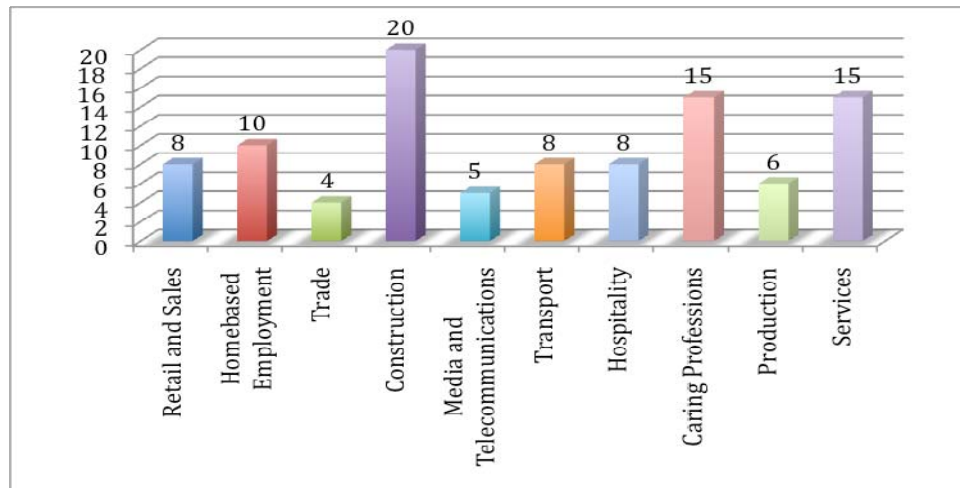
<sup>29</sup> Costello and Kenny (2000), *Literacy for life and Work: A Study on Literacy and Unemployment in Westmeath*.

## NALA Distance Learning Service 2008 – Final Evaluation

- ❑ Services;
- ❑ Home-based employment;
- ❑ Caring professions: *and*
- ❑ Transport.

The figure below demonstrates the range of sectors and industries in which participants in the evaluation were employed.

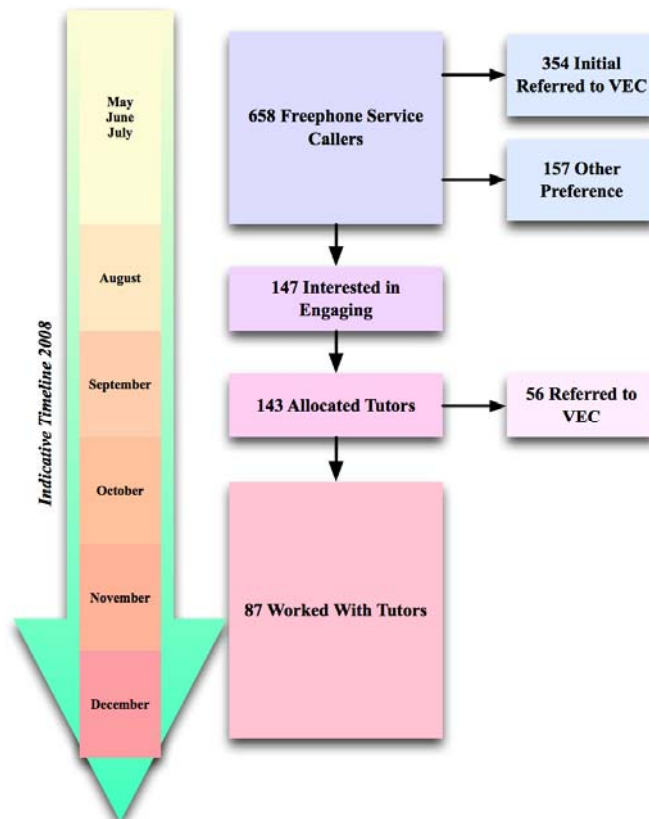
**Figure 19 - Employment Profile**



## 7 Learner Group Analysis

A total of 658 persons called the Freephone service between May and June 2008. The figure below indicates the composition of this group set against the indicative timeline May to December 2008.

Figure 20 – Caller Progression



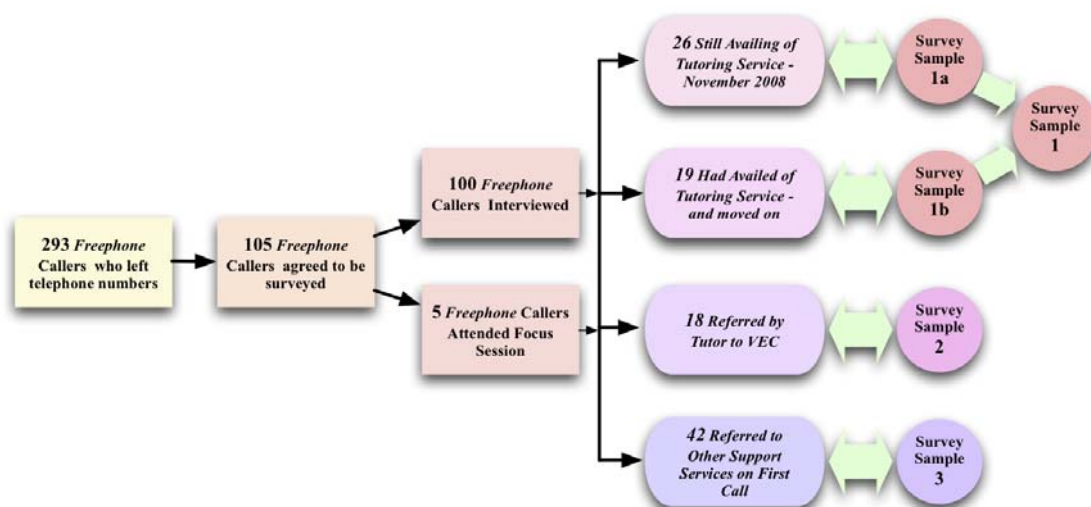
### 7.1 Survey Sample

Of the 293 callers to the Freephone service who left contact details, 105 agreed to take part in this evaluation. 100 of these were contacted by telephone, or through face-to-face interviews and 5 took part in focus groups. Of the 100 callers interviewed: -

1. 23 callers were people who were still availing of NALA's Distance Learning Service in November 2008;
2. 17 callers were people who availed of NALA's Distance Learning Service and had moved on from that service;
3. 18 callers were people who called the Freephone service, received a call back from a tutor and were ultimately referred to the VEC; and

4. 42 callers were people who called the Freephone service and were referred to other support services on the first call.

**Figure 21 – Survey Sample Composition**



Four questionnaires were developed, one for each of the survey sample groups: 1a, 1b, 2 and 3.

Given the similarity of experience, the 23 callers who were availing of NALA's Distance Learning Service and the 17 callers who had moved on from NALA's Distance Learning Service were combined for the purposes of analysis. Both groups were asked similar questions in the telephone interviews and face-to-face interviews.

## 7.2 Group 1 –Learners Who Engaged

Group 1 comprised of the combination of survey samples 1a and 1b.

**Survey Sample 1a** – 26 individuals still availing of NALA's Distance Learning Service in November 2008 – 'Active Engaged' telephone interviews.

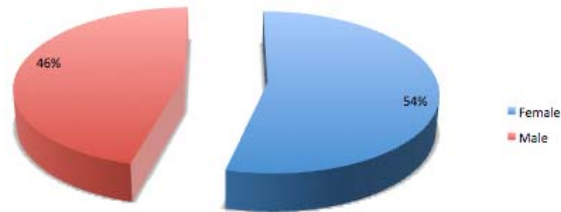
**Survey Sample 1b** – 19 individuals who had availed of NALA's Distance Learning Service, and had moved. – 'Inactive from Active' telephone interviews.

The 45 learners who had engaged with NALA's Distance Learning Service were interviewed personally or else attended the focus session. This group represented 28% of all callers who engaged with the service.

### 7.2.1 Group 1 - Gender Profile

54% of learners in the group were female.

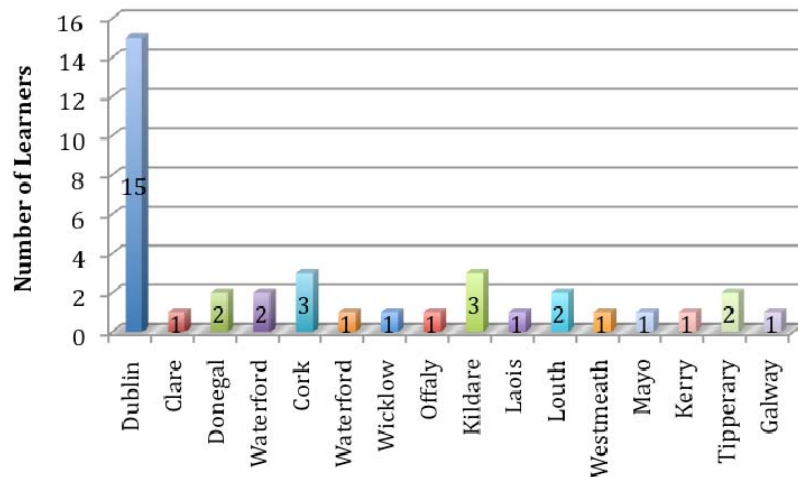
Figure 22 – Gender Profile (Group 1)



### 7.2.2 Group 1 – Geographic Dispersion

Dublin was the most common location of callers, reflecting the demographic profile of the country.

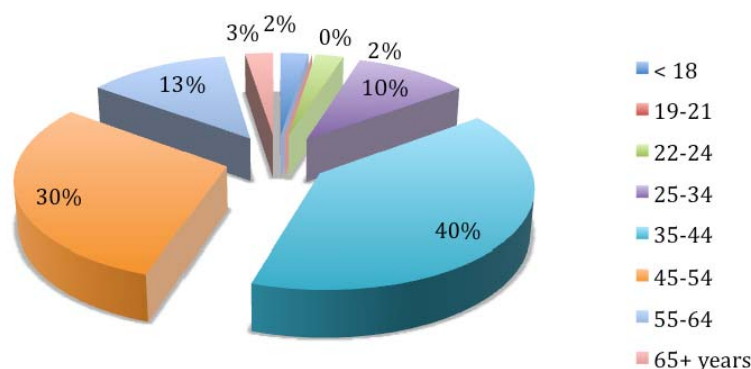
Figure 23 – Location of Learners (Group 1)



### 7.2.3 Group 1 - Age Profile

40% of learners who worked with a NALA tutor were in the 35-44 years of age cohort. 30% of learners were in the 45-54 age cohort. 2% of learners were under the age of 18 years.

**Figure 24 – Age Profile of Learners (Group 1)**

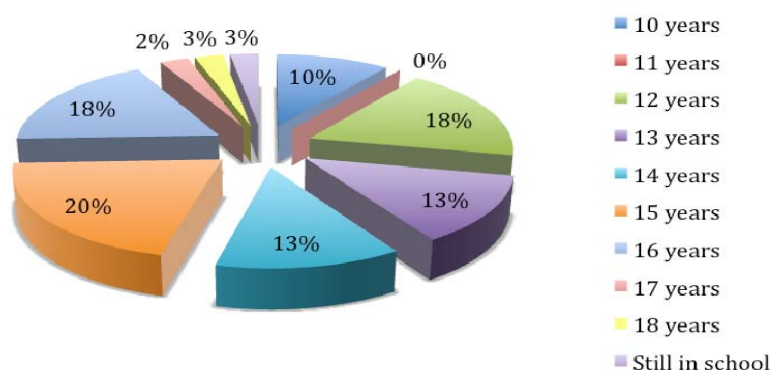


## 7.2.4 Group 1 - Educational Attainment

51% of learners in this group left school between the ages of 14 and 16 years. 28% of learners in the group left school between the ages of 10 and 12 years. All but 5% of learners had left school before the age of 17.

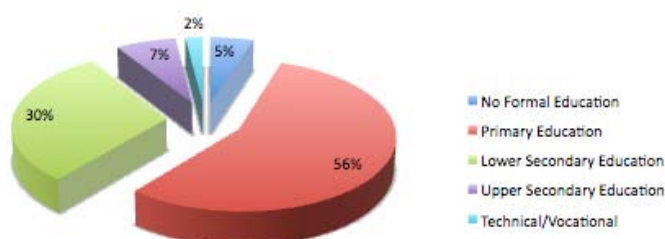
5% of learners left school at the ages of 17 and 18, and 3% of learners interviewed were in school at the time of the interview.

**Figure 25 – Age of Leaving School (Group 1)**



86% of all learners in this group had attained only lower secondary or primary education. 5% of learners had no formal education.

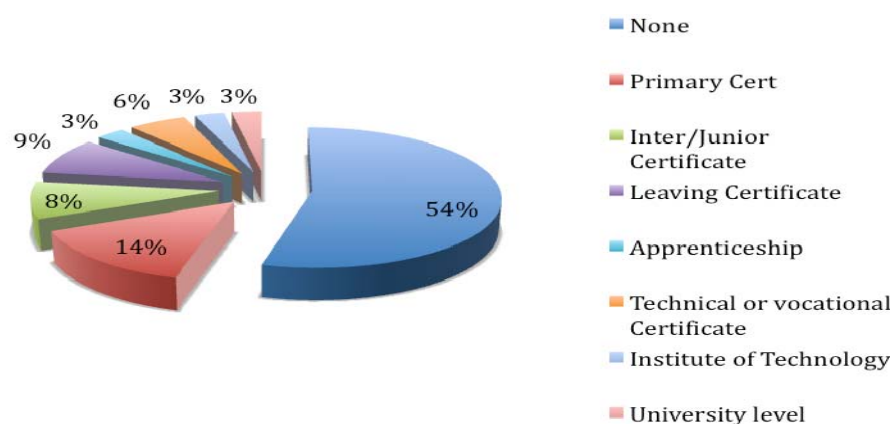
**Figure 26 – Educational Attainment (Group 1)**





54% of participants had no formal qualifications, and 22% had completed the Primary Certificate or Inter/Junior Certificate. 9% of learners had completed apprenticeships, or had obtained vocational and technical certificates.

Figure 27 – Qualification Level Attained (Group 1)

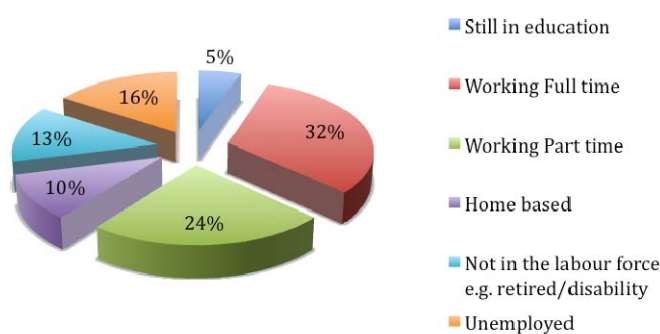


### 7.2.5 Group 1 - Employment Profile

The majority of learners in this group were either employed full-time (32%) or part time (24%). 13% of learners were not in the labour force due to disability or retirement.

16% of those interviewed in this group were unemployed. This is over twice the national rate of unemployment in Ireland, which stood at 7.8% in November 2008<sup>30</sup>.

Figure 28 – Employment Profile (Group 1)



The majority of learners were employed in the caring, services, hospitality, production and retail sectors. Learners reported working in a variety of jobs such as factory work, construction, sales assistants, childcare, carers, security and receptionist positions.

## 7.3 Group 2 - Tutor Referrals to VEC

This group comprised of **Survey Sample 2** – 18 individuals who had been referred to a VEC by a NALA Tutor – ‘Inactive referred’ participant interviews.

<sup>30</sup> CSO Live Register November 2008

56 callers to the Freephone service were referred to a VEC, having spoken to a tutor. 18 of these callers were interviewed representing 32.1% of all callers who were referred to a VEC, after speaking to a tutor.

### 7.3.1 Group 2 - Gender Profile and Geographic Dispersion

The majority of learners (56%) referred to a VEC were male. 27.8% of learners were from Dublin, 16.7% were from Meath with a mixture of learners from Leinster, Munster and Connaught.

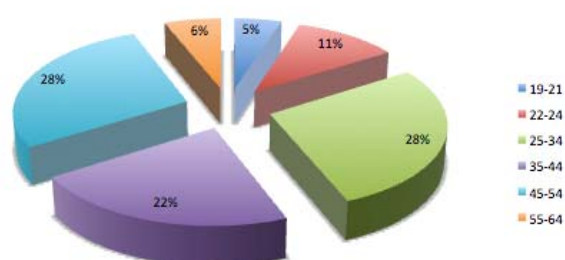
Figure 29 – Gender Profile (Group 2)



### 7.3.2 Group 2 - Age Profile

Those who were referred to a VEC following a conversation with a tutor were between the ages of 19 and 64 years, with the majority (78%) of callers between the ages of 25 and 54 years. The highest numbers of callers were in the 45-54 years and the 25-34 years age cohorts.

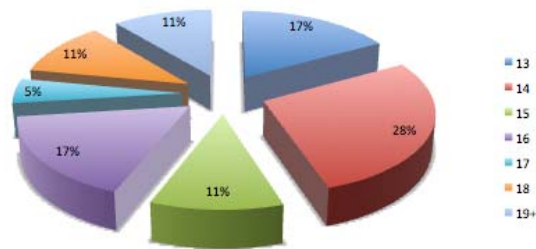
Figure 30 – Age Profile (Group 2)



### 7.3.3 Group 2 - Educational Attainment

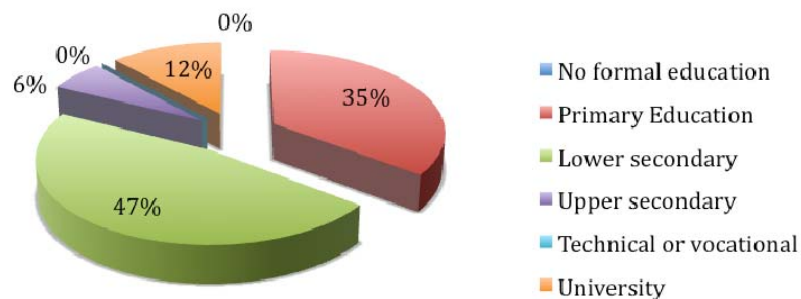
Most learners in this group (45%) left school between the ages of 13 and 14 years, with 17% of callers in this group leaving school at the age of 16 years. Two callers in this group ceased education at the ages of 22 and 23 years. Callers in this group in the evaluation tended to have left school later than those who continued to work with a NALA tutor.

Figure 31 – Age of Leaving School (Group 2)



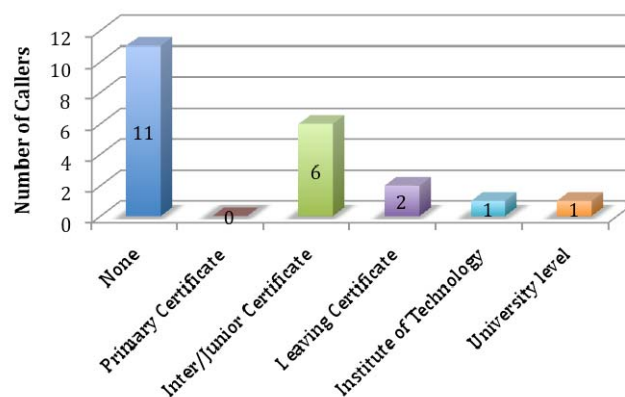
Almost all learners (82%) had obtained primary education and lower secondary, with 12% having received third level education. No respondent in this group reported that they had not formal education.

Figure 32 – Educational Attainment (Group 2)



Although all callers in this group had attained primary education, 66% stated that they had no formal qualifications. Both learners that had completed the Leaving Certificate also went on to complete either college or university qualifications.

Figure 33 – Qualification Level Attained (Group 2)

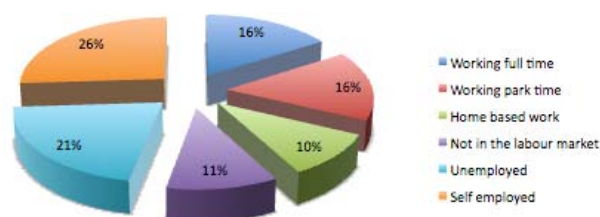


### 7.3.4 Group 2 - Employment Profile

61% were either in employment or were self-employed. 22% of learners were unemployed, with 11.1% stating that they were not in the labour force due to disability or retirement.

The self-employed represented the highest single category of respondents.

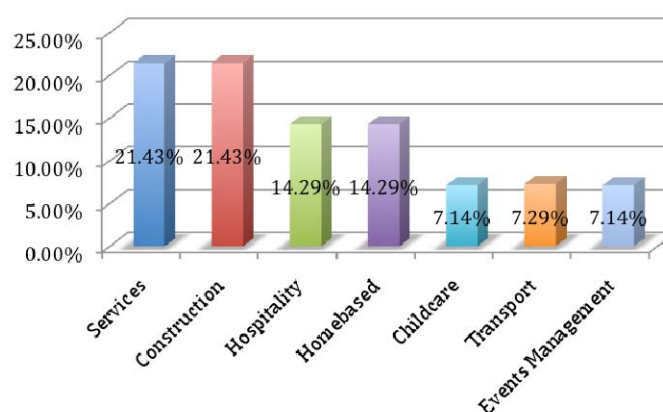
**Figure 34 – Employment Status (Group 2)**



Most callers in this group (43%) were working in the services and construction sectors, with other callers employed in the hospitality, childcare, event management and transport sectors.

10% of callers were homemakers.

**Figure 35 – Employment Profile (Group 2)**



## 7.4 Group 3 - Initial Referrals

This group comprised of **Survey Sample 3** – 42 individuals who had been referred to other support services on making a first call to NALA – *‘Learners who were referred on first call’*.

A total of forty-two persons were consulted who contacted the Freephone service and were referred to a VEC, or other support services, on the initial call, and who chose not to engage in NALA’s Distance Learning Services.

354 callers in total contacted the Freephone service and were referred to other support services on the first call. However, only 150 of these callers left contact details with NALA.

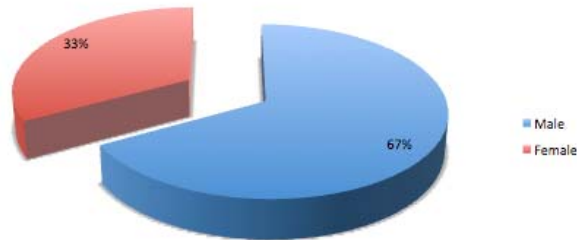
Forty-two of these callers, representing 28% of all callers with contact details who were referred on the initial call to the Freephone service, were surveyed.

### 7.4.1 Group 3 - Gender Profile

Of the callers who were referred on initial contact with the Freephone service, 66.7% were male, a slightly higher figure than those learners who engaged with the

service and those who were referred to other services after speaking with a NALA tutor.

**Figure 36 - Gender Profile (Group 3)**



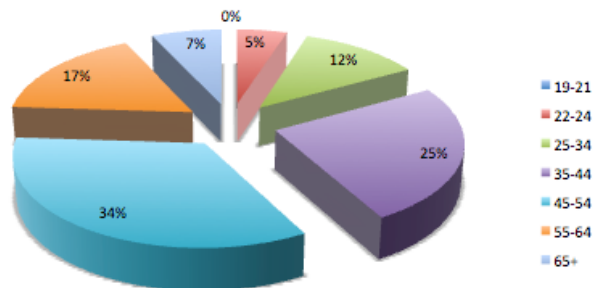
#### 7.4.2 Group 3 - Geographic Dispersion

38% of those surveyed were from the Dublin area, with callers from sixteen other counties contacting the Freephone service in this group.

#### 7.4.3 Group 3 – Age Profile

All of those surveyed were over the age of 22 years, with 59% of callers aged between 35 and 54 years of age.

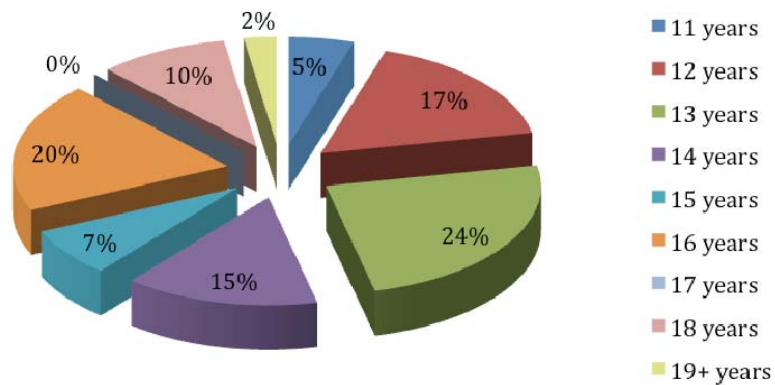
**Figure 37 – Age Profile (Group 3)**



#### 7.4.4 Group 3 - Educational Attainment

46% of callers interviewed ceased education between the ages of 11-13 years, with only one person remaining in full-time education until over the age of 19 years.

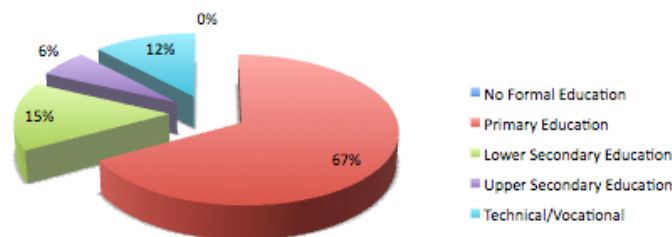
**Figure 38 – Age of Leaving School (Group 3)**



All callers interviewed received at least primary education, with others moving on to complete lower secondary, upper secondary and technical or vocational education.

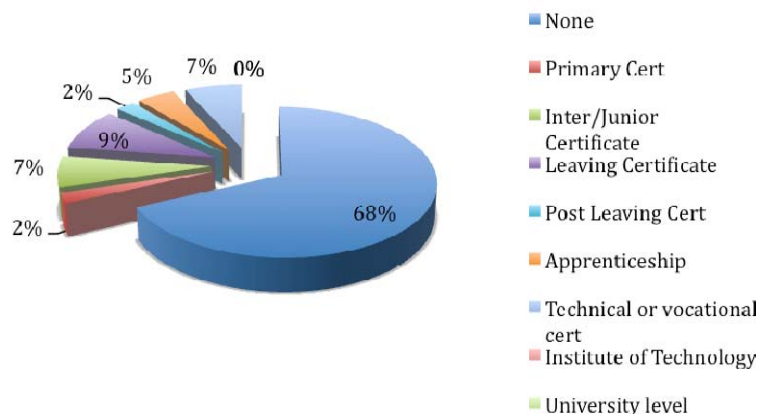
Two-thirds of the callers interviewed had received only primary education.

**Figure 39 – Educational Attainment (Group 3)**



71% of callers interviewed stated that they received no formal qualifications. There were no callers in this group in receipt of college or university qualifications.

**Figure 40 – Qualification Level Attained (Group 3)**

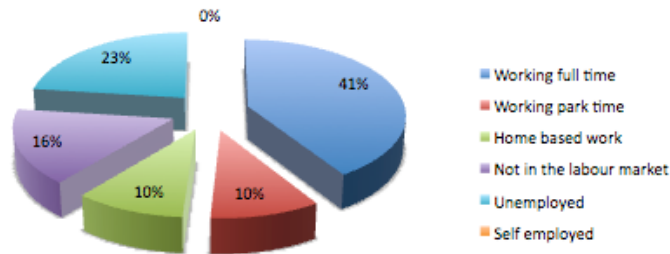


### 7.4.5 Group 3 - Employment Profile

41% of callers in this group were working full-time. 23% were unemployed and 16% were not currently in the labour force due to long-term disability or retirement.

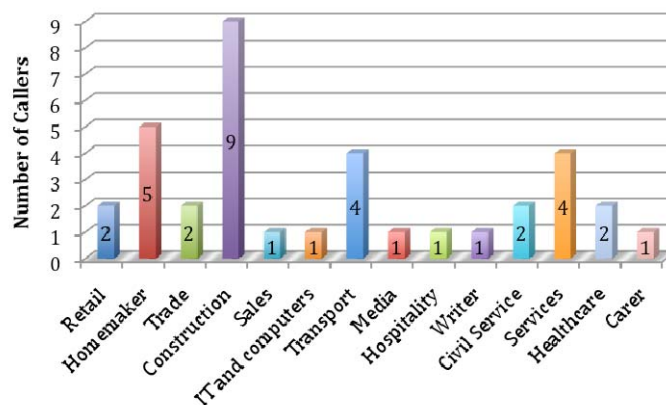
The national average unemployment level was 7.8% in November 2008<sup>31</sup>, showing that the unemployment levels in this group were above the prevailing national average.

**Figure 41 – Employment Status (Group 3)**



The construction sector was the most commonly cited industry sector cited by respondents. A large number of callers in this group were also employed in the services and transport sectors.

**Figure 42 – Employment Profile (Group 3)**



## 7.5 Summary of All Groups

1. NALA's Freephone Service was contacted by 658 callers from 25 counties between May and September 2008. 56% of all callers were male; although females were more likely to go on to engage with NALA's Distance Learning Service (54%)
2. Almost 60% of all callers were aged between 35 and 54. 70% of people who went on to engage with a tutor through NALA's Distance Learning Service were aged between 35 and 54.
3. Educational attainment was typically low among all callers. 66% of all callers who participated in the evaluation stated that they left school at the age of 15 or below. 74% of those callers who went on to engage with a tutor

<sup>31</sup> CSO Live Register November 2008

through NALA's Distance Learning Service reported that they left school at the age of 15 or below.

4. The majority of callers (83.2%) to the NALA Freephone number who participated in the evaluation reported that they had lower secondary level qualifications or lower. 56% of those callers who went on to engage with a tutor through NALA's Distance Learning Service reported that they had only completed primary school education and 30% stated that they had completed lower secondary school education.



## 8 Motivation and Experience

All interviewees were asked to identify their motivation behind contacting NALA for the first time. They were also asked to identify any previous experiences of adult education that they had, and the experiences provided by the service

### 8.1 Motivation

All 100 people who took part in telephone or face-to-face interviews were asked to describe their motivation behind contacting NALA for the first time. The issue was also discussed with the 5 participants in the focus session.

#### 8.1.1 The TV Show

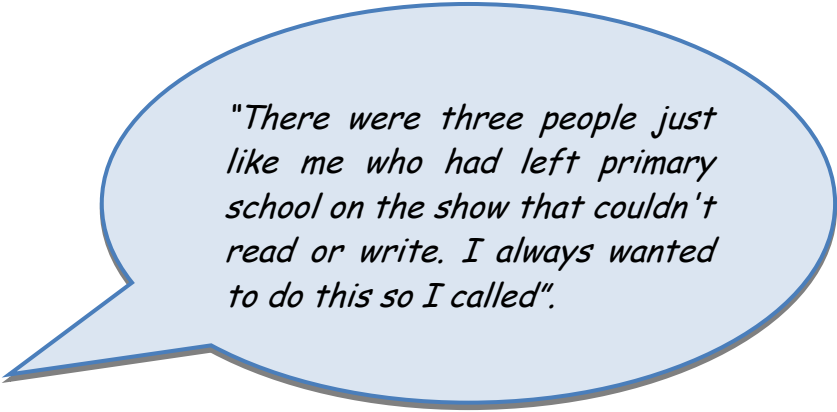
The *Written Off?* television programme was described by 17 people as being the main driving force behind contacting NALA. A number of learners called after connecting with some of the learners on the show and realising that the learners on the show were similar to them.

A number of callers saw people on the show going through what they have gone through and realised that there was somewhere for them to go to get help. Another person stated, *“Something registered when I saw the show and I knew I needed to get started”*.

All 5 participants in the focus session stated that they had seen at least one episode of *Written Off?* The experience of the participants on the show resonated with the participants and 4 of the 5 expressed an interest in being considered for inclusion in the next series.

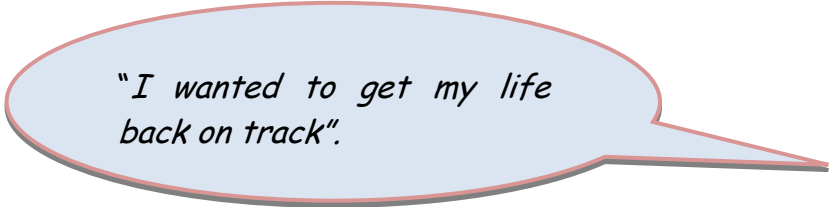
#### 8.1.2 Personal Circumstances

Timing was a key determinant in when people rang the Freephone service. A number of people stated that the main reason for ringing was that they felt the time was right to start learning for themselves, and to improve their reading, writing and spelling skills. One person stated that *“work was slow and I had a bit more time on my hands. I knew I had to deal with this as I had put it off for too long”*. Other people said that as their children were grown up, it was time to go back and do something for themselves. Another learner said *“I have been thinking about doing this all my life, it was long overdue”*.



*"There were three people just like me who had left primary school on the show that couldn't read or write. I always wanted to do this so I called".*

Personal issues were also noted with one woman announcing she could not read or write and, after her divorce, she had decided that the time was right to do something for herself. One learner said that his literacy problems ultimately led to the failure of his business. When this happened he realised that he needed to do something about it.



*"I wanted to get my life back on track".*

### 8.1.3 Frustration

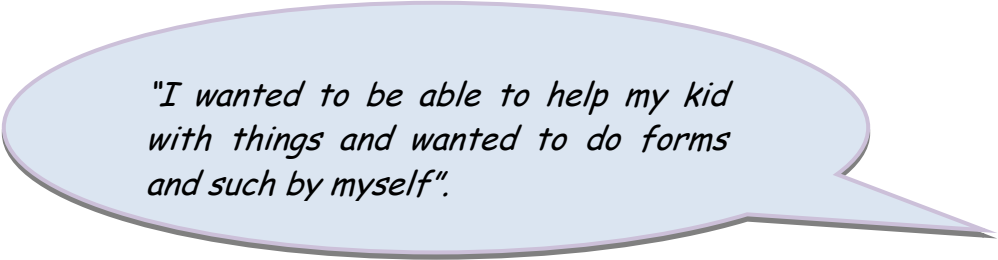
Other learners were frustrated that they were not able to read or write, and decided that they had to do something about it. One learner stated, *"I was fed up with not being able to read a book properly"*, with another learner stating that they felt they were *"struggling with the ability to do things"*.

### 8.1.4 Family Influences

Six learners wanted to improve their reading and writing ability because of their children and wanted to be able to help their children with homework.

### 8.1.5 Ability to Spell

Spelling was a key skill that people wanted to improve upon, with people thinking if the TV show could *"help other people with spelling, it could help me"*. One learner felt embarrassed by having to ask their children to spell words for them. Another learner felt that their spelling problem was *"getting to me"* and decided to do something about it.



*"I wanted to be able to help my kid with things and wanted to do forms and such by myself".*

### 8.1.6 Writing Skill

Three learners described the embarrassment they felt in their writing skills and stated that their inability to write had a serious impact on their day-to-day lives. One learner working in construction said that they had never needed written skills but was still embarrassed about being asked to write.

### 8.1.7 Reading Skill

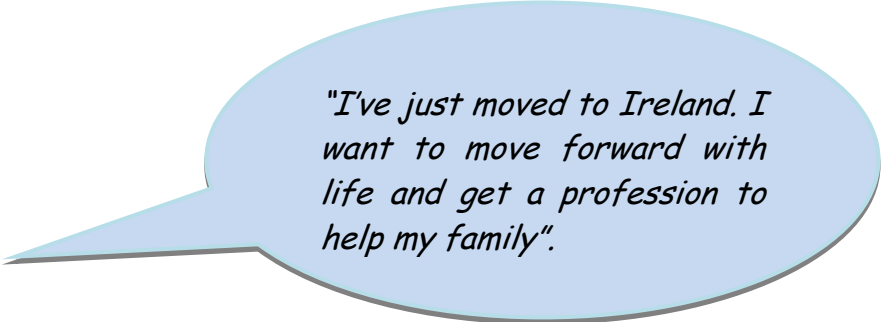
One learner lived alone and could not read their own mail, and felt very dependent on other people because of this. Another learner was reading 'Ladybird' books and wanted to improve and get help with reading.

### 8.1.8 Service Awareness

Three learners stated that they were not aware of the services provided by NALA previously and contacted the Freephone service after seeing an advertisement.

### 8.1.8 Employment Issues

Seven learners wanted to improve their employment opportunities by improving their literacy skills. One learner stated that they had previously been doing a 'Back to Work' course and felt that support from NALA would supplement this. Another learner felt that poor reading and writing was keeping her from employment.



*"I've just moved to Ireland. I want to move forward with life and get a profession to help my family".*

### 8.1.9 Language Skill

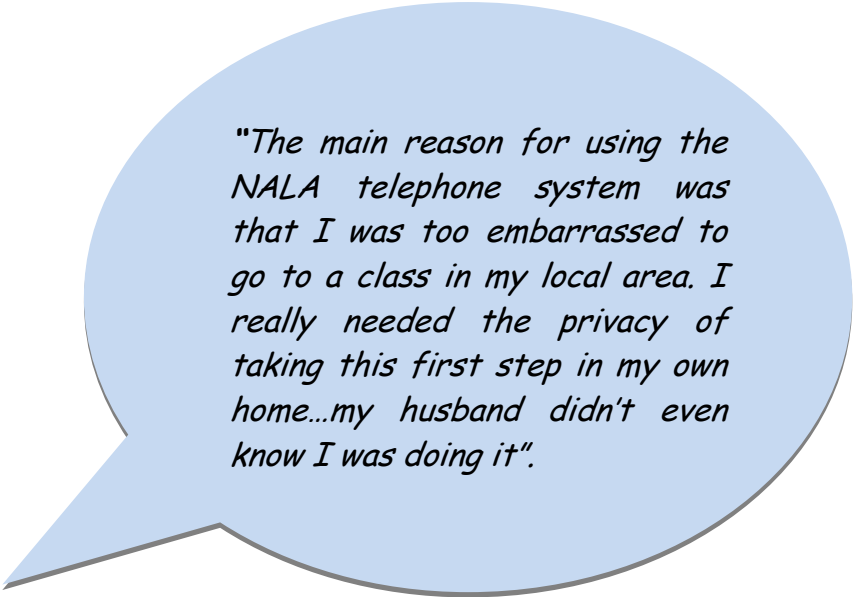
Five learners contacted the service because they wanted to improve their English.

### 8.1.10 Referrals

Two learners were referred to NALA by other organisations and it was through them that they learned of the services that were available to them.

### 8.1.11 Self Confidence

One learner stated that they chose to call NALA in order to improve their confidence and thought that NALA would be able to help them.



*"The main reason for using the NALA telephone system was that I was too embarrassed to go to a class in my local area. I really needed the privacy of taking this first step in my own home...my husband didn't even know I was doing it".*

## 8.2 Experience of Distance Learning

All 40 callers who had worked with a NALA tutor were asked to describe previous experiences with adult education.

47% of these learners stated that they had no previous experience with adult education. NALA was the first introduction to adult education or distance learning for many adult learners.

### 8.2.1 Previous Courses Undertaken

Of the 21 learners who had no prior experience with adult education, 76.4% found the service provided by NALA to be in excess of their expectations. For those learners who had previously participated in adult education, the types of programmes and courses completed included: -

- ☐ VEC courses;
- ☐ English language classes;
- ☐ FÁS courses;
- ☐ Leaving Certificate courses;
- ☐ Literacy classes;
- ☐ Computer classes; *and*
- ☐ Special interest courses such as art.

Learners who had worked with a NALA tutor were asked to describe what aspects of these courses worked for them and what did not work. The main experiential elements that proved successful for learners were: -

- ☐ One-to-one sessions;
- ☐ Small group tutorials;

- ❑ Relevant and interesting topics;
- ❑ Confidence building exercises; *and*
- ❑ Computer skills.

The main negative aspects cited by learners in these courses were: -

- ❑ Long waiting lists for courses;
- ❑ Lack of guidance from tutors;
- ❑ Pace and speed of the programme; *and*
- ❑ Classes were not divided by level of ability of learner.

### **8.2.2 Comparative Experience**

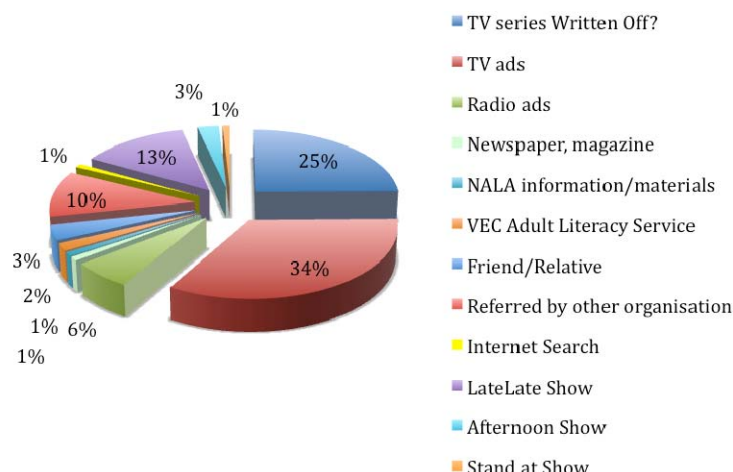
NALA's Distance Learning Service was compared to these other experiences with adult education.

Learners found that the services provided by NALA helped to boost confidence, and were personally more suitable as they work on a one-to-one basis. They were also felt to work at the level and ability of the learner, and were, therefore, tailored to suit individual learning. People also considered that they were easier to access, and were more convenient for the learners.

## **8.3 Initial Awareness**

All 100 callers who took part in the evaluation were asked how they became aware of the NALA Freephone service. Television advertising and the TV series *Written Off?* were the two most common methods of hearing about the NALA service and accounted for 59% of all respondents. All 5 participants in the focus session had seen one or more episodes of *Written Off?*

**Figure 43 – Awareness of Freephone Number**



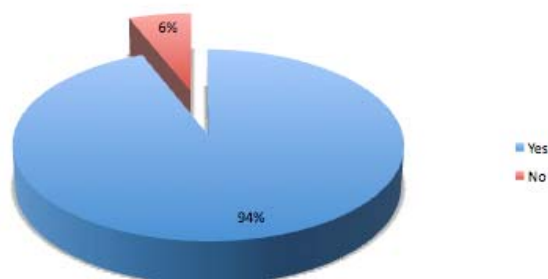
The appearance of a participant from the TV series, *Written Off?* on the RTE *Late Late Show* was the next most commonly cited influence for the Freephone service, along with referrals from different organisations such as FÁS and the HSE.

The least commonly stated methods were stands at various shows and word-of-mouth.

## 8.4 Satisfaction Rating

All 105 callers who took part in the evaluation were asked if they were satisfied with the initial contact they had with NALA. The majority of callers (94%) stated that they were. All 18 callers interviewed who were referred to the VEC having spoken to a tutor stated that they were happy with the service provided to them in the initial telephone call. Of the 42 callers interviewed in the evaluation who were referred to other support services on the first call to NALA, 92% were satisfied with the initial contact, slightly lower than the average for all callers who took part in the evaluation. Similarly, 93% of those learners interviewed who had worked with a tutor were satisfied with the initial service they received from NALA.

**Figure 44 – Satisfaction with Initial Contact**



All callers who were involved in the evaluation were asked to describe their initial experience with the NALA Freephone service. The majority of people described positive experiences, stating that the service and information received were good.

37 learners stated that the person they spoke with was very helpful and gave a full list of options available to them. *“The tutor was very nice and made me feel included”*. *“The person I talked to made me feel very comfortable”*.

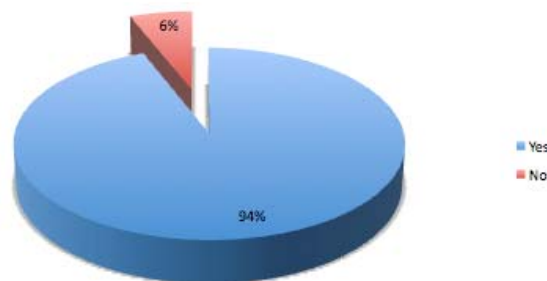


It was stated by all callers interviewed that the services provided by NALA were adequately explained to them, and that this helped ease tension and nerves. *“They couldn't do enough for me”*.

17% of learners complimented the speed at which they were allocated tutors. *“I was happy with the call, felt easy because I knew it would be confidential”*.

One caller stated that the telephone call was not very helpful for him, but did not expand on this answer in any meaningful detail.

**Figure 45 – First Call Satisfaction Rating**



#### 8.4.1 Dissatisfaction

All callers interviewed in the evaluation were asked to identify anything that they were not happy with in the initial call.

96 callers who were interviewed answered this question.

94% of all callers stated that there was nothing that they were unhappy with in the initial call.

5% of callers interviewed stated that their initial telephone call was not succeeded by a follow on call. All callers who stated they did not receive a follow-on call were referred to other support services on the first contact with NALA.

2% of callers interviewed stated that the length of time between the initial call to the Freephone service and the follow-up call was too long. These callers were referred to the VEC services during the follow-up call.

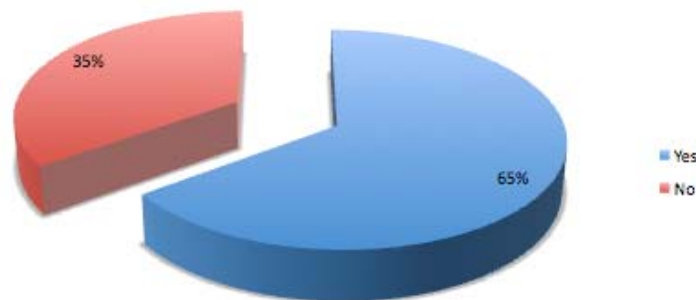
Other callers interviewed who were unhappy with the first call to the Freephone service stated that they were not comfortable making the initial call, they could not hear the person on the other end of the line and that the service was not helpful for them.

*"Everything was explained to me. I was told somebody would call me back, and when they did I got all the information I need about classes and times".*

A number of options were given to callers in the initial call, and all callers interviewed were asked if they chose the right option for them.

Options included being assigned an tutor and working with NALA's Distance Learning Service, referral to the local VEC Adult Literacy Service or other support services, and the distribution of materials to the caller in the post.

**Figure 46 – Option Choice**



65% of all callers interviewed felt that they had chosen the most suitable option.

47% of those who were referred to a VEC after speaking with a tutor from NALA felt they chose the right option. These callers felt that one-to-one and classroom based learning was more appropriate for their situation, rather than distance learning.

52% of callers who were referred to a VEC after speaking with a tutor stated that they felt that they had chosen the wrong option because they had not yet started classes.

Callers who were referred to other support services on initial contact with the NALA Freephone service showed a similar response trend, with 55% stating that they did not choose the right option. The main reasons identified for choosing the wrong option were: -

- ❑ Not currently involved with any course (43%); and
- ❑ Never heard back about course (17%).



One caller who was referred on the first call to NALA stated that they chose to go to a literacy course held by a VEC, and were spoken to in a derogatory fashion. They did not finish the course as a result.

The 42 callers interviewed who were referred to other support services on the first call to NALA were asked if they fully understood what NALA's Distance Learning Service was offering. Seven of these callers stated that the service was not explained to them fully.

Of those callers that had engaged with NALA's Distance Learning Service tutoring services and worked with a tutor, 92.5% of callers interviewed felt that they had chosen the right option. When asked to expand on this, learners stated that the main reasons that NALA's Distance Learning Service worked for them were: -

- ❑ Privacy;
- ❑ No adult literacy centre nearby;
- ❑ Comfort of learning in one's own home;
- ❑ Family commitments at home; *and*
- ❑ Confidence issues.

The main reasons why learners felt that it was not the right option were: -

- ❑ Difficulty in getting organised for telephone calls; *and*
- ❑ Lack of face-to-face contact.

One learner interviewed who worked with a Distance Learning tutor stated that they chose the distance learning option, but did not like the tutor they were assigned.

## **8.5 Follow-on Calls**

All 18 callers who were referred to a VEC after speaking with a NALA tutor were asked to confirm if they received a call back after their initial phone call.

Two callers stated that they did not receive a call back from the tutor. One of these callers said that they had received no further contact from NALA since his initial call until he got contacted about taking part in this evaluation.

### **8.5.1 Time Span**

Two others stated that although they did receive a call back, they had to wait an inordinately long time. One of these learners stated that this was due to contacting NALA during the summer months. The other learner stated that by the time they did receive further contact they were no longer interested.

Of those callers who received a follow on call, 17.7% stated that the call back fell short of their expectations.

One caller stated that NALA kept trying to contact her until they got through to her. She was delighted that they kept trying.

All callers interviewed in this group stated that they were fully aware of what NALA's Distance Learning Service offers, and were given enough information to decide if the programme was right for them.

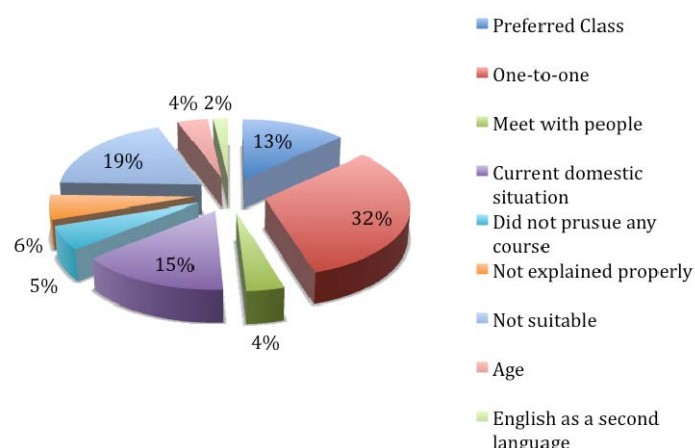
## 8.6 Reasons for Not Choosing the Service

All callers interviewed who were referred to other support services on the first call, or who were referred to a VEC after speaking with a tutor were asked why they chose not to pursue distance learning with NALA.

From the 60 callers who were referred to other services a number of reasons were given as to why they did not engage with NALA's Distance Learning Service. These included: -

- ❑ Wanted one-to-one tutoring;
- ❑ Preferred classroom setting;
- ❑ Felt option was not suitable;
- ❑ Current domestic situation was not appropriate for this type of learning;
- ❑ Did not pursue any course;
- ❑ Wanted to meet with people;
- ❑ Course was not explained properly;
- ❑ Felt age was a barrier to this type of learning; *and*
- ❑ English was not strong enough to be able to pursue this option.

**Figure 47 – Reasons for Not Choosing Distance Learning**



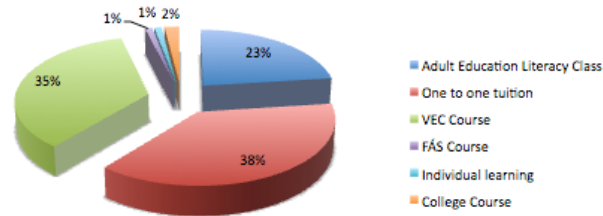
## 8.7 Options Pursued by Referred Callers

All 60 callers who were referred to other support services were asked which service they chose and where.

51% of learners progressed to one-to-one tutoring and 45% went on to adult education literacy classes. 52% of callers stated that they had yet to start classes in

other support services because they had not contacted the services, or because they are on waiting lists.

Figure 48 – Learning Pursued by Referred Callers



All callers interviewed who were referred to other support services, such as a VEC, were asked to describe their experience of found the option they chose.

52% of callers interviewed stated that they are currently waiting to start the class.

Of those callers interviewed who had started courses, 44.4% stated that these courses were working well for them, with one caller stating they had started the course not being able to spell, and are now working towards FETAC certification.

These learning experiences were described as being useful for a number of reasons:

- ❑ Improved confidence;
- ❑ Given help that was needed; and
- ❑ Interaction with other people.

The main reason that these learning experiences were not seen as beneficial was that the learning pace was considered to be too slow. Some also considered that the content was repetitious, leading to a feeling that nothing was learned.

*"The Distance Learning course has made me feel much more confident. I had a horrible experience in school, which made me feel like a failure, now I know I am not stupid".*

## 8.8 Materials

All callers to the NALA Freephone Service were offered support books and materials. All callers were asked to give feedback on any materials sent to them by NALA.

Almost 60% of the callers who were referred to a VEC after speaking with a tutor did not request any materials from NALA. Of callers in this group who did receive materials, individual worksheets and workbooks were the main materials sent to them.

Of the 42 callers interviewed who were referred to other support services on the first call to NALA, 45% of stated that they did not request any materials from NALA.

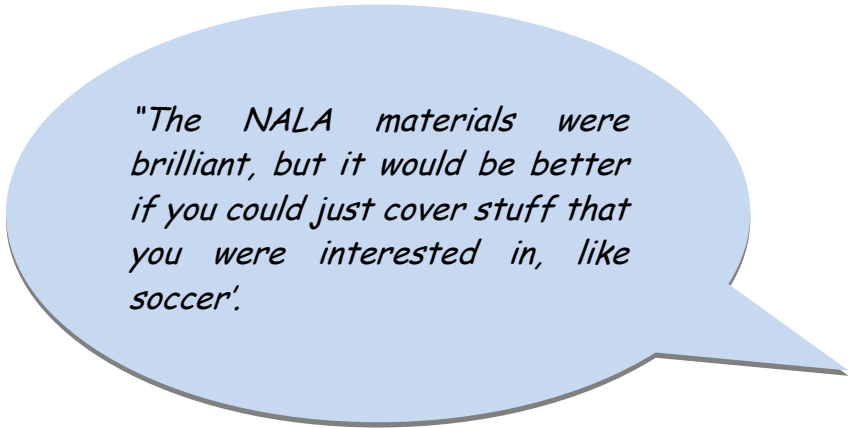
Of those who did receive materials, these included: -

- ❑ Workbooks;
- ❑ Worksheets;
- ❑ Leaflets;
- ❑ Information on other services;
- ❑ Readers;
- ❑ Support Book; *and*
- ❑ DVDs.

All callers who were referred to other services on the first call, or after speaking with a tutor services were asked if they found the materials sent by NALA useful.

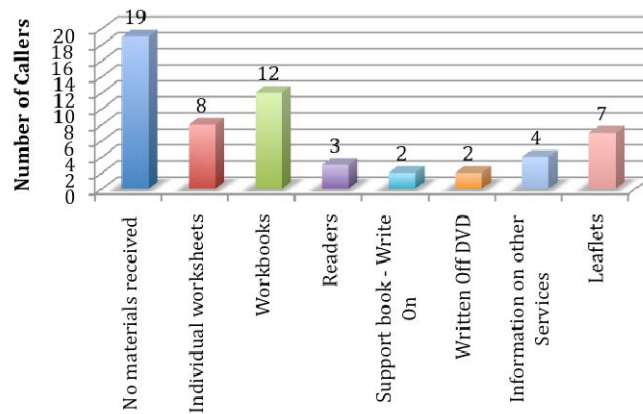
85% confirmed that they were useful to them.

One caller praised the support books and workbooks given to him and shares them with his daughter who is a teacher.



*"The NALA materials were brilliant, but it would be better if you could just cover stuff that you were interested in, like soccer'.*

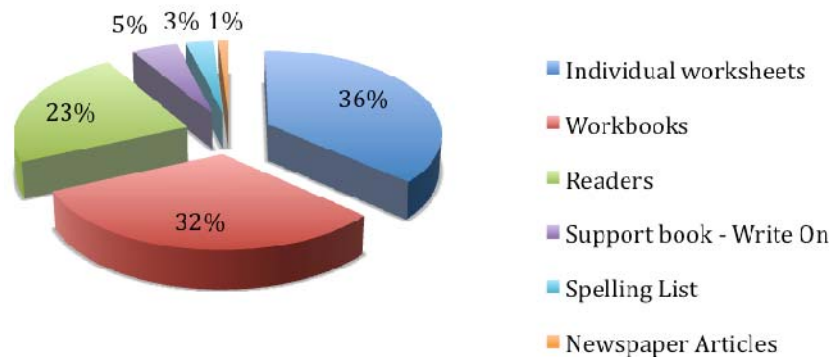
Figure 49 – Materials Received



Almost all 45 learners interviewed who had worked with NALA's Distance Learning Service received individual worksheets and workbooks. The individual worksheets were seen to be most beneficial to learners as they were tailored to suit their individual needs.

The main aspects which learners interviewed who had worked with a tutor found most beneficial were the tailored learning materials. One learner felt that this work was too easy and looked like children's materials, while another learner felt that the print in some of the materials was too small and there were not enough pictures and too many words.

Figure 50 – NALA Materials Received by Learners



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## 9 Experience with Tutors

There were 45 learners consulted through interviews or focus sessions, who had worked with a NALA tutor and all 5 members of the focus group had worked with a tutor. A total of 87 learners had experience working with NALA's Distance Learning Service between May and December 2008. 46% of all learners who worked with a NALA tutor were interviewed to determine their experiences of using the Distance Learning Service.

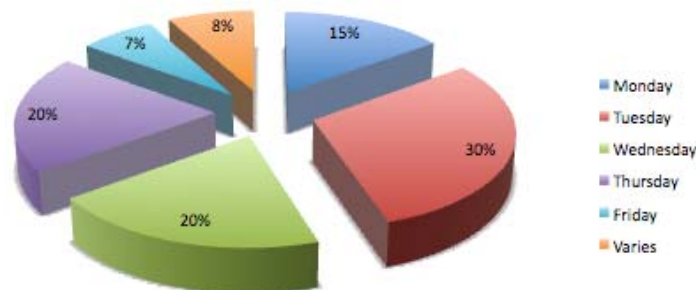
### 9.1 Experience of Distance Learning

Almost all tutoring calls took place in the afternoon or evening, with only two learners stating that they received their tutoring calls in the morning.

Tuesday was the most popular day for receiving calls, followed by Wednesday and Thursday. Friday was the least popular day for receiving calls.

All learners interviewed stated that these times worked well for them and were suitable.

**Figure 51 – Tutor Call Scheduling**

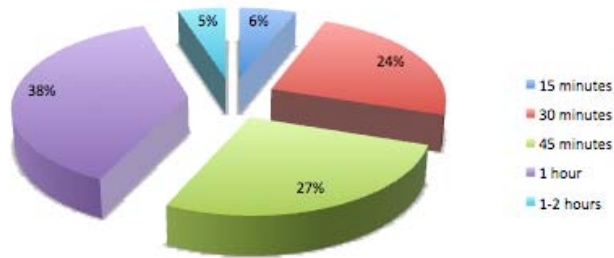


The optimum length of telephone calls was considered to be in the range of thirty minutes to one hour. Only 5% of callers interviewed had tutoring calls of less than thirty minutes in duration. Four learners stated that the tutor allowed them to take as much time as they needed.

50% of learners interviewed had previously changed the times that calls were taken, and all stated that this change was easy to do.

Only 1 learner stated that they had wanted to change the time but felt that they could not. This person stated that they *“didn’t want to bother the tutor with changing the night of the call”*.

Figure 52 – Duration of Calls with Tutor



All learners interviewed were asked how they found the service.

The main aspects that learners liked about NALA's Distance Learning Service were:-

- ❑ The tutors and the support they gave learners;
- ❑ The learning approaches used;
- ❑ Reading aloud without interruption;
- ❑ Idea of distance learning;
- ❑ Challenging work; *and*
- ❑ The materials sent out to learners.

*"My tutor was absolutely brilliant, so patient. She didn't make me feel like an idiot and I realised I was better than I thought I was."*

The areas that worked well for the learners included: -

- ❑ Dedicated times for calls;
- ❑ Friendly approach by NALA;
- ❑ Learning new ways to look at reading;
- ❑ Talking to the tutor;
- ❑ Writing skills; *and*
- ❑ Practical work.

The areas that learners did not like included: -

- ❑ Working and learning over the telephone;
- ❑ Not covering enough learning in the tutoring calls; *and*

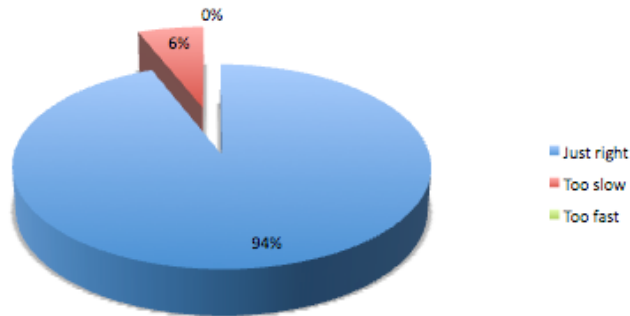


□ Finding the time to learn.

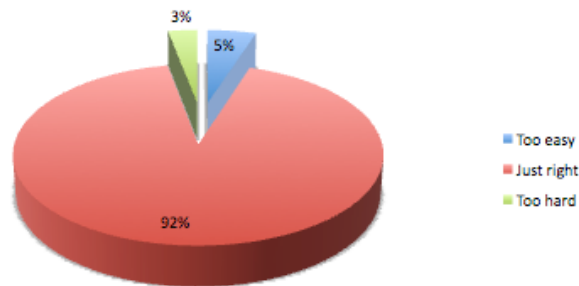
When asked what areas NALA can improve upon, learners felt that they would like more calls and face-to-face time with tutors. Of the learners who worked with a NALA tutor, 28% stated that they would like face-to-face time with tutors.

Learners were asked how they found the pace of the learning and 94% found the pace to be just right for them. The level of the learning programme was also found to be just right by 92% of learners.

**Figure 53 – Pace of Learning Programme**

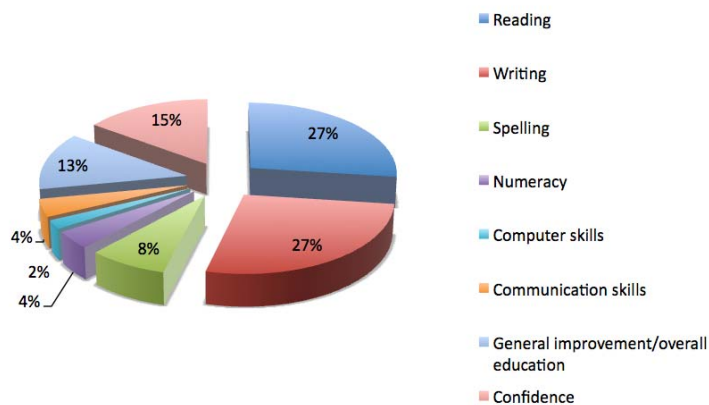


**Figure 54 – Expectation of Learning Programme**



The feedback from work sent in to tutors by learners was seen to be good. All learners interviewed who sent in work found the feedback to be helpful and beneficial.

**Figure 55 – Areas where Learners Sought Improvement**



The main areas that learners wanted to improve upon when they first contacted the NALA service were reading, writing, confidence levels and a general improvement in overall education.

84% of learners interviewed found that their expectations in these areas were met.

Those learners interviewed whose expectations were not met stated that they would have liked to have received accreditation at the end of the course of study or would have liked to have worked in individual tutoring sessions with a tutor. Learners who are deemed ready to undertake accreditation and have the time to do so are given this opportunity.

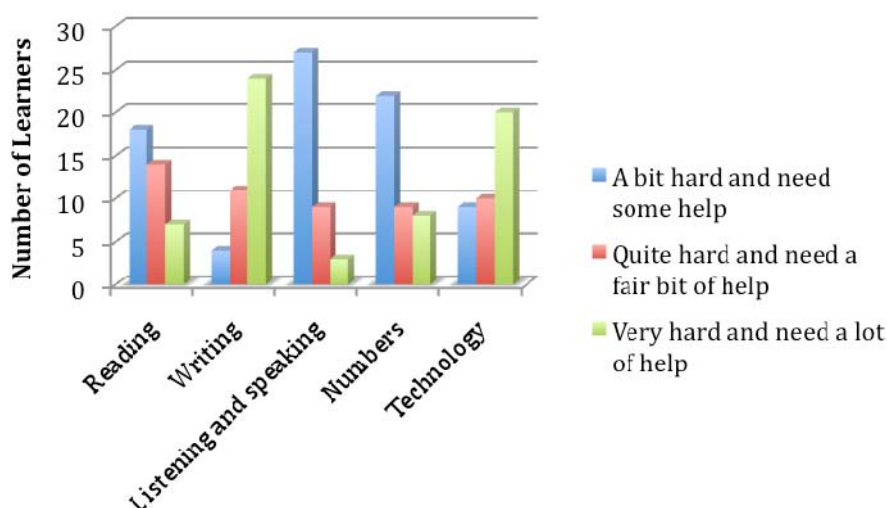
The service was praised for enabling learners to realise their potential and for the pace at which the learning was implemented.

## 9.2 Progression of Learner

The learners who participated in the evaluation who had experience working with NALA's Distance Learning Service were asked to describe their ability in reading, writing, listening and speaking, numbers and technology before they worked with a NALA tutor.

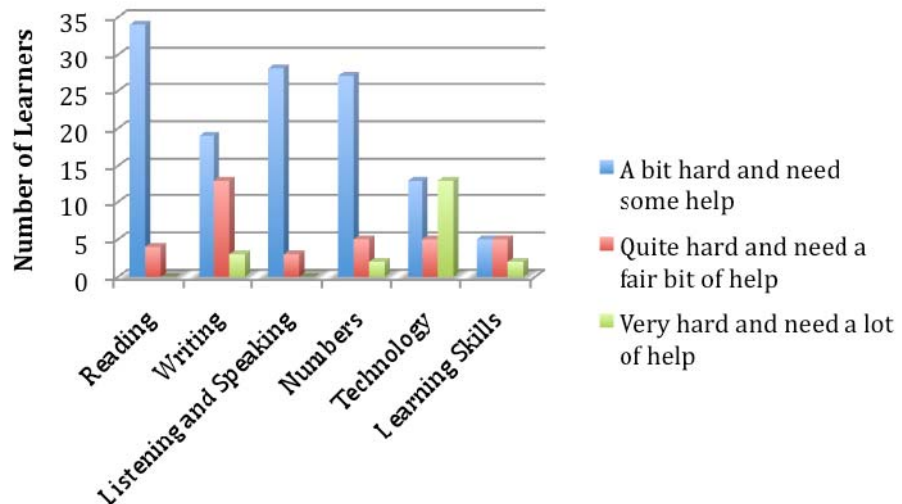
Learners cited writing and technology as the areas they were weakest in prior to working with a NALA tutor. However, learners in the evaluation did not mention technology as an area that they wanted to work on initially. Listening and speaking and numbers were seen to be the least difficult areas. Reading was an area that provided a mixed result, with the majority of learners interviewed needing assistance in this area.

Figure 56 – Ability of Learner Prior to Working with Tutor



All learners stated that they had seen improvements in their skills levels as a result of working with a NALA tutor.

Figure 57 - Post NALA Support Ability



Reading, writing and numeracy were the areas in which learners felt they saw the greatest improvements.

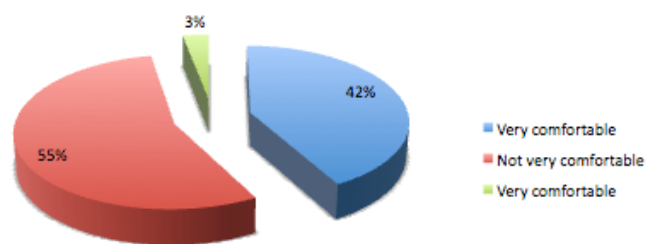
90% of learners interviewed considered that they needed little or no help with reading after availing of NALA's Distance Learning Service.

Technology was the main area where learners interviewed felt improvement was still needed. A number of learners stated that this is due to the fact that they had not attempted to improve their computer skills with their tutors.

Learners interviewed who worked with a NALA tutor were asked to describe how comfortable they were with everyday tasks such as filling out forms.

55% of learners were not very comfortable with completing everyday tasks, and 42% feeling comfortable.

Figure 58 – Completing Everyday Tasks



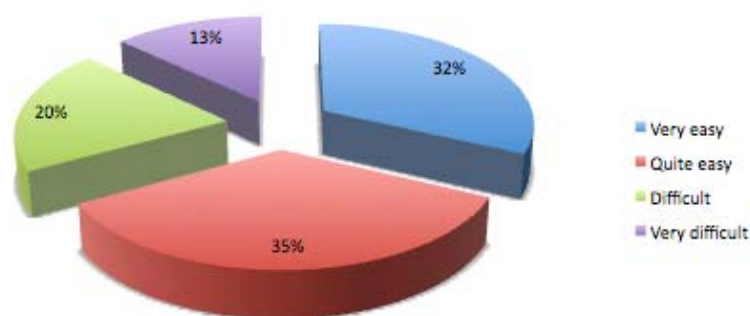
## 9.3 Impact

87% of learners interviewed who engaged with the service found that their confidence had improved as a result of working with a NALA tutor. 94% of learners found that they were better than they believed themselves to be before they commenced working with a tutor.

Learners were asked how difficult or easy it was to organise and balance family and work commitments, time and study.

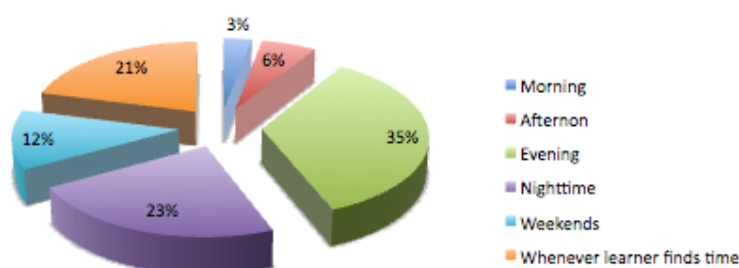
68% of learners interviewed found it very easy or quite easy to balance commitments and study and this was mainly accredited to domestic situations and motivations and interests in learning.

**Figure 59 – Balancing Commitments and Study**



54% of learners interviewed took the time to fill out worksheets in the evenings or a night. This is because this was the only opportunity that they had as it was after work, or after the children were in bed.

**Figure 60 – Time of Completing Worksheets**



*"All I really want to do is help my kids with their homework, so they don't have to wait for Dad to come home'.*

A number of examples of how NALA's Distance Learning Service impacted on family life for the learners were provided: -

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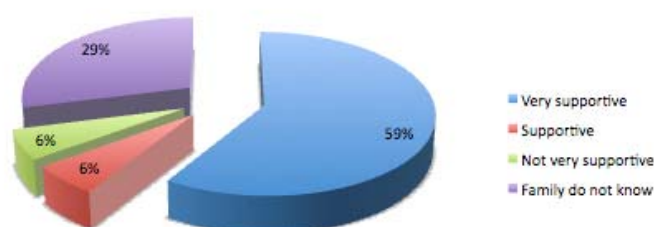
- ❑ Learners stated that they were now able to read magazines and newspapers at home;
- ❑ Learners were more able to help children with homework;
- ❑ Learners had encouraged other family members to learn;
- ❑ Learners were given the confidence to read for enjoyment;
- ❑ Learners stated that they were now more comfortable when it came to filling in everyday forms;
- ❑ Learners had improved confidence while shopping, for example able to read food labels; *and*
- ❑ Learners felt more confident in doing things for themselves.

57% of learners interviewed found that NALA's Distance Learning Service had no impact on their family life.

Family support is seen as an important factor in the motivation and ability of learners interviewed. The majority of learners (58%) found family members to be very supportive of their learning. However, a significant percentage stated that family members did not know about their learning. Two main reasons were given for this: -

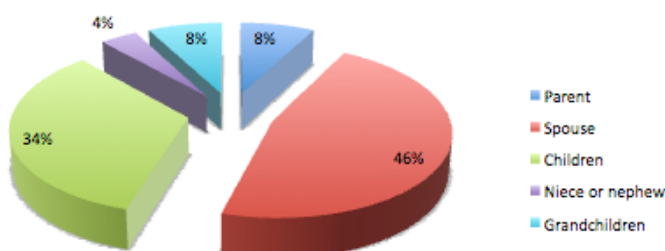
- ❑ Learners were embarrassed to tell family members what they were doing; *and*
- ❑ Learners wanted to do this for themselves.

**Figure 61 – Family Support**



Parents or spouses (36%) and children (26%) were the main people supporting learners interviewed, with 23% of learners stating that all family members fully supported and encouraged them.

**Figure 62 – Family Support Identified**



27% of learners interviewed found that NALA's Distance Learning Service had no impact on their work life, or has made them more confident in their jobs. Nine learners interviewed stated that they were more confident in their jobs because of the NALA services.

With regards to community life and involvement, learners interviewed found that the learning experience had made no impact on life in their neighbourhoods or involvement in community activities.

Learners were asked about access to a local or mobile library and 26% stated that they had access to one. Learners were not asked the reasons behind inaccessibility. However transport and health issues are likely reasons, as well as availability within their immediate vicinity. Of those who stated they had access to a library, 60% stated that they use the library services. One learner felt too intimidated to use the library.

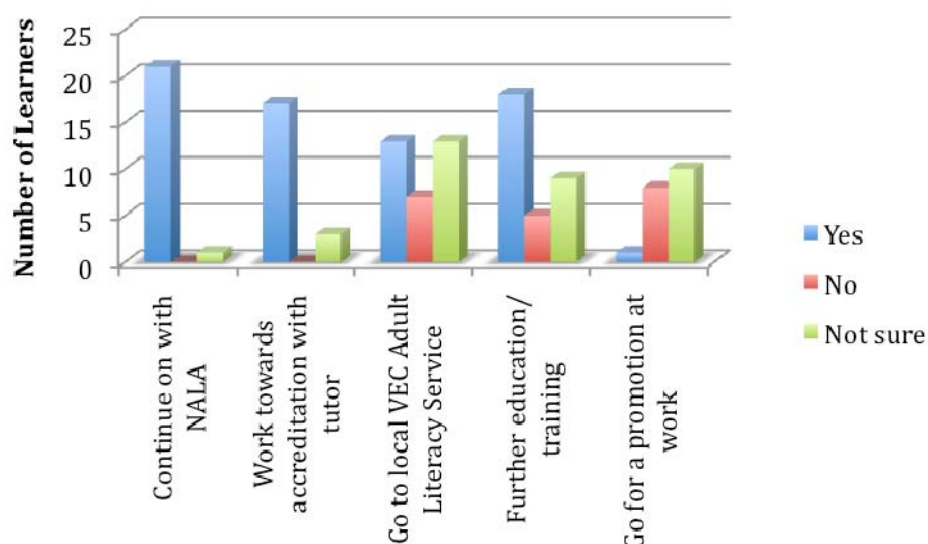
86% of learners interviewed voted in the previous local election or referendum.

The 17 learners interviewed who had availed of NALA's Distance Learning Service and had moved on from that service were asked why. The main reasons given were:

- ☐ Had come to the end of work with tutors;
- ☐ Moved on to one-to-one tutoring sessions;
- ☐ Personal issues;
- ☐ Work commitments; *and*
- ☐ Health concerns.

Learners mainly moved on to courses run by their local VECs and further education or training.

**Figure 63 – Preferred Progression**



The 23 learners interviewed who were still active with the NALA services were asked what they plan on doing now. All learners stated that they want to continue with NALA and 71% wish to work with their tutors towards accreditation. Many learners favoured one-to-one interaction with their tutors.

## 10 Overall Experience

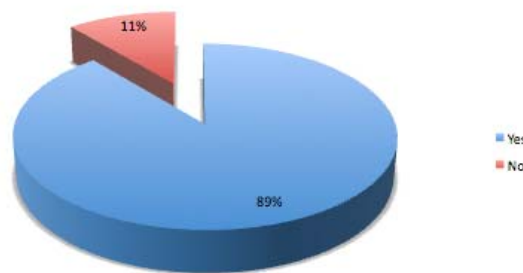
All 100 callers interviewed by telephone or in face-to-face interviews were asked to describe their overall experience with NALA.

### 10.1 Learners With a Tutor

Learners interviewed who engaged with NALA's Distance Learning Service and have experience working with a NALA tutor were asked if they were happy with the service they received.

89% of learners interviewed confirmed that they were happy with the service that they had received. All learners who participated in the focus session were extremely satisfied with their learning experience.

**Figure 64 – Satisfaction Rating**

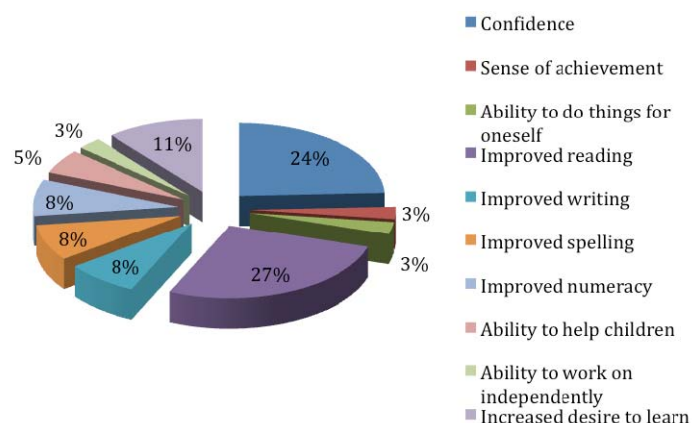


Learners interviewed felt that they had gained a variety of skills and benefits having undertaken or completed tutoring with NALA's Distance Learning Service. These benefits varied from increased confidence to improved reading and writing skills to an increased desire to learn.

One learner interviewed described how disappointed she felt after she stopped working with her tutor, *"I felt that hope had been taken away from me"*.

*"My tutor was the best thing to ever happen me in my whole life'.*

**Figure 65 – Personal Gains Experienced**



There were a number of ways in which the learners interviewed thought the service could be improved. These include: -

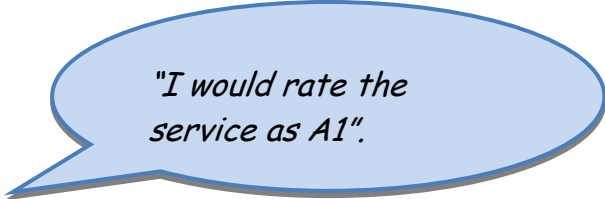
- ❑ Worksheets focusing on punctuation and word meaning;
- ❑ Inclusion of other subjects such as geography and map reading;
- ❑ Individual one-to-one learning with tutor in a variety of locations around the country;
- ❑ Longer or more frequent calls;
- ❑ Retreat weekends, similar to those in the television series could be held around the country;
- ❑ More focus on younger adults;
- ❑ Increased Internet usage with tutor; *and*
- ❑ Increased advertising.

*"I think NALA are doing a great job. I can't believe I'm doing so well."*

The learners identified a number of key factors that might encourage other adults to use the service, including: -

- ❑ Another series of *Written Off?*;
- ❑ Poster advertising;
- ❑ Television and radio advertising;
- ❑ Create awareness in schools;
- ❑ More celebrity involvement;
- ❑ Emphasise the service is private and confidential; *and*
- ❑ Encourage word of mouth.





*"I would rate the service as A1".*

Other relevant comments made by learners interviewed in the evaluation included: -

- ❑ **Retreat Weekends:** One learner interviewed mentioned that retreat weekends, similar to those in the television series should be held around the country.
- ❑ **Summer Break:** The break in the service during the summer months makes it difficult for learners to carry on and it was suggested that the service be extended and carried on through the summer break.
- ❑ **Support Materials and Books:** One learner interviewed stated that the books sent out were not suitable for their language skills and felt that there should be a follow-up on callers to see if the materials are suitable for them after they have had a chance to go through them.
- ❑ **Interaction with Tutors:** Learners interviewed would like face-to-face interaction with NALA distance learning tutors.

## 10.2 Learners Referred to Other Services

There were 60 callers interviewed who were referred to other support services on initial contact with the Freephone service, or after speaking with a tutor.

73% of these learners interviewed were happy with the information provided to them by NALA. These callers highlighted the following as areas where the service could improve: -

- ❑ *'Meet and Greet'* night so that learners have the option to meet with tutors and staff of NALA and ask them questions and find out more information about the services on offer;
- ❑ Provision of computers or assistance for learners wanting access to a computer;
- ❑ Return calls swiftly;
- ❑ Organise tutorials in different locations around the country, similar to those seen by callers on the *Written Off?* series;
- ❑ Home tutoring for people with disabilities;
- ❑ Accredited courses;
- ❑ List of tutors who are willing to do private lessons with learners who are looking for one-to-one assistance; *and*
- ❑ Dyslexia testing, free of charge.

Callers interviewed were asked how other adults could be encouraged to contact NALA. The following suggestions were volunteered: -

- ❑ New series of *Written Off?* TV show;
- ❑ Increased advertising on television;

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- ❑ More follow-up on initial calls to the Freephone number;
- ❑ Advertise through other organisations; *and*
- ❑ Word-of-mouth.

# 11 Conclusions

NALA's Distance Learning Service aims to ensure that people with literacy and numeracy difficulties can fully take part in society and have access to learning opportunities that meet their needs. To meet this goal, NALA is committed to widening access to literacy learning opportunities through the use of distance learning approaches.

The evaluation found that NALA's Distance Learning Service provided callers with a service that generally met their needs, and offered a learner-centred approach.

NALA's Distance Learning Service addressed learner goals, assisted them in devising learning plans to meet these goals, provided a tailored learning experience and tracked the progress of individual learners.

One of the main reasons cited for individuals engaging with NALA's Distance Learning Service was the need and desire for privacy, and this appears to have been fulfilled in every case.

## 11.1 Key Findings

It was found that NALA provided an effective and satisfactory service, and met its aim of providing people with numeracy and literacy difficulties access to positive learning opportunities.

- ❑ In adult education, a learner-centred approach is critical to keep learners focused and motivated.
- ❑ Distance learning is an effective method of engaging male learners in adult education, when compared with mainstream adult and continuing education.
- ❑ 94% of all callers interviewed were satisfied with the service and information they received when they contacted NALA initially.
- ❑ 93% of learners who availed of NALA's Distance Learning Service stated that they felt they made the right decision to opt for distance learning.
- ❑ Those callers who were referred to other support services on the first call to the NALA Freephone service chose not to engage in NALA's Distance Learning Service because they preferred one-to-one sessions or classroom learning.
- ❑ The majority of all callers interviewed (84%) found NALA materials to be useful.
- ❑ Learners interviewed who worked with a NALA tutor were happy with the tutor assigned, tailored worksheets, work approaches used, work assigned to them and the friendly approach of NALA.
- ❑ Learners saw significant improvements in all skill areas after working with a tutor.
- ❑ A number of learners interviewed wanted to work towards accreditation with a NALA tutor.

- ❑ 87% of learners in the evaluation had improved confidence after working with a tutor.
- ❑ Some learners wanted increased interaction with a tutor in classroom and tutoring situations similar to those undertaken in the *Written Off?* Television series.

## 11.2 Profile of All Callers Interviewed

- ❑ The majority of callers interviewed were male and based in Dublin with callers interviewed from 23 counties. Similarly the majority of the 293 callers to the Freephone service who left contact details were male and 25 counties were represented.
- ❑ Learners interviewed were typically aged between 35-64 years early school leavers, with little or no formal educational attainment.
- ❑ The majority of callers were employed in the construction (20%) and services (12%) sectors.
- ❑ A number of callers (28%) identified themselves as having specific learning difficulties such as dyslexia<sup>32</sup>. Dyslexia is not seen as a limiting factor for people engaging with literacy schemes.

## 11.3 RTÉ *Written Off?* Series

- ❑ The TV series attracted an average of 210,000 viewers every week, representing 14.1% of the viewing public.
- ❑ 57% of learners who worked with a tutor in the service watched the show, compared with 33% of callers who were referred to other support services.
- ❑ 25% of all callers interviewed contacted the Freephone number because of the TV series.

## 11.4 Computers and Technology

- ❑ 48% of callers stated that they had access to computers in their homes or work. However, there were low usage levels by callers. This was accredited to a lack of basic computer skills and a fear of using computers.
- ❑ Callers identified technology as the main area where improvement is still sought.
- ❑ Learners would like increased computer and Internet usage with tutor to help improve basic computer skills, increase confidence with computers and vary learning methods.
- ❑ There was a general lack of awareness of NALA's interactive learning website.

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<sup>32</sup> It is not clear if these are officially diagnosed or self-diagnosed learning disabilities.

# 12 Recommendations

## 12.1 General

- ❑ **NALA Brand:** The NALA brand is recognised nationwide. For the service to reach as many learners as possible, it is important that the branding strategy is maintained by the organisation.
- ❑ **Television Series:** It is recommended that NALA develop another television series. Four learners who took part in the focus session expressed interest in participating in a new series.
- ❑ **Advertising and Promotion:** Television advertising proved the most common way for callers to find out about the services of NALA. This view is supported through the awareness created by the TV series and appearances by learners on the RTÉ *Late Late Show*.

## 12.2 Distance Learning Service

- ❑ **Specific Learning Difficulties:** As a number of learners interviewed identified themselves as having a learning difficulty such as dyslexia. Tutors should be trained in how to appropriately support a caller that may have a learning difficulty.
- ❑ **Materials:** An online resource bank should be developed containing a list of all materials required by tutors for different individuals, with specific focus on Level 1 reading materials. Resource days for tutors should also be held to keep tutors up to date with the range of materials that other tutors are using and developing. NALA need to continue tailoring worksheets and learning programmes for individuals, thereby maintaining learner-centred approach.
- ❑ **Materials Dispatch:** There can be a delay in sending materials through the post via the NALA office and it is recommended that an alternative approach is considered.
- ❑ **Ending Tutoring:** An opportunity exists to review the process for completing work with a learner. Where possible, learners should be advised of alternative further education options that may be suitable for them. Progression routes should be monitored.
- ❑ **Formalising Assessments:** During the evaluation period, the tutor assigned to each learner carried out an initial assessment. This assessment process was non-standardised. NALA should put in place a system whereby one trained tutor should assess all callers to the Freephone service using a standardised formal assessment test. This would provide more accurate information on the learners' literacy levels and would ensure consistency of assessment. This would also improve NALA's ability to track the progress of individual learners.

- ❑ **Future Evaluations:** Evaluations carried out in the future should be longitudinal, beginning with an initial assessment and tracking learners through their learning experience with NALA and after they move on from the service.

## 12.3 Adult Literacy

- ❑ **Progression:** Although it is outside of the scope of this evaluation to make recommendations in respect of other agencies; it would be useful if the VECs could track all participants in adult literacy services to garner basic demographic information and to gather consistent information about the progression route of the individual. The VECs could also gather information about where referrals come from, enabling NALA to identify the number of people who transfer to the VEC following referral from their services.
- ❑ **Computers and Technology:** Increased computer and Internet usage should be incorporated into the learner's programme, as this was the least developed aspect, according to learners. More emphasis should be placed on e-learning. The Internet provides clear opportunities for cost-effective interaction between learners and content.

# Appendices

# Appendix 1 – Questionnaires

## A.1 Learners who worked with NALA

Survey Sample 1a – 26 individuals still availing of Tutoring Service in November 2008 – ‘*Active Engaged*’ telephone interviews.

<p><b>211-NALA Active Engaged Telephone Interviews</b></p> <p><b>1. Personal Profile of Participant</b></p> <p><b>1. Gender</b>  <input type="radio"/> Male <input type="radio"/> Female</p> <p><b>2. Location</b>  <input type="text"/></p> <p><b>3. Age</b>  <input type="radio"/> Under 18 <input type="radio"/> 19-21 <input type="radio"/> 22-24 <input type="radio"/> 25-34 <input type="radio"/> 35-44 <input type="radio"/> 45-54 <input type="radio"/> 55-64 <input type="radio"/> 65+</p> <p><b>4. What age were you when you left school?</b>  <input type="text"/></p> <p><b>5. What is the highest level of formal education which you would have completed?</b>  <input type="checkbox"/> No formal education  <input type="checkbox"/> Primary Education  <input type="checkbox"/> Lower secondary  <input type="checkbox"/> Upper secondary  <input type="checkbox"/> Technical or vocational  <input type="checkbox"/> University  <input type="checkbox"/> Other          Other (please specify): <input type="text"/></p> <p><b>6. What qualifications/schooling do you have?</b>  <input type="checkbox"/> None  <input type="checkbox"/> Primary Cert  <input type="checkbox"/> Inter/Junior Certificate  <input type="checkbox"/> Leaving Certificate  <input type="checkbox"/> Post Leaving Cert  <input type="checkbox"/> Apprenticeship  <input type="checkbox"/> Technical or vocational cert  <input type="checkbox"/> Institute of Technology  <input type="checkbox"/> University level  <input type="checkbox"/> Other          Other (please specify): <input type="text"/></p>	<p><b>211-NALA Active Engaged Telephone Interviews</b></p> <p><b>7. Employment</b>  <input type="checkbox"/> Still in education  <input type="checkbox"/> Working Full time  <input type="checkbox"/> Working Part time  <input type="checkbox"/> Casual  <input type="checkbox"/> Home based  <input type="checkbox"/> Not in the labour force, e.g. disability/retired  <input type="checkbox"/> On Community Employment  <input type="checkbox"/> Unemployed  <input type="checkbox"/> Other          Other (please specify): <input type="text"/></p> <p><b>8. What kind of work do you do?</b>  <input type="text"/></p> <p><b>2. NALA Freephone Service</b></p> <p><b>1. How did you get the Freephone number?</b>  <input type="checkbox"/> TV series Written Off  <input type="checkbox"/> TV ads  <input type="checkbox"/> Radio ads  <input type="checkbox"/> Newspaper, magazine  <input type="checkbox"/> NALA information/materials  <input type="checkbox"/> VEC Adult Literacy Service  <input type="checkbox"/> Friend/Relative  <input type="checkbox"/> Referred by other organisation  <input type="checkbox"/> Other          Other (please specify): <input type="text"/></p> <p><b>2. Do you mind if I ask why you decided to do this now - what made you decide 'Yes, I'm going to ring NALA'?</b>  <input type="text"/></p> <p><b>3. Were you happy with the information you got in that first call?</b>  <input type="radio"/> Yes <input type="radio"/> No</p> <p><b>4. What was your experience in making that call?</b>  <input type="text"/></p>																																				
<p><b>211-NALA Active Engaged Telephone Interviews</b></p> <p><b>5. Was there anything you were unhappy with during that first call?</b>  <input type="radio"/> Yes <input type="radio"/> No          Elaborate on answer: <input type="text"/></p> <p><b>6. The NALA operator gave you a number of options during that call: NALA Distance Education Service; your local VEC Adult Literacy Service; send you a Support Book in the post.</b>  <b>Did you feel you chose the right option from those offered to you?</b>  <input type="radio"/> Yes <input type="radio"/> No          Why? <input type="text"/></p> <p><b>3. NALA Education Service</b></p> <p>So you are working with (insert name of tutor here) for (insert number of weeks here)</p> <p><b>1. When do you currently take your learning telephone call?</b>          Day of Week: <input type="text"/>          Time of Day (Morning/afternoon/evening): <input type="text"/>          Average Length of Call: <input type="text"/></p> <p><b>2. How do these times work for you?</b>  <input type="text"/></p> <p><b>3. Has the time you take your calls changed since you started?</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>4. If you changed your days/times, did you find this easy or hard to do?</b>  <input type="radio"/> Easy <input type="radio"/> Hard</p> <p><b>5. Have you ever wanted to change the session but felt that you couldn't?</b>  <input type="text"/></p>	<p><b>211-NALA Active Engaged Telephone Interviews</b></p> <p><b>6. What materials have you been sent by NALA?</b>  <input type="checkbox"/> Individual worksheets  <input type="checkbox"/> Workbooks  <input type="checkbox"/> Readers  <input type="checkbox"/> Support book - Write On  <input type="checkbox"/> Other          Other (please specify): <input type="text"/></p> <p><b>7. How did you find each of the following areas before you started working with a tutor?</b></p> <table border="1"> <thead> <tr> <th></th> <th>A bit hard and need some help</th> <th>Quite hard and need a fair bit of help</th> <th>Very hard and need a lot of help</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Writing</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Listening and Speaking</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Numbers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Technology</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table> <p>Other comments: <input type="text"/></p> <p><b>8. After working with a tutor, how would you say your skills are now in the areas?</b></p> <table border="1"> <tbody> <tr> <td>Reading</td> <td><input type="text"/></td> </tr> <tr> <td>Writing</td> <td><input type="text"/></td> </tr> <tr> <td>Listening and Speaking</td> <td><input type="text"/></td> </tr> <tr> <td>Numbers</td> <td><input type="text"/></td> </tr> <tr> <td>Technology</td> <td><input type="text"/></td> </tr> <tr> <td>Other</td> <td><input type="text"/></td> </tr> </tbody> </table> <p><b>9. Before you called NALA had you decided what you wanted to learn or work on?</b>  <input type="radio"/> Yes <input type="radio"/> No          Other comments: <input type="text"/></p> <p><b>10. Were you good at managing your time and decision-making, such as being able to decide what topics you wanted to start working on first?</b>          Time Management: <input type="text"/>          Decision-making: <input type="text"/></p> <p><b>11. Do you find you are better at these now?</b>  <input type="radio"/> Yes <input type="radio"/> No</p>		A bit hard and need some help	Quite hard and need a fair bit of help	Very hard and need a lot of help	Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Listening and Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Reading	<input type="text"/>	Writing	<input type="text"/>	Listening and Speaking	<input type="text"/>	Numbers	<input type="text"/>	Technology	<input type="text"/>	Other	<input type="text"/>
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## NALA Distance Learning Service 2008 – Final Evaluation

/continued

Survey Sample 1a – 26 individuals still availing of Tutoring Service in November 2008 – ‘Active Engaged’ telephone interviews.

<p><b>211-NALA Active Engaged Telephone Interviews</b></p> <p>12. Did you find you were better or worse than you thought you were?</p> <p>13. Has your confidence improved because of the skills you have learned?</p> <p>14. I'm just going to ask you now about the tutoring calls</p> <p>Which bits of the tutoring calls:</p> <p>15. What do you think of the pace or the speed of the learning programme for you?</p> <p>16. What did you think of the level of the learning programme for you?</p> <p>17. How was the feedback from your tutor if you sent in work to them?</p> <p>18. How do you find the materials posted to you?</p>	<p><b>211-NALA Active Engaged Telephone Interviews</b></p> <p>19. Using everyday materials, such as newspapers and websites:</p> <p>20. Do you use the learning website www.writeon.ie ?</p> <p>21. If yes, how did you find it?</p> <p>22. If no, is there a reason why you do not?</p> <p>23. Do you have access to a computer?</p> <p>24. Do you have the Internet?</p> <p>25. Do you have a mobile phone?</p> <p>26. How easy is it organising and balancing your family and work commitments, time and study?</p> <p>27. When do you find the time to do your learning/ fill in your worksheets?</p>
<p><b>211-NALA Active Engaged Telephone Interviews</b></p> <p>28. Was this your first experience with adult education?</p> <p>29. If yes, was it what you expected?</p> <p>30. How could the service be made better?</p> <p>31. If no, what other courses have you done?</p> <p>32. What worked for you and what did not work in these courses?</p> <p>33. How do you find the NALA telephone service compares to other courses you have done?</p> <p>34. What did you hope to gain from the service provided by NALA?</p> <p>35. Did the service meet those expectations?</p> <p><b>4. Outcomes</b></p> <p>1. How comfortable are you with doing everyday tasks such as filling in forms? Has your literacy impacted on this?</p> <p>2. Has the learning experience helped you to become more confident?</p> <p>3. What difference has it made to your life at home or with family?</p> <p>4. How supportive are your family members? Who in particular?</p>	<p><b>211-NALA Active Engaged Telephone Interviews</b></p> <p>5. With regards to work: (not applicable if not employed)</p> <p>6. With regards to your life in your neighbourhood:</p> <p>7. What do you plan to do now? This may include some of these options:</p> <p><b>5. Conclusion</b></p> <p>1. Overall, are you happy with the tutoring and learning experience that you had?</p> <p>2. What have you gained from it?</p> <p>3. What would you suggest to improve the service?</p>

/continued

## NALA Distance Learning Service 2008 – *Final Evaluation*

/continued

Survey Sample 1a – 26 individuals still availing of Tutoring Service in November 2008 – ‘*Active Engaged*’ telephone interviews.

211-NALA Active Engaged Telephone Interviews
4. Have you any suggestions to encourage other adults to engage with the service? <input type="text"/>
5. Did you watch the TV series Written Off? <input type="radio"/> Yes <input type="radio"/> No
6. If yes, What/who motivated you on the series? Who: <input type="text"/> What: <input type="text"/> Did the series motivate you to ring NALA: <input type="text"/>
7. If no, Would you like a copy of the series sent to you on DVD? <input type="text"/> (Collect full name and address if they would) <input type="text"/>
8. Any other comments? <input type="text"/>

## A.2 Learners Who Moved On

Survey Sample 1b – 19 individuals who had availed of the Tutoring Service, and had moved. – ‘*Inactive from Active*’ telephone interviews.

211-NALA Inactive from Active Telephone Interviews	211-NALA Inactive from Active Telephone Interviews
<b>1. Personal Profile of Participant</b> <b>1. Gender</b> <input type="radio"/> Male <input type="radio"/> Female <b>2. Location</b> <input type="text"/> <b>3. Age</b> <input type="radio"/> Under 18 <input type="radio"/> 19-24 <input type="radio"/> 25-34 <input type="radio"/> 35-44 <input type="radio"/> 45-54 <input type="radio"/> 55-64 <input type="radio"/> 65+ <b>4. What age were you when you left school?</b> <input type="text"/> <b>5. What is the highest level of formal education which you would have completed?</b> <input type="radio"/> No formal education <input type="radio"/> Primary Education <input type="radio"/> Lower secondary <input type="radio"/> Upper secondary <input type="radio"/> Technical or vocational <input type="radio"/> University <input type="radio"/> Other <b>6. What qualifications/schooling do you have?</b> <input type="checkbox"/> None <input type="checkbox"/> Primary Cert <input type="checkbox"/> Inter/Junior Certificate <input type="checkbox"/> Leaving Certificate <input type="checkbox"/> Post Leaving Cert <input type="checkbox"/> Apprenticeship <input type="checkbox"/> Technical or vocational cert <input type="checkbox"/> Institute of Technology <input type="checkbox"/> University level <input type="checkbox"/> Other <input type="text"/> Other (please specify) <input type="text"/>	<b>7. Employment</b> <input type="checkbox"/> Still in education <input type="checkbox"/> Working Full time <input type="checkbox"/> Working Part time <input type="checkbox"/> Casual <input type="checkbox"/> Home based <input type="checkbox"/> Not in the labour force e.g. retired/disability <input type="checkbox"/> On Community Employment <input type="checkbox"/> Unemployed Other (please specify) <input type="text"/> <b>8. What kind of work do you do?</b> <input type="text"/> <b>2. NALA Freephone Service</b> <b>1. How did you get the Freephone number?</b> <input type="checkbox"/> TV series Written Off <input type="checkbox"/> TV ads <input type="checkbox"/> Radio ads <input type="checkbox"/> Newspaper, magazine <input type="checkbox"/> NALA Information/materials <input type="checkbox"/> VEC Adult Literacy Service <input type="checkbox"/> Friend/Relative <input type="checkbox"/> Referred by other organisation <input type="checkbox"/> Other Other (please specify) <input type="text"/> <b>2. Do you mind if I ask why you decided to do this now - what made you decide 'Yes, I'm going to ring NALA'?</b> <input type="text"/> <b>3. Were you happy with the information you got in that first call?</b> <input type="radio"/> Yes <input type="radio"/> No <b>4. What was your experience in making that call?</b> <input type="text"/>

/continued

## NALA Distance Learning Service 2008 – Final Evaluation

/continued

Survey Sample 1b – 19 individuals who had availed of the Tutoring Service, and had moved. – ‘Inactive from Active’ telephone interviews.

<p><b>211-NALA Inactive from Active Telephone Interviews</b></p> <p>5. Was there anything you were unhappy with in that first call?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Elaborate on answer: _____</p> <p>6. The NALA operator gave you a number of options during that call: NALA Distance Education Service; your local VEC Adult Literacy Service; send you a Support Book in the post.</p> <p>Did you feel you chose the right option from those offered to you?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Elaborate on answer: _____</p> <p><b>3. NALA Education Service</b></p> <p>So you are working with (insert name of tutor here) for (insert number of weeks here)</p> <p>1. When did you take your learning telephone call?</p> <p>Day of Week: _____ Morning/afternoon/evening: _____ Average Length of Call: _____</p> <p>2. How did these times work for you?</p> <p>_____</p> <p>3. Did you change the time you take your calls at any time?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>4. If you did change, did you find this easy or hard to do?</p> <p><input type="radio"/> Easy <input type="radio"/> Hard</p> <p>5. Did you ever want to change the session, but felt that you couldn't?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Elaborate on answer: _____</p>	<p><b>211-NALA Inactive from Active Telephone Interviews</b></p> <p>6. What materials have you been sent by NALA?</p> <p><input type="checkbox"/> Individual worksheets <input type="checkbox"/> Workbooks <input type="checkbox"/> Readers <input type="checkbox"/> Support book - Write On <input type="checkbox"/> Other</p> <p>Other (please specify): _____</p> <p>7. How did you find each of the following areas before you started working with a tutor?</p> <table border="1"> <thead> <tr> <th></th> <th>A bit hard and need some help</th> <th>Quite hard and need a fair bit of help</th> <th>Very hard and need a lot of help</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Writing</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Listening and speaking</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Numbers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Technology</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Other comments</td> <td colspan="3">_____</td> </tr> </tbody> </table> <p>8. 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Do you find you are better at these now?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>		A bit hard and need some help	Quite hard and need a fair bit of help	Very hard and need a lot of help	Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Listening and speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other comments	_____				A bit hard and need some help	Quite hard and need a fair bit of help	Very hard and need a lot of help	Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Listening and Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other Comments	_____		
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How did you find each of the following areas before you started working with a tutor?</p> <table border="1"> <thead> <tr> <th></th> <th>A bit hard and need some help</th> <th>Quite hard and need a fair bit of help</th> <th>Very hard and need a lot of help</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Writing</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Listening and speaking</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Numbers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Technology</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Other comments</td> <td colspan="3">_____</td> </tr> </tbody> </table> <p>8. After working with a tutor, how would you say your skills now in the areas?</p> <table border="1"> <thead> <tr> <th></th> <th>A bit hard and need some help</th> <th>Quite hard and need a fair bit of help</th> <th>Very hard and need a lot of help</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Writing</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Listening and Speaking</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Numbers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Technology</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Learning Skills</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Other Comments</td> <td colspan="3">_____</td> </tr> </tbody> </table> <p>Other (please specify): _____</p> <p>9. Before you called NALA had you decided what you wanted to work on?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Elaborate on answer: _____</p> <p>10. Do you find you are better at these now?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>		A bit hard and need some help	Quite hard and need a fair bit of help	Very hard and need a lot of help	Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Listening and speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other comments	_____				A bit hard and need some help	Quite hard and need a fair bit of help	Very hard and need a lot of help	Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Listening and Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other Comments	_____			<p><b>211-NALA Inactive from Active Telephone Interviews</b></p> <p>11. Were you good at managing your time and decision making, such as being able to decide what topics you wanted to learn first?</p> <p>Time Management: _____ Decision making: _____</p> <p>12. Did you find you were better or worse than you thought you were?</p> <p>_____</p> <p>13. Has your confidence improved because of the skills you have learned?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Other comments: _____</p> <p>14. I'm just going to ask you a few questions now about the tutoring calls;</p> <p>What did you like? _____ What did you not like? _____ Which bits worked? _____ Which bits did not work? _____ What would you like to see changed? _____</p> <p>15. What did you think of the pace or the speed of the learning programme for you?</p> <p><input type="radio"/> Too fast <input type="radio"/> Just right <input type="radio"/> Too slow</p> <p>16. What did you think of the level of the learning programme for you?</p> <p><input type="radio"/> Too easy <input type="radio"/> Just right <input type="radio"/> Too hard</p> <p>17. How was the feedback from your tutor if you sent in work to them?</p> <p>_____</p> <p>18. How did you find the materials posted to you?</p> <p>General Comment: _____ What bits did you like: _____ What bits did you not like: _____ What bits worked: _____ What bits did not work for you: _____</p>
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## NALA Distance Learning Service 2008 – Final Evaluation

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Survey Sample 1b – 19 individuals who had availed of the Tutoring Service, and had moved. – ‘Inactive from Active’ telephone interviews.

211-NALA Inactive from Active Telephone Interviews	211-NALA Inactive from Active Telephone Interviews																																																			
<p><b>19. Using everyday materials, such as newspapers and websites:</b></p> <p>Which bits did you like: _____</p> <p>Which bits did you not like: _____</p> <p>Which bits worked for you: _____</p> <p>Which bits did not work: _____</p> <p><b>20. Did you use the learning website www.writeon.ie ?</b></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><b>21. If yes, how did you find it?</b></p> <p>_____</p> <p><b>22. If no, is there a reason why you do not?</b></p> <p>_____</p> <p><b>23. Do you have access to a computer?</b></p> <table border="0"> <tr> <td>At home</td> <td><input type="radio"/> Yes</td> <td><input type="radio"/> No</td> </tr> <tr> <td>At work</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Through family/friends</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Local library</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Internet cafe</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Other location</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table> <p><b>24. Do you have the Internet?</b></p> <p><input type="radio"/> Yes, broadband</p> <p><input type="radio"/> Yes, dial up</p> <p><input type="radio"/> No</p> <p><b>25. Do you have a mobile phone?</b></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>If yes, how do you use it? _____</p> <p><b>26. How easy was it for you to organise and balance your family and work commitments, time and study?</b></p> <p>_____</p> <p><b>27. When did you find the time to do your learning/fill in your worksheets?</b></p> <p>_____</p> <p><b>28. Was this your first experience with adult education?</b></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	At home	<input type="radio"/> Yes	<input type="radio"/> No	At work	<input type="radio"/>	<input type="radio"/>	Through family/friends	<input type="radio"/>	<input type="radio"/>	Local library	<input type="radio"/>	<input type="radio"/>	Internet cafe	<input type="radio"/>	<input type="radio"/>	Other location	<input type="radio"/>	<input type="radio"/>	<p><b>29. If yes, was it what you expected?</b></p> <p>_____</p> <p><b>30. How could the service be made better?</b></p> <p>_____</p> <p><b>31. If no, what other courses have you done?</b></p> <p>_____</p> <p><b>32. What worked for you and what did not work?</b></p> <p>_____</p> <p><b>33. How do you find the NALA telephone service compares to other courses you have done?</b></p> <p>_____</p> <p><b>34. What did you hope to gain from the service provided by NALA?</b></p> <p>_____</p> <p><b>35. Did the service meet those expectations?</b></p> <p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p> <p>If yes, how not? _____</p> <p>If no, why not? _____</p> <p><b>4. Outcomes</b></p> <p><b>1. How comfortable are you with doing everyday tasks such as filling in forms?</b></p> <p><input type="radio"/> Very comfortable</p> <p><input type="radio"/> Comfortable</p> <p><input type="radio"/> Not very comfortable</p> <p><b>2. Has the learning experience helped you to become more confident?</b></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><b>3. What difference has it made to your life at home or with your family?</b></p> <p>_____</p> <p><b>4. How supportive are your family members? Who in particular</b></p> <p>_____</p>																																	
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### A.3

## Tutor Referrals to VEC

Survey Sample 2 – 18 individuals who had been referred to a VEC by a Tutor – ‘Inactive referred’ participant interviews.

<p><b>211- Inactive Referred Participant Interviews</b></p> <p><b>1. Personal Profile of Participant</b></p> <p><b>1. Gender</b>  <input type="radio"/> Male <input type="radio"/> Female</p> <p><b>2. Location</b>  <input type="text"/></p> <p><b>3. Age</b>  <input type="radio"/> Under 18 <input type="radio"/> 19-21 <input type="radio"/> 22-24 <input type="radio"/> 25-34 <input type="radio"/> 35-44 <input type="radio"/> 45-54 <input type="radio"/> 55-64 <input type="radio"/> 65+</p> <p><b>4. What age were you when you left school?</b>  <input type="text"/></p> <p><b>5. What is the highest level of formal education which you would have completed?</b>  <input type="radio"/> No formal education  <input type="radio"/> Primary Education  <input type="radio"/> Lower secondary  <input type="radio"/> Upper secondary  <input type="radio"/> Technical or vocational  <input type="radio"/> University  <input type="radio"/> Other          Other (please specify) <input type="text"/></p> <p><b>6. What qualifications/schooling do you have?</b>  <input type="checkbox"/> None  <input type="checkbox"/> Primary Cert  <input type="checkbox"/> Inter/Junior Certificate  <input type="checkbox"/> Leaving Certificate  <input type="checkbox"/> Post Leaving Cert  <input type="checkbox"/> Apprenticeship  <input type="checkbox"/> Technical or vocational cert  <input type="checkbox"/> Institute of Technology  <input type="checkbox"/> University level  <input type="checkbox"/> Other          Other (please specify) <input type="text"/></p>	<p><b>211- Inactive Referred Participant Interviews</b></p> <p><b>7. Employment</b>  <input type="checkbox"/> Still in education  <input type="checkbox"/> Working Full time  <input type="checkbox"/> Working Part time  <input type="checkbox"/> Casual  <input type="checkbox"/> Home based  <input type="checkbox"/> Not in the labour force e.g. retired/disability  <input type="checkbox"/> On Community Employment  <input type="checkbox"/> Unemployed  <input type="checkbox"/> Other          Other (please specify) <input type="text"/></p> <p><b>8. What kind of work do you do?</b>  <input type="text"/></p> <p><b>2. NALA Freephone Service</b></p> <p><b>1. How did you get the Freephone number?</b>  <input type="checkbox"/> TV series Written Off  <input type="checkbox"/> TV ads  <input type="checkbox"/> Radio ads  <input type="checkbox"/> Newspaper, magazine  <input type="checkbox"/> NALA information/materials  <input type="checkbox"/> VEC Adult Literacy Service  <input type="checkbox"/> Friend/Relative  <input type="checkbox"/> Referred by other organisation  <input type="checkbox"/> Other          Other (please specify) <input type="text"/></p> <p><b>2. Do you mind if I ask why you decided to do this now - what made you decide 'Yes, I'm going to ring NALA'?</b>  <input type="text"/></p> <p><b>3. Were you happy with the information you got in that first call?</b>  <input type="radio"/> Yes  <input type="radio"/> No</p>
<p><b>211- Inactive Referred Participant Interviews</b></p> <p><b>4. What was your experience in making that call?</b>  <input type="text"/></p> <p><b>5. Was there anything that you were not happy with?</b>  <input type="text"/></p> <p><b>6. The NALA operator gave you a number of options during that call: NALA Distance Education Service; your local VEC Adult Literacy Service; send you a Support Book in the post.</b></p> <p>Did you feel you chose the right option from those offered to you?  <input type="radio"/> Yes  <input type="radio"/> No</p> <p><b>7. If yes, why?</b>  <input type="text"/></p> <p><b>8. If no, why?</b>  <input type="text"/></p> <p><b>3. Talking to a Tutor</b></p> <p><b>1. Can I just confirm that you received a call back from a tutor?</b>  <input type="text"/></p> <p>[Gather information about this call please]  <input type="text"/></p> <p><b>2. So a tutor [Name] rang you back after you rang the NALA freephone line;</b>          Talk me through the call with the NALA tutor          Were you happy with the information that you got?  <input type="text"/></p> <p><b>3. Did the call meet your expectations?</b>  <input type="text"/></p> <p><b>4. Did you understand what the Distance Education Service was offering?</b>  <input type="text"/></p> <p><b>5. Why did you choose not the engage with tutoring over the telephone?</b>  <input type="text"/></p>	<p><b>211- Inactive Referred Participant Interviews</b></p> <p><b>6. Were you sent any materials by NALA?</b>  <input type="checkbox"/> No  <input type="checkbox"/> Individual worksheets  <input type="checkbox"/> Workbooks  <input type="checkbox"/> Readers  <input type="checkbox"/> Support book - Write On  <input type="checkbox"/> Other          Other (please specify) <input type="text"/></p> <p><b>7. If you were sent materials, did you find them useful?</b>  <input type="text"/></p> <p><b>4. Engagement with Another Service</b></p> <p>The caller has now identified that they chose another option, more than likely that was their local VEC Adult Literacy Service.</p> <p><b>1. What option did you choose?</b>          Option: <input type="text"/>          Country: <input type="text"/></p> <p><b>2. Did you ring the Adult Literacy Organiser?</b>          Yes, how did you get on: <input type="text"/>          No, why not: <input type="text"/></p> <p><b>3. Did you go into a class or one-one?</b>          Class: <input type="text"/>          One-to-One: <input type="text"/>          Other: <input type="text"/></p> <p><b>4. How has that learning experience been for you?</b>  <input type="text"/></p> <p><b>5. Has this learning experience been useful and what have you gained from it?</b>  <input type="text"/></p> <p><b>6. Are you still there?</b>          Yes, why? <input type="text"/>          No, why not? <input type="text"/></p> <p><b>7. Are you happy with the decision you made to go into [name service]?</b>  <input type="text"/></p> <p><b>5. General</b></p>

/continued

## NALA Distance Learning Service 2008 – Final Evaluation

/continued

Survey Sample 2 – 18 individuals who had been referred to a VEC by a Tutor – ‘Inactive referred’ participant interviews.

211- Inactive Referred Participant Interviews	211- Inactive Referred Participant Interviews																														
<p>1. Do you have access to a computer?</p> <table border="0"><tr><td>At home</td><td><input type="radio"/></td><td>Yes</td><td><input type="radio"/></td><td>No</td></tr><tr><td>At work</td><td><input type="radio"/></td><td></td><td></td><td></td></tr><tr><td>Through family/friends</td><td><input type="radio"/></td><td></td><td></td><td></td></tr><tr><td>Local library</td><td><input type="radio"/></td><td></td><td></td><td></td></tr><tr><td>Internet cafe</td><td><input type="radio"/></td><td></td><td></td><td></td></tr><tr><td>Other Location</td><td><input type="radio"/></td><td></td><td></td><td></td></tr></table> <p>2. Do you have the Internet?</p> <p><input type="radio"/> Yes, broadband</p> <p><input type="radio"/> Yes, dial up</p> <p><input type="radio"/> No</p> <p>3. Do you have a mobile phone?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>If yes, how do you use it?</p>	At home	<input type="radio"/>	Yes	<input type="radio"/>	No	At work	<input type="radio"/>				Through family/friends	<input type="radio"/>				Local library	<input type="radio"/>				Internet cafe	<input type="radio"/>				Other Location	<input type="radio"/>				<p>6. If no, Would you like a copy of the series sent to you on DVD?</p> <p>[Collect full name and address if they would]</p> <p>7. Any other comments?</p>
At home	<input type="radio"/>	Yes	<input type="radio"/>	No																											
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Through family/friends	<input type="radio"/>																														
Local library	<input type="radio"/>																														
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<p>6. Conclusion</p> <p>1. Overall, are you happy with the information that you got from NALA?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>2. What would you suggest to improve the NALA service?</p> <p>3. Have you any suggestions to encourage other adults to engage with the NALA service?</p> <p>4. Did you watch the TV series Written Off?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>5. If yes, What/who motivated you on the series?</p> <p>Who: _____</p> <p>What: _____</p> <p>Did the series motivate you to ring the NALA Freephone? _____</p>																															

### A.4

## Callers Initially Referred

Survey Sample 3 – 42 individuals who had been referred to other support services on making a first call to NALA – ‘Learners who were referred on first call’.

211-NALA Learners who were referred on first call	211-NALA Learners who were referred on first call
<p>Personal Profile of Participant</p> <p>Gender</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>Location</p> <p>Age</p> <p><input type="radio"/> Under 18</p> <p><input type="radio"/> 19-21</p> <p><input type="radio"/> 22-24</p> <p><input type="radio"/> 25-34</p> <p><input type="radio"/> 35-44</p> <p><input type="radio"/> 45-54</p> <p><input type="radio"/> 55-64</p> <p><input type="radio"/> 65+</p> <p>What age were you when you left school?</p> <p>What is the highest level of formal education which you would have completed?</p> <p><input type="radio"/> No formal education</p> <p><input type="radio"/> Primary Education</p> <p><input type="radio"/> Lower secondary</p> <p><input type="radio"/> Upper secondary</p> <p><input type="radio"/> Technical or vocational</p> <p><input type="radio"/> University</p> <p><input type="radio"/> Other</p> <p>What qualifications/schooling do you have?</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Primary Cert</p> <p><input type="checkbox"/> Inter/Junior Certificate</p> <p><input type="checkbox"/> Leaving Certificate</p> <p><input type="checkbox"/> Post Leaving Cert</p> <p><input type="checkbox"/> Apprenticeship</p> <p><input type="checkbox"/> Technical or vocational cert</p> <p><input type="checkbox"/> Institute of Technology</p> <p><input type="checkbox"/> University level</p> <p><input type="checkbox"/> Other</p> <p>Other (please specify)</p>	<p>Employment</p> <p><input type="checkbox"/> Still in education</p> <p><input type="checkbox"/> Working Full time</p> <p><input type="checkbox"/> Working Part time</p> <p><input type="checkbox"/> Casual</p> <p><input type="checkbox"/> Home based</p> <p><input type="checkbox"/> Not in the labour force e.g. retired/disability</p> <p><input type="checkbox"/> On Community Employment</p> <p><input type="checkbox"/> Unemployed</p> <p><input type="checkbox"/> Other</p> <p>Other (please specify)</p> <p>type of work do you do (if applicable)</p> <p>NALA Freephone Service</p> <p>How did you get the Freephone number?</p> <p><input type="checkbox"/> TV series Written Off</p> <p><input type="checkbox"/> TV ads</p> <p><input type="checkbox"/> Radio ads</p> <p><input type="checkbox"/> Newspaper, magazine</p> <p><input type="checkbox"/> NALA information/materials</p> <p><input type="checkbox"/> VEC Adult Literacy Service</p> <p><input type="checkbox"/> Friend/Relative</p> <p><input type="checkbox"/> Referred by other organisation</p> <p><input type="checkbox"/> Other</p> <p>Other (please specify)</p> <p>Do you mind if I ask why you decided to do this now - what made you decide 'Yes, I'm going to ring NALA'?</p> <p>Were you happy with the information you got in that first call?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>

/continued

## NALA Distance Learning Service 2008 – Final Evaluation

/continued

Survey Sample 3 – 42 individuals who had been referred to other support services on making a first call to NALA – ‘Learners who were referred on first call’.

<p><b>211-NALA Learners who were referred on first call</b></p> <p>What was your experience in making that call?  <input type="text"/>  <input type="text"/></p> <p>Was there anything that you were not happy with?  <input type="text"/></p> <p>The NALA operator gave you a number of options during that call: NALA Distance Education Service; your local VEC Adult Literacy Service; send you a Support Book in the post.</p> <p>Did you feel you chose the right option from those offered to you?  <input type="radio"/> Yes  <input type="radio"/> No</p> <p>If          Yes, why? <input type="text"/>          No, why not? <input type="text"/></p> <p>Did you understand what the Distance Education Service was offering?  <input type="text"/>  <input type="text"/></p> <p>Why did you decide to not engage with tutoring over the telephone?  <input type="text"/>  <input type="text"/></p> <p>Were you sent any materials by NALA?  <input type="checkbox"/> No  <input type="checkbox"/> Individual worksheets  <input type="checkbox"/> Workbooks  <input type="checkbox"/> Readers  <input type="checkbox"/> Support book - Write On  <input type="checkbox"/> Other          Other (please specify) <input type="text"/></p> <p>If you were sent materials, did you find them useful?  <input type="text"/>  <input type="text"/></p> <p><b>Engagement with Another Service</b></p> <p>What option did you choose?          Option: <input type="text"/>          Country: <input type="text"/></p>	<p><b>211-NALA Learners who were referred on first call</b></p> <p>Did you ring the Adult Literacy Organiser?  <input type="text"/>  <input type="text"/></p> <p>Yes, how did you get on: <input type="text"/>          No, why not: <input type="text"/></p> <p>Did you go into a class or one-one?          Class: <input type="text"/>          One-to-One: <input type="text"/>          Other: <input type="text"/></p> <p>How has that learning experience been for you?  <input type="text"/>  <input type="text"/></p> <p>Has this learning experience been useful and what have you gained from it?  <input type="text"/>  <input type="text"/></p> <p>Are you still there?          Yes, why? <input type="text"/>          No, why not? <input type="text"/></p> <p>Are you happy with the decision you made to go into [name service]?  <input type="text"/>  <input type="text"/></p> <p><b>General</b></p> <p>Do you have access to a computer?  <table border="0"> <tr> <td></td> <td>Yes</td> <td>No</td> </tr> <tr> <td>At home</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>At work</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Through family/friends</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Local library</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Internet cafe</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Other Location</td> <td><input type="text"/></td> <td></td> </tr> </table></p> <p>Do you have the Internet?  <input type="radio"/> Yes, broadband  <input type="radio"/> yes, dial up  <input type="radio"/> No</p> <p>Do you have a mobile phone?  <input type="radio"/> Yes <input type="radio"/> No</p> <p>If yes, how do you use it?  <input type="text"/></p>		Yes	No	At home	<input type="radio"/>	<input type="radio"/>	At work	<input type="radio"/>	<input type="radio"/>	Through family/friends	<input type="radio"/>	<input type="radio"/>	Local library	<input type="radio"/>	<input type="radio"/>	Internet cafe	<input type="radio"/>	<input type="radio"/>	Other Location	<input type="text"/>	
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<p><b>211-NALA Learners who were referred on first call</b></p> <p><b>Conclusion</b></p> <p>Overall, are you happy with the information that you got from NALA?  <input type="radio"/> Yes  <input type="radio"/> No</p> <p>What would you suggest to improve the NALA service?  <input type="text"/>  <input type="text"/></p> <p>Have you any suggestions to encourage other adults to engage with the NALA service?  <input type="text"/>  <input type="text"/></p> <p>Did you watch the TV series Written Off?  <input type="radio"/> Yes <input type="radio"/> No</p> <p>If yes, What/who motivated you on the series?          Who: <input type="text"/>          What: <input type="text"/>          Did the series motivate you to ring the NALA Freephone: <input type="text"/></p> <p>If no,          Would you like a copy of the series sent to you on DVD?  <input type="text"/></p> <p>[Collect full name and address if they would]  <input type="text"/>  <input type="text"/></p> <p>Any other comments?  <input type="text"/>  <input type="text"/></p>																						