

Read Write Now 4 TV Series

Evaluation report




by Westmeath Employment Network



An Áisíneacht Náisiúnta Litearthachta do Aosaigh

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Executive Summary

Background to the Read Write Now TV Project

The Read Write Now (RWN) TV project ensued as a result of the very successful 1999 Literacy through the Media radio projects which were implemented in the context of:

- The national campaign initiated by the Department of Education and Science (DES) in response to the OECD International Adult Literacy Survey (1997) findings that 25% of Irish adults had literacy difficulties;
- The findings of the NALA Access and Participation in Adult Literacy Schemes report¹, which identified that many adults who were experiencing literacy difficulties, also experienced difficulties with access to the existing services.

The Aims of the Literacy through the Media Project

The Literacy through the Media project had the following aims:

- To overcome some of the barriers to accessing existing services;
- To raise awareness of literacy issues;
- To complement existing services and thereby to increase participation by adults experiencing literacy difficulties in adult-appropriate literacy tuition.

In 2000 the first TV literacy series – Read Write Now (RWN) – was broadcast, with three further series being broadcast during 2001, 2002 and 2003.

The Main Elements of the RWN Project

The overall RWN project consisted of:

- A television series of 12 half hour TV programmes which were broadcast twice weekly (the second broadcast being a repeat);

¹ Bailey, I. and Coleman, U. (1998), Access and Participation in Adult Literacy Schemes, NALA, Ireland

- A learner support pack: This pack consisted of a learner workbook that was co-ordinated with the content of the TV programmes, a learner support book and contact details for the local VEC Adult Literacy Service;
- A freephone support line: The freephone support line was staffed by literacy tutors employed by NALA. In addition to taking details relevant to learner support pack distribution, these tutors provided a mentoring service for callers.
- Evaluations which were undertaken subsequent to each series by independent consultants on behalf of NALA.

The Beneficiaries of RWN 4

RWN 4 was targeted at learners who wanted to improve their literacy skills and learners who were working towards achieving FETAC foundation level communications. It emphasised peer learning, the learning process, progression, attitudinal change and promoted independent lifelong learning. The evaluation of RWN 4 has found that the beneficiaries of the RWN 4 have been:

- An average weekly audience of 157,000 people;
- The peak audience of 198,000 viewers;
- 7,067 independent purposeful learners;
- 10,400 learners in the VEC Adult Literacy Service (ALS);
- 7,835 learners participating in other learning non-ALS groups.

Tutors and ALS Organisers confirm that the project materials are of a very high standard, are relevant to the needs of learners and their usefulness far outlives the life span of the television programmes broadcasts.

The Main Findings from the Evaluation of RWN 4

A Good Practice Model

The Read Write Now Project is a good practice model of an integrated approach to literacy provision through the broadcast media. Read Write Now responds to the challenge in the White Paper on Adult Education (2000) to develop a flexible model for the outreach delivery of adult literacy. RWN is a suitable scheme for the Broadcasting Commission of Ireland (BCI) to submit to the Minister for funding under the Broadcasting (funding) Act 2003.

A Successful and Effective Model

When compared to a similar initiative in the New York City area which has a population of 8 million, RWN is by far the more successful model. It reached 198,000 people while TV411,

the New York model reports:

'On one afternoon alone in the New York City area, TV411 was viewed by an estimated 53,600 people – more than all the adults served by the city's adult literacy programmes in a full year'.²

Value for Money

It represents good value for money in that it reaches the target group and independent learners report significant progression. Progression is confirmed by VEC Adult Literacy Service Organisers who report increased uptake in the ALS.

Involvement of Learners

The involvement of literacy learners as presenters in the TV programmes provided effective role models that encouraged independent learners to participate. There is a demand and scope for greater involvement by learners, including independent learners, in presenting the TV programmes.

The Future

Learners, practitioners and all stakeholders consulted want the project to continue and develop. Learners and practitioners wish to have access to a range of additional learning supports that are accessible during and after the broadcasts, this includes digital and ICT (information and communications technology) materials. Practitioners would welcome training in the use and integration of ICT and literacy tuition.

Main Recommendations for the Future

This evaluation recommends that:

- The Department of Education and Science (DES) liaise with NALA to develop a three-year funding strategy to facilitate planning and further development.
- That the DES continues to recognise RWN as a mainstream outreach strategy.
- That the DES amends its reporting sheets to include a means to record new entrants to the ALS as a direct or indirect result of RWN.
- That there is greater involvement by learners, including independent learners in presenting all elements of the TV programme.
- That NALA engages with its network organisations and agencies to strengthen promotion of the project among their client groups and at local level.
- That NALA explores options and develops strategies to provide additional learner supports and materials; this includes facilitating access to internet and other digital resources.

² TV411 website: http://www.tv411.org/about_alma/whos_watching.shtml

- That NALA develops strategies to provide access to additional learning materials reflective of different literacy levels.
- That NALA engages with the ALS and other independent learning groups to develop and implement a code of practice for the distribution of learner support packs within the ALS and independent learning groups.
- That RTÉ continues to broadcast the programme at an early evening time slot but not in competition with such high rating programmes as Coronation Street.

Introduction

In responding to the brief to evaluate the Read Write Now 4 and to make recommendations for the future direction of the initiative, the consultants have adopted the following approach; this report is prepared as follows:

1. In the context of the overall aim of the Read Write Now Series which is to ‘create further awareness about adult literacy provision, where to source support and to provide learning supports for other adults who wanted to improve their literacy skills’.
2. In the context of the specific mission for RWN 4³ which is to ‘develop and deliver a distance learning programme in adult basic education, consisting of a series of 12 television programmes supported by a learner support pack, which will help adults improve their literacy skills in the privacy of their own homes’ and
3. In response to the brief as provided by NALA to evaluate the RWN 4 focusing on the following:
 - ✧ The learning from the series, specifically the ‘Learning to Learn’ element, mainly for independent learners;
 - ✧ The support processes; and
 - ✧ To make recommendations for the future direction of the RWN series.

The data is interpreted within the framework of developments that have overall impact on the issue of adult literacy provision, specifically:

- a) The adult literacy debate with particular reference to developments in Ireland 1998-2006;
- b) Established theory and good practice;
- c) The definition of adult literacy, the impact of low literacy skills and the impact for providers;
- d) Future trends that will have an impact on the provision of adult literacy;
- e) Relevant trends in broadcasting in Ireland and internationally;
- f) Previous research and findings relating to literacy via the broadcast media.

Whilst this report refers to previous research it does not aim to repeat the solid findings and evidence gathered in those evaluations. This report focuses specifically on RWN 4 and responds to the brief as outlined in the NALA tender documentation.

³ Source: Learning Objectives for RWN 4, NALA 2003.

Chapter 1

Context and developments in Ireland 1998-2006

1.1 Adult Literacy – Background and Context

Until the 1970s there was little recognition that there was an adult literacy problem in Ireland. In the 1960s Charles McCarthy, the then General Secretary of the Vocational Teachers' Association of Ireland declared that the population in Ireland '...is almost universally literate; or more accurately ... only the unteachable are illiterate'.⁴

The issue of adult literacy in Ireland is not a new phenomenon. In 1970 the Murphy Report and in 1983 the Kenny Report acknowledged the adult literacy problem.

In 1980 the National Adult Literacy Agency (NALA) was established with a mission to campaign for understanding, recognition and a response to the adult literacy problem in Ireland and since 1985 the Agency has been mainly resourced by the Department of Education (and Science). The mission statement of NALA is 'to ensure that all adults with literacy difficulties have access to a range of high quality learning opportunities'.⁵

1.2 The Extent of the Adult Literacy Problem in Ireland

In 1997 the Organisation for Economic Co-operation and Development (OECD) in their International Adult Literacy Survey (IALS) found that 25% of Irish adults between the ages of 16 and 64 years had very low (Level 1⁶) literacy skills.

1.3 The White Paper on Adult Education – Learning for Life⁷

This was Ireland's first ever white paper on adult education; it marked the adoption of lifelong learning as the governing principle of educational policy. The White Paper (2000), building

⁴ O'Buachala, S. (1988), Education Policy in Twentieth Century Ireland. Dublin, Wolfhound Press.

⁵ The NALA Strategic Plan 2000 – 2006.

⁶ Appendix 1: Definition of Literacy Levels.

⁷ Department of Education and Science, July 2000.

on the consultation process following the publication of the Green Paper in 1998, sets out the Government's policies and priorities for the future development of the sector. The White Paper identifies a National Adult Literacy Programme (NALP) as the top priority. Section 4 of the plan is devoted to second chance and further education. This includes adult literacy and those with less than upper second level education. Section 4.4.1 states that the Adult Literacy Development Fund was established to fund a range of pilot actions... which concerned themselves with promoting public awareness, developing new outreach strategies for those most in need ... more flexible delivery mechanisms'. Section 4.4.2 of the White Paper states that 'the Department of Education and Science has commissioned the development of a TV series in literacy awareness and tuition for adults' and Section 4.4.3 states that 'future Priorities in Adult literacy provision will involve exploring the potential of ICT and broadcasting in literacy training'.

1.4 The National Development Plan (NDP) 2000-2006

The NDP stipulates that €94 million (approximately) is to be allocated to raising literacy levels over the period. The strategy seeks to promote actions that will enable adults to acquire basic literacy and numeracy skills and to provide an integrated service that will support access to employment.

1.5 The Broadcasting (funding) Act 2003

This Act is 'an act to provide that the Broadcasting Commission of Ireland prepare a scheme or schemes for the funding of grants to support certain television and radio programmes and projects out of an amount of 5 per cent of net receipts for television license fees, to outline the objectives of a scheme and to provide for related matters'. Section 2 (1) b lays down: 'the Commission shall prepare and submit to the Minister for his or her approval a scheme or a number of schemes for the granting of funds to support all or any of the following – (b) new television or radio programmes to improve adult literacy'.

1.6 The National Anti Poverty Strategy (NAPS)

The NAPS identifies education as central to addressing poverty and disadvantage. The priority recommendations include the development of basic education skills including literacy. The NAPS is committed to reducing the numbers of adults with low (level one) literacy skills from 25% (IALS) to between 10-20% during the lifetime of the NDP (2000-2006).

1.7 Adult Literacy Provision in Ireland

Adult literacy tuition is mainly provided by Vocational Education Committees (VECs). Adult literacy provision also takes place in a variety of other settings including Centres for the Unemployed, Community Training Centres, Traveller Training Centres, prisons and Rehab Centres to name just a few.

1.8 Funding from the Department of Education and Science

Until 1998 funding from the Department of Education and Science was allocated to VEC's through the Adult Literacy and Community Education (ALCE) Budget. The literacy service was provided free of charge, with one-to-one tuition being provided by voluntary tutors and group tuition costs being met from the ALCE budget. A limited budget was available for service management, learning resources, training and tuition. In 1998 the Department of Education and Science established the 'Adult Literacy Development Fund' (ALDF). This fund was 'ring-fenced' for adult literacy services. Arising directly from the consultations following the publication of the Green Paper on Adult Education and the publication of 'Learning for Life', the Government's White Paper on Adult Education, the level of investment has increased, as have the numbers of learners. The current level of funding under the ALDF is €19.3 million per annum approximately, €856,310 of which is allocated to the RWN TV Series. €466,310 of this figure is allocated for the TV production costs and the remaining €390,000 is allocated to NALA for the RWN project support costs.

1.9 The Numbers of Adults Attending VEC Adult Literacy Service (ALS)

In 1998 approximately 5,000 learners were attending tuition in the VEC ALS. This increased in 1999 to approximately 9,000 learners. These figures represent attendance by 1% and 1.8% respectively of those estimated to have low literacy skills. The number of learners attending the service in 2004 has increased to 31,000 approx. or 6.2% of those with literacy difficulties.

The NDP (2000-2006) stipulates that €94 million (approximately) is to be allocated to raising literacy levels. The White Paper sets an accumulated target that 113,000 adults with literacy difficulties would benefit. This target would be achieved through a range of strategies including innovative outreach initiatives and the exploration of the potential of broadcasting and ICT in adult literacy tuition.

Chapter 2

Adult Literacy

2.1 Definitions and the Core of the Adult Literacy Ethos

NALA defines Adult Literacy and the core and ethos of Adult Literacy as⁸:

All good adult literacy work starts with the needs of the individual, known as the learner centred approach. Literacy involves the integration of listening, speaking, reading, writing and numeracy. It also encompasses aspects of personal development – social, economic, emotional – and is concerned with improving self-esteem and building confidence. It goes far beyond the mere technical skills of communication. The underlying aim of good literacy practice is to enable people to understand and reflect critically on their life circumstances with a view to exploring new possibilities and initiating constructive change.

The National Literacy Trust, UK, states that: ‘The **OECD** defines functional literacy not as the ability to read and write but whether a person is able to understand and employ printed information in daily life, at home, at work and in the community’.

Literacy⁹: ‘The word ‘literacy’ never seems to stand still. First, literacy means control over discourses that use and communicate complex forms of knowledge. Since there are many such discourses, there can be multiple literacies. Second, literacy is so embedded in our daily practices that it can scarcely be conceived as an activity separate from any of them. Third, the changing technologies of literacy provide a window into literacy practices, both because they are the tools through which literacy is enacted and because their construction reveals our basic conceptions of our basic humanity’.

2.2 The Impact of Inadequate Literacy Skills

Low literacy levels impact negatively on individuals, their families, the communities in which they live and the economy as a whole. For example, Ekynsmith and Bynner (1994)¹⁰, Bynner

⁸ The National Adult Literacy Agency (NALA) Strategic Plan 2000-2006.

⁹ J. Flood, S. B. Heath and D. Lapp (Eds.) (1998), Current Issues and Future Directions: A handbook for literacy educators: Research on teaching the communicative and visual arts (pp. 675-684). New York: Macmillan.

¹⁰ Ekynsmith and Bynner (1994), The Basic Skills of Young Adults.

and Parsons (1997)¹¹ and HM Prison Service UK (1998) conclude that compared with people with adequate skills, adults with poor basic skills are:

- Up to five times more likely to be unemployed;
- Less likely to be in good health;
- More likely to have children who struggle to be in good health;
- Less likely to be involved in public life, a community organisation or to vote;
- Over-represented in prisons and young offenders institutions;
- Less likely to own their own home and are more likely to be homeless.

In 'Literacy for Life and Work: A Study on Literacy and Unemployment in Westmeath'¹², Costello and Kenny (2000) found that inadequate literacy skills had the following effects on the adults interviewed:

- Over 40% reported difficulties with personal and family tasks; this included tasks that required paper work, dealing with service providers, helping their children with homework and looking for work.
- A further 33% reported that their literacy and numeracy difficulties had a negative impact on their job and training prospects.

The Irish IALS, 1997, concluded that people who may have learned basic skills and who do not regularly use their reading and writing skills may lose them¹³. The Canadian results for the IALS stated that an unemployed person was three times more likely to be at Level 1 (literacy skills) than someone employed.

Research in Belgium¹⁴ highlighted that many social inclusion measures targeted at the long-term unemployed actually excluded the participation of those with insufficient basic skills.

"And you were constantly told you were stupid When they asked us was there anybody who would clean the toilets, we'd put up our hands, just to get out of the class. About four of us, who were pals. It was pointless trying to teach us, the teachers said. And it wasn't pointless".

Quotation from a woman in her forties as reported in the NALA report (1998)¹⁵.

¹¹ Bynner and Parsons (1997), It Doesn't Get any Better.

¹² Costello and Kenny (2000), Literacy for Life and Work: A Study on Literacy and Unemployment in Westmeath.

¹³ OECD, International Adult Literacy Survey (IALS) Results for Ireland, (1997)

¹⁴ Stercq, Catherine (1993), Literacy, Socialisation & Employment, UNESCO, Institute for Education, Paris.

¹⁵ Bailey, I. and Coleman, U. (1998), Access and Participation in Adult Literacy Schemes, NALA, Ireland.

2.3 Characteristics of the Adult Learner and the Impact for Providers

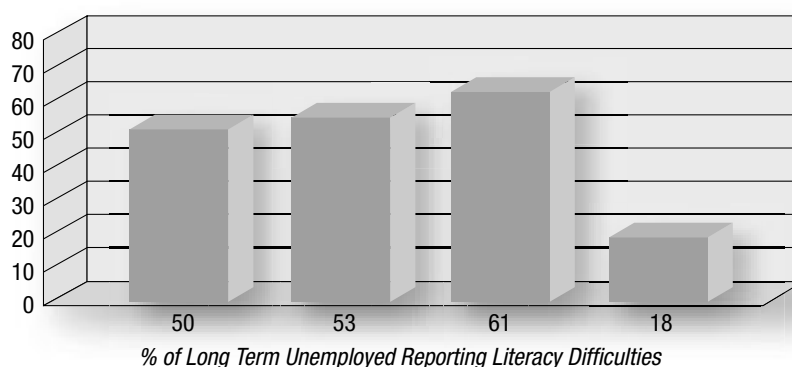
According to Knowles, Holton and Swanson (1998)¹⁶ ‘adults need to know why they should learn something. Under the more standard pedagogical model it is assumed that the student will simply learn what they are told. Adults, however, are used to understanding what they do in life. They want to know the reason they need to learn something or how it will benefit them’. Thus the practice of adult education is learner centred.

In the context of adult literacy provision this impacts on the development of learning programmes and materials. Good practice determines that learning resources and tuition must be available that reflect the daily life needs of the learner, e.g. form filling, letters etc. and that is of relevance to the goals of the learner. The barriers to participation have been described in this report; good practice also dictates that providers address the issues of barriers to participation.

2.4 Literacy and Unemployment

Costello and Kenny¹⁷ found that long-term unemployed people have significantly higher levels of literacy difficulties.

Chart 1 – Literacy and Long-term Unemployment



2.5 Reaching Learners With Low Literacy Skills

Area Development Management Ltd¹⁸ states that in the period 2000-2003 the Social Inclusion Programme (SIP) had much success in reaching and supporting individuals closest to the labour market. The document stated that the typical client is now more distant from the labour market, is less likely to search out supports, is in need of basic skills provision and

¹⁶ Knowles, M., Holten, E. and Swanson, R. (1998), *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* (5th Ed.). Houston Tx: Gulf Publishing.

¹⁷ Costello and Kenny (2000), *Literacy for Life and Work: A Study on Literacy and Unemployment in Westmeath*.

¹⁸ Area Development Management Ltd. (2003), 'Future Directions for the Services to the Unemployed Measure 2004-2006'.

that new and innovative outreach and engagement strategies are required. The Learning and Skills Council UK¹⁹ affirms that many learners are unlikely to make the first move and those effective outreach strategies ‘will take the provision to learners’.

2.6 Outreach – Definition

Kevin Ward²⁰, describes educational outreach as ‘a process whereby people who would not normally use adult education are contacted in non-institutional settings and become involved in attending and eventually in jointly planning and controlling activities, schemes and courses relevant to their circumstances and needs.’ It is the consistent finding of this and previous evaluations that the RWN project does reach people who would not normally use adult education and is an effective model for the provision of outreach adult basic education programmes.

2.7 International Trends in Relation to Adult Literacy Provision

The (UK) Government’s white paper ‘Twenty-first Century Skills’, published July 2003, has announced that ICT will be a new basic skill (joining adult literacy and numeracy). Still being developed, the programme seems likely to involve introductory courses to ICT, use of e-learning and access to online resources.

‘The changing needs of everyday life have considerable bearing on the future development of adult literacy provision. There is strong evidence from a wide body of opinion that information and communications technologies (ICT) are inextricably linked to literacy provision’.²¹

The draft corporate plan published by the National Council for Education and Learning in Wales (ELWa), the body in charge of post-16 education in the community, recommends developing learning opportunities to fit in with people’s lifestyles. Increasing the number of cyber cafes “open at all hours” in everyday locations is seen as way of enabling people to learn at times that suit them.

‘Literacy is inextricable from our conceptions of and our uses of information and communication technologies, including both new technologies, like the internet, and older ones, like the book. Questions of curriculum are not eliminated by the availability of new tools and greater access to resources, but rather are made much more vital than ever before’.²²

¹⁹ The Learning and Skills Council UK (2003), *Securing Engagement of Learners*.

²⁰ Ward, Kevin (1986), *Replan Review 1*.

²¹ The 1994 report *Working Nation* observed Australia.

²² Current Issues and Future Directions” in J. Flood, S. B. Heath, & D. Lapp (Eds.) 1998, *A handbook for literacy educators: Research on teaching the communicative and visual arts* (pp. 675-684). New York: Macmillan.

2.8 Literacy Through the Broadcast Media – International Experience

The practice of Adult Education through the broadcast media is widespread in the UK, USA, Canada and Australia; one of the best known is the Open University. Another example exists in the USA – TV 411.²³ TV411 has a very strong focus on Adult Literacy and is broadcast across 28 states reaching 58% of the US population. This station realised that many adults in need of literacy education could not attend classes for a variety of reasons including work and inadequate access to childcare but that almost all homes had a television. Thus their TV literacy programmes were initiated. The station reports:

‘On one afternoon alone in the New York City area, TV411 was viewed by an estimated 53,600 people – more than all the adults served by the city’s adult literacy programmes in a full year.’²⁴

The population of the greater New York City area is approximately 8 million people, the audience share therefore is 0.675% of the total population. The RWN average audience share of 160, 000 represents 4% of the total population of Ireland. Therefore RWN 4 has reached six times more people than the specialised TV 411 channel in New York and five times more learners than attend the Adult Literacy Service.

In 2000 representatives from NALA, VEC and AV-Edge went to Canada to explore how television was being utilised as a teaching tool. They found that Canadian practitioners are using the internet to facilitate independent learners of basic education. The Basic Skills Agency in the UK also uses the internet and its website for tuition.

The White Paper on Adult Education (2000) reflects these trends: ‘The Adult Literacy Development Fund was established to fund a range of pilot actions which concerned themselves with ‘promoting public awareness, developing new outreach strategies for those most in need ... more flexible delivery mechanisms ... and exploring the potential of ICT and broadcasting in literacy training’.

²³ TV411 is a television series and an online literacy resource that is provided for adults who wish to improve their literacy skills. It is provided by the Adult Literacy Media Alliance, USA (www.tv411.org).

²⁴ TV411 website: http://www.tv411.org/about_alma/whos_watching.shtml.

Chapter 3

The History and Development of the Concept of Literacy through the Media in Ireland

3.1 Context

The Literacy through the Media project commenced in 1999. The context for the initiative was:

- The national campaign which the Department of Education and Science (DES) initiated in response to the OECD International Adult Literacy Survey (1997) findings that 25% of Irish adults had literacy difficulties.
- The findings of the NALA report;²⁵ this report identified that many adults who were experiencing literacy difficulties also experienced difficulties with access to the existing services. Access difficulties were identified as:
 - ✧ Dispositional;
 - ✧ Informational;
 - ✧ Institutional;
 - ✧ Situational.

3.2 Aims of Literacy through the Media

The Literacy through the Media project had the following aims:

- To overcome some of the barriers to accessing existing services;
- To raise awareness of literacy issues;
- To complement existing services and thereby to increase participation by adults experiencing literacy difficulties in adult-appropriate literacy tuition.

²⁵ Bailey, I. and Coleman, U. (1998) Access and Participation in Adult Literacy Schemes, NALA, Ireland.

3.3 Implementation Phases

The Minister of State at the DES, Mr. Willie O Dea, launched the ‘Literacy through the Media’ project in November 1999. Initially pilot projects were implemented in Mayo and Tipperary.²⁶ The independent evaluation of these projects revealed that the project had been successful in that it:

- Was instrumental in increasing learner participation in local literacy services;
- Was not only an enjoyable experience for learners, they also reported improved literacy skills;
- Raised awareness, increased learner motivation and reduced isolation.

Following the success of the Tipperary and Mayo projects, the ‘Literacy through the Media’ concept moved into television. A Media Advisory Group, chaired by NALA, and including representatives from the D/ES, RTÉ, the VEC sector, other literacy and learner representatives was established. The function of this group was to oversee the development of project. In late 1999 the independent television production company, AV-Edge, was commissioned by NALA and the DES to produce twelve literacy programmes, the Read Write Now series, for broadcast by RTÉ. Learning objectives and outcomes for the programmes were developed by NALA in association with AV-Edge. NALA produced and distributed the learner support packs, provided and co-ordinated the freephone support line and worked with a project evaluator to collect viewer information on the programmes. Between 2000 and 2004 four series of RWN have been broadcast by RTÉ.²⁷

²² See NALA website at www.nala.ie for reports and evaluations.

²³ See NALA website at www.nala.ie for reports and evaluations.

Chapter 4

Overview of the Read Write Now TV series 1-4

4.1 The Read Write Now Project

The Read Write Now (RWN) project consists of:

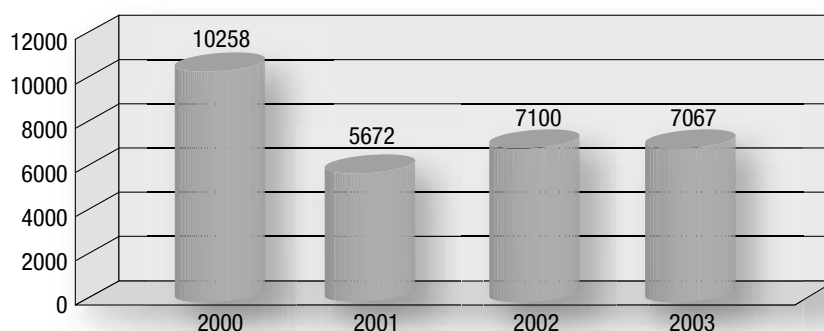
- A TV series of 12 half hour TV programmes which were broadcast twice weekly (the second broadcast being a repeat);
- A ‘Learner Support Pack’ and
- A freephone support service.

In 2001 the programmes were repeated twice weekly. The following tables illustrate audience ratings for the Read Write Now (RWN) TV series 1-4.²⁸

Table 1. Viewer Ratings for RWN 1-4

Viewer Ratings	2000 Tue. 11.05 pm Wed. 10 am	2001 Wed. 7.30 pm Sun. 10.30 am Tue. Midnight	2002 Mon. 7.30 pm Thu. Midnight	2003 Wed. 7.30 pm Tue. 12 noon.
Audience Peak Rating	193,000	270,075	193,000	142,000
Audience Peak Repeat Rating	64,044	54,015	87,000	56,000
Average Audience – Peak Viewing	136,000	188,452	130,000	124,000
Average Audience – Repeat Viewing	19,000	27,787	35,000	33,000
Average Audience per Week	155,000	244,027	165,000	157,000

²⁸ The evaluations and detailed reports relating to series 1-3 are available on the NALA website at www.nala.ie

Chart 2 – Freephone Telephone Calls from Independent Learners RWN 1-4**Table 2. Learner Support Pack Distribution RWN 1-4**

	2000	2001	2002	2003
To ALS	8,486	7,100	9,000	10,400
To Groups	9,427	7,249	7,000	7,835
To Independent Learners	10,258	5,672	7,100	7,067
Totals	28,171	20,051	23,000	25,302

4.2 Overall Aim of the RWN TV Series

The RWN television programmes aimed to create further awareness about adult literacy provision, where to source support and to provide learning supports for adults who wanted to **improve** their literacy skills.

4.3 Learner Supports

Learner support packs that were designed to compliment the learning points in each programme supported each series of programmes. Mentoring support was available to learners by specially trained tutors via a free telephone support line. For Series 4 a pilot face-to-face group tutorial was planned for a number of independent learners. This could not proceed due to the pressure of calls to the telephone support line.

4.4 Level

From Series 1 through Series 4 the level of the specific skills content of the programmes progressed from basic skills up to the equivalent of FETAC Foundation skills level.

4.5 Format

The format of the programmes has evolved over the period. In the first two series there were three elements:

- Learner's Story: a profile of an adult learner.
- A drama section where characters were shown dealing with everyday situations that required literacy skills and
- The 'learning points': these were delivered visually through graphics and explained by voiceover.

Series 1 and 2 two addressed literacy and numeracy skills and briefly addressed the learning process and how to manage it; this was well received. In Series 3 the learner's story and learning points were retained but the drama element was dropped. The format and content was thereafter changed significantly. The 'Learning to Learn' element was introduced and presented by Derek Mooney and Teri Garvey in a variety of 'learning locations', for example, a college and a driving school. The concept of 'Ian's Machine' was developed, the machine being the brain. Ian Robertson, Professor of Psychology, Trinity College Dublin (TCD), delivered this element in lecture style format. For example, in Programme 1 of Series 3 'Ian's Machine' demonstrated how to use a well known tune to memorise a new piece of information: the NALA freephone number.

In Series 4 the learner story was again featured, Ian's Machine' was adapted to alternate between Ian Robertson and Teri Garvey. Every week either Ian or Teri presented the 'learning to learn' elements within the programme. Numeracy skills were not a focus for this series. Sections 4.10 and 4.11 provide details of the learning themes and points covered in the RWN Series 1-4.

4.6 Approach

An integrated approach was adopted for the entire series 1-4. In Series 1 and 2 the learning points were presented in the context of real life, e.g. going for a job. In Series 3 the learning points were again integrated but on this occasion the topics that provided the context focused on the learning process itself – motivation, memory and learning styles. The learning themes and points throughout all series were reinforced in the learner workbooks.²⁹

4.7 Programme Content and Learning Points RWN 1-4³⁰

The following table provides details of the learning themes for RWN 1-4. Each week programmes addressed specific learning points, for example, in week one of RWN 4 the

²⁹ Appendix 2: List of worksheets in the RWN Learner Workbooks 1-4.

³⁰ Appendix 3: Learning Points covered in the RWN TV series 1-4.

following learning points were addressed:

- Learning to Learn: how we learn;
- Practical skills: filling in forms;
- Specific literacy skills: sentences and phonics.

The workbook content for that week was:

- | | |
|------------------------|---------------------------------------------|
| 1. Reading to Children | 6. Names |
| 2. Filling in Forms | 7. Phonics |
| 3. How we learn | 8. Reading an Index |
| 4. Sentences | 9. Wordsearch |
| 5. Days of the Week | 10. Telling stories and reading to children |

Table 3. The Themes of RWN 1-4

	<i>Themes RWN 1</i>	<i>Themes RWN 2</i>	<i>Themes RWN 3</i>	<i>Themes RWN 4</i>
1	Going to a concert	First Aid	The Learning World	How we learn
2	Buying a video recorder	Cooking	How we learn	Strengths
3	A Day at the races	Football	Learning Experiences	Motivation
4	The Birthday Party	Gardening	Use your learning	Multiple Intelligences
5	A Promotion	Wedding	Different types of intelligences	Multiple Intelligences 2
6	A New Job	Accommodation	Memory	Learning experiences
7	Applying for the Driving Test	Information Technology	The drive to learn	Ways of learning
8	Going to the Hospital	DIY	Know your strengths	Memory
9	Saturday at the Pictures	Healthy Lifestyle	Learning and planning	Memory strategies
10	Family Life	Interview for a job	Ways of learning	Study skills
11	Booking a Holiday	Pets	Managing your learning	Reviewing your learning
12	Trip to Newgrange	Trip Away	Reviewing your learning/ moving on.	Progression

4.8 Literacy Provision through the Broadcast Media

There are a number of key issues that consistently emerge from the evaluations of the Literacy through the Broadcast Media projects. The RWN TV series 3 Evaluation Report³¹ sums these up:

- RWN is not intended to replace the Adult Literacy Service (ALS) and that it would be unrealistic to expect this format to meet the full needs of people with low literacy levels;
- TV and radio literacy programmes can provide a valuable introduction to literacy work for those not ready to engage with the mainstream services;
- TV and Radio can very effectively raise awareness about provision and the style of provision;
- TV and Radio literacy programmes can support the development of some specific skills and ability to perform daily life tasks;
- TV and Radio literacy programmes can encourage individuals to engage with a learning culture and process and can support the clarification about how to set personal learning goals.

Furthermore, while RWN was not intended to replace the ALS there was/is an expectation that it should facilitate/prompt those adults with literacy difficulties to engage with their local ALS. NALA referred those who requested the information to their local ALS. NALA also distributed localised information with the Learner support packs; this provided contact details relating to local ALS. It should be noted that a number of learners wish to remain as independent learners. The cost of providing not only for tuition, but also for attendance supports, may well mean that this outreach strategy will be the most effective means to meet the needs of a potential client base of half a million people.

The question arises as to what role a local ALS can play in attracting/capturing these potential clients? The answer would appear to lie in a local promotion of the ALS which parallels the broadcasting of the RWN series.

³¹ McSkeane, L. (2003), Read Write Now TV Series 3 Evaluation Report, NALA, Ireland.

Chapter 5

Description of the Read Write Now TV series 4

5.1 Mission Statement for RWN 4³²

‘The aim of this initiative is to develop and deliver a distance learning programme in adult basic education, consisting of a series of 12 television programmes supported by a printed study pack, which will help adults improve their literacy skills in the privacy of their own homes’.

5.2 The General Aims of RWN 4³³

The general aims of the series were fourfold; at the end of the series learners will:

1. Have improved their reading, writing and spelling skills building towards FETAC Foundation Level standard;
2. Have the skills to practise reading and writing skills in everyday situations;
3. Have gained an understanding of the learning process and develop their own personal learning process;
4. Continue on a lifelong learning process.

This series was designed to emphasise peer learning, progression, attitudinal change and to promote independent lifelong learning.

5.3 Overview of RWN 4

The components of RWN 4 were:

- The TV Series of twelve programmes and
- Supporting Material and Services:
 - ✧ Learner support packs;

³² Source: Learning Objectives for RWN 4, NALA 2003.

³³ Appendix 3: Learning points covered in the RWN TV Series 1-4.

- ✧ Video recordings of the programmes which are available after the series in full has been broadcast and
- ✧ The mentoring service provided by trained tutors for independent learners – the freephone telephone support line.

5.4 The Management, Development and Production of RWN 4

A Media Advisory Group had overall responsibility for the development of the project. Membership of this group was comprised of representatives from the DES, RTE, NALA, and the VEC sector. The television production company AV Edge produced the TV series in close partnership with NALA. The project was managed on a day-to-day basis by a project Co-ordinator who is a NALA staff member. This included responsibility for project co-ordination, organising and managing the freephone support tutors, managing the development, design and production of learner support packs and for liaising with the TV production company and with the Media Advisory Group.

5.5 Promotion of RWN 4

A promotion budget of €50,000 was provided for the project. There were:

- 646 radio advertisements across 20 radio stations;
- press releases supported by photos were issued;
- a mail shot was sent to adult literacy learning groups that are on the NALA database including Community Training Workshops, National Training and Development Institutes, Traveller Training Centres and prison education services.

A total of 10,400 learner packs were sent out in advance to the VEC Adult Literacy Service, a further 7,835 were distributed to other learning groups and a total of 7,067 were sent to independent learners following requests to the freephone support line.

5.6 The RWN 4 TV Programme – Format and Presentation

The TV series of twelve half-hour programmes was broadcast by RTÉ 1 from Wednesday the 1st of October 2003 to Wednesday the 7th of January 2004. The programme was broadcast at 7.30 p.m. and was repeated on Tuesdays at ‘around’ midnight. Viewers were advised to check the TV listings to find out the precise repeat broadcasting times. Unlike RWN 2 the programme was repeated only once weekly; there are plans to repeat the programme again in spring/summer 2004. The presenters for the programmes were Derek Mooney, a very well known and popular TV presenter, Ian Robertson, Professor of Psychology, TCD, Teri Garvey and adult literacy learners. The ‘Learner’s Story’ was delivered again to great effect by learners. In this series there was a specific strategy to link the learner’s experiences to the learning points and themes programme by programme. Their involvement in this manner

provided credibility and reality to the overall message of the series. Again learners described the reality of living with literacy difficulties from school age into adulthood and how this had impacted on their personal confidence, their personal lives, their family and work lives. They spoke about how they heard about adult literacy support, how they got involved, how it was different from their previous experiences and the very positive impact this has had on their lives.

5.7 The TV Programme Content: Level

RWN 4 further developed the work covered in Series 1-3 and was pitched at working towards FETAC Foundation Level Communications. The level therefore was slightly higher than in the previous series.

5.8 Programme Content: The Learning Themes

The learning themes for each programme included the following themes:

1. How we learn;
2. Strengths;
3. Motivation;
4. Multiple Intelligences;
5. An expansion of the theme Multiple Intelligences;
6. Learning experiences;
7. Ways of learning;
8. Memory;
9. Memory Strategies;
10. Study skills;
11. Reviewing your learning;
12. Progression – continuing on a lifelong learning process.

The ‘Learning to Learn’ themes facilitated learners to explore their strengths and to develop an understanding that individuals have different reasons (motivating factors) for learning. Learning styles were explored. Learners were facilitated in identifying their own preferred learning style and how to apply this in the context of their learning task. How the brain functions, how memory works and different learning strategies were also addressed. Examples of the many strategies that can be applied in the learning process were discussed, for example, rote learning, memory strategies, learning by doing, learning from observation and learning through interaction with others. Programme 11 focused on strategies to review learning so that learners could assess the stage they had reached and, in the context of achieving their goals, what more they needed to do. Programme twelve facilitated learners to explore their

own ‘next step’. Information as to how and where learners could access the ALS and further information relating to progression was also provided through the freephone support service and in the learner support packs.

5.9 The TV Programme Content: Learning Points

While the learning points were set mostly in the context of the central theme ‘Learning to Learn’, practical life skills were also applied. For example, filling forms such as registering to vote and applying for the driving theory test and programme 12 included text messaging. Numeracy did not feature in this series.

The learning points covered in this series included reading, writing, grammar and spelling skills at the more advanced level as already described. Here are some examples of the areas addressed:

Reading Skills	Writing and Grammar	Spelling
Skimming and scanning. Reading from different sources.	Letters, notes, messages, forms. Nouns, verbs, adverbs, adjectives.	Phonics, blends, rhyming words, word endings. Dictionary and thesaurus use.

5.10 The Learning Supports: Learner Support Pack

The learner support pack included a workbook³⁴ that was set out in twelve chapters; a support book and a referral leaflet listing all VEC Adult Literacy Services. Each chapter in the workbook matched the subject area of the individual programmes and provided worksheets/ exercises in support of the learning material from the programmes. The worksheets consisted of a summary of the learner’s story; reading, writing and spelling exercises and sheets on the learning to learn theme. There was also an ‘Answers Section’ at the end of the workbook and information about how to contact the NALA freephone support service throughout it.

Learner workbooks were distributed to all Adult Literacy Schemes (ALS) in mid-September and to other learning groups and programmes and to individuals who phoned NALA. These individuals are described as ‘independent learners’. The learner workbooks are bound in such a way that they are easily photocopied, thus allowing for repeat work.

5.11 The Learning Supports: The Video and DVD Recordings

The series is put onto video and DVD in the spring following broadcasting of the full series. These are distributed to the VEC ALS, other learning groups and the libraries. The DES provides funding for this, subject to adequate stocks being available. Recordings of previous series are distributed on request.

³⁴ Appendix 2: List of worksheets in the RWN Learner Workbooks 1-4.

5.12 The Learning Supports: The Freephone Support Service

This service was available to learners for the duration of the programme. It was open Monday to Friday from 10am to 4pm and on Wednesday evenings between 6pm to 9pm, the evening of the main broadcast. Thereafter an answering machine was activated. Trained adult literacy tutors staffed these lines. The typical support given was coaching in aspects of the tasks set in the Learner Support Pack and referral information to the local ALS. Learner support packs were distributed on foot of requests to this service. The tutors also gathered key data in relation to learners who were willing to provide personal and other information. This data has informed the findings and recommendations of this report.

Chapter 6

The Evaluation of the RWN 4 TV series: Process and Methodology

6.1 Mission Statement for RWN 4³⁵

‘The aim of this initiative is to develop and deliver a distance learning programme in adult basic education, consisting of a series of 12 television programmes supported by a printed study pack, which will help adults improve their literacy skills in the privacy of their own homes.’³⁶

6.2 Overall Aim of The RWN TV Series

The RWN programmes aimed to:

- Provide learning supports for other adults who wanted to improve their literacy skills;
- Create further awareness about adult literacy provision and
- Provide information about where to source support.

6.3 Adult Literacy: Definition as Applied in this Evaluation

Chapter Two, 2.1 of this report provides the definition of ‘Adult Literacy’ as applied in this evaluation.

6.4 The Task

The focus of the evaluation for the RWN 4 series was:

- To assess the learning from the series with specific reference to the learning to learn element of the programme for independent learners;

³⁵ 5.1 – 5.5: NALA 2003.

³⁶ NALA 2003.

- To assess, on the basis of learner feedback, the appropriateness to learners of the learning content, level and standard and, on the basis of the findings, to make recommendations relating to the future development of the RWN series;
- To assess the impact of the support processes:
 - ✧ The learner support pack;
 - ✧ The freephone support line
- To assess the appropriateness of the style, format, presentation, timing and pace of the programmes;
- To gather information from all stakeholders on the future content and direction of programmes and based on the findings
- To make recommendations for the future direction of the RWN series.

6.5 Methodology Applied

- A) Ms. Helen Ryan, RWN Project Co-ordinator, NALA supervised the evaluation.
- B) The evaluation process examined statistical data under the following headings:
 - ✧ TV ratings for the programmes – this was supplied by the Audience Research Department of RTÉ;
 - ✧ The levels of usage of the freephone support line – this was provided by NALA; The number of learner support packs distributed by NALA; and
 - ✧ Statistical data for RWN series 1-3.
- C) Consultations were conducted to assess the impact of the project with:
 - ✧ NALA who provided feedback from independent learners that availed of the telephone mentoring service;
 - ✧ Mr. John MacMahon, Head of Education for Television in RTÉ;
 - ✧ Ms Pauline Gildea, Principal Officer, Department of Education and Science;
 - ✧ Mr. Des O'Loughlin, Assistant Principal Officer, Department of Education and Science;
 - ✧ Mr. Leo Casey, AV Edge, the TV production company;
 - ✧ Independent learners i.e. people learning from home not involved with any other training/educational body;
 - ✧ Adult Literacy Organisers;
 - ✧ Tutors working in the ALS and
 - ✧ NALA freephone support line tutors.

The process included one-to-one meetings and focus groups.

Structured questionnaires were developed and applied as follows:

- ✧ Distributed to tutors via the NALA Tutor's Forum Network;
- ✧ Distributed to tutors by ALS Organisers;

D) Extensive research was undertaken into:

- ✧ Established practice and policy in Ireland and elsewhere in the field of adult literacy;
- ✧ Other and relevant policy documents. (The 'Document Review' section of this report provides full details);
- ✧ Previous research and evaluations relating to literacy through the broadcast media; and
- ✧ International Adult Literacy provision and practice, with particular reference to future trends.

Based on the findings from the entire process, recommendations have been made for the future development of the Read Write Now TV strategy.

Chapter 7

Findings: the RWN 4 Audience

7.1 Sources of Audience Information

The audience profile for RWN 4 and the other series is sourced from:

- The Audience Research Department (ARD) of RTÉ;
- From the number of people who contacted the NALA freephone support line;
- From previous evaluations of RWN.

Information gathered through the NALA freephone support line provides information relating to the profile of independent learners and groups who were engaged in the project.

7.2 The TV Ratings for RWN 4

The following table illustrates information sourced from the Audience Research Department (ARD) of RTÉ. It provides an overview of the broadcast times and date of each programme, the percentage audience share of the total TV audience at that time, the gender breakdown and adult to child ratio of viewers.

Table 4. RWN 4 Audience Data

RWN Programmes	Date of Broadcast	Audience Share %	Male Audience	Female Audience	Children Audience	Total Audience
1	1/10/03	9%	45,000	51,000	11,000	108,000
2	8/10/03	8%	38,000	58,000	7,000	104,000
3	15/10/03	11%	45,000	77,000	13,000	135,000
4	22/10/03	7%	39,000	57,000	1,000	96,000
5	29/10/03	11%	61,000	78,000	2,000	142,000
6	5/11/03	10%	66,000	79,000	1,000	146,000
7	12/11/03	11%	74,000	71,000	2,000	146,000
8	19/11/03	8%	43,000	61,000	12,000	116,000
9	26/11/03	9%	42,000	59,000	25,000	127,000
10	03/12/03	7%	38,000	54,000	7,000	100,000
11	10/12/03	9%	57,000	50,000	18,000	125,000
12	7/1/04	10%	59,000	70,000	13,000	142,000
Average		9%				124,000

7.3 The Audience: Repeat Broadcasts RWN 1-4

Table 5. The Average Audience Ratings for Repeat Broadcasts for RWN 1-4

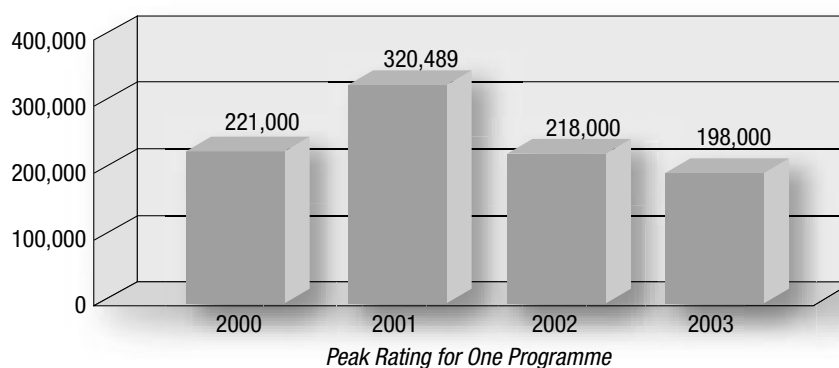
REPEAT PROGRAMMES	2000 Repeat Time Wed. 10 am	2001 Repeat Times Sun. 10.30 am Tue. Midnight	2002 Repeat Time Thu. Midnight	2003 Repeat Time Tue. Midnight
Average Ratings	19,000	27,787	35,000	33,000

The average audience rating for RWN 4 is 124,000 and when average rating of 33,000 for repeat programmes is factored in, the average rating is 157,000 viewers per week per programme. Given the fact that the repeat showing was ‘around midnight’ this can be viewed as substantial for that time. The peak viewing for one programme was 146,000 viewers or 11% of the total audience share. The lowest rating of 96,000, or 7% of the total audience share was on the 22nd November. The audience share increased between the first programme and last in the series, this follows the pattern as recorded for Series 3.

7.4 The Overall Peak Rating for One Programme

The peak rating for one programme in RWN 4 was 146,000. This programme was broadcast on the 12th of November 2003 and repeated on the following Tuesday at midnight. The learner featured in the programme was the learner who had experienced workplace bullying – George. This programme also had the highest rating for male viewers. The peak rating for a repeat programme was 56,000 and the peak rating for one show (including the repeat broadcast) was 198,000. This programme was broadcast on the week of October 29th; the theme for the learner’s story was ‘Learning New Things’. The following chart illustrates the peak audience ratings for series 1-4. Bearing in mind that there were two repeat broadcasts for Series 2 only, audience ratings have remained steady.

Chart 3 – Peak Audience Rating for any one programme



7.5 The Audience: Adult Social Class³⁷

The Audience Research Department of RTÉ records all audience figures. It also records the audience by 'Adult Social Class'. The 'Adult Social Class' (ASC) is defined as follows:

A, B, C1: Professionals and Semi-professionals.

C2, D, E: Clerical, Manual Labourers, Unemployed.

F1, F2: Farmers.

Table 6. Average Audience Ratings for RWN 4 broken into Adult Social Class

THE AVERAGE TV AUDIENCE FOR RWN 4 BY ASC		
A, B, C1.	C2, D, E.	F1, F2.
35%	42%	23%

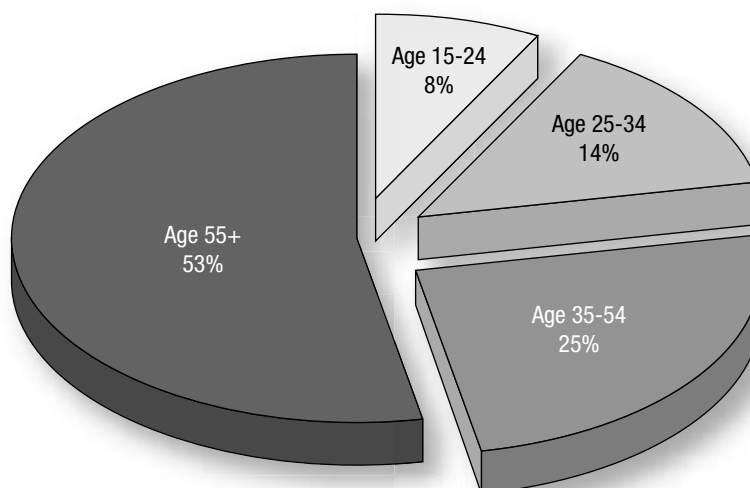
In the OECD report 'Lifelong Learning for All', (Paris 1996) it was reported that some 930,000 adults in Ireland left school at or before the junior cycle of second level education. This represents 58% of the total adult population and is among the highest in the EU. The largest differences between competency in literacy proficiency occur among people with the least formal education. In Chapter Two, sections 2.2, 2.3 and 2.4, the negative personal, social and economic impact on adults with low literacy skills is described in detail. In summary, early school leaving is directly linked to low literacy skills and linked to low income and poverty. The OECD report found that adults with level one (or less) literacy skills were three times more likely to be unemployed. Furthermore, adults with low educational levels tend to be more highly represented in low skills employment; these low skills jobs are at greater risk from competition from economies that operate a lower labour cost base.

The Teagasc Agri-Food Industry Strategy 2000-2005 states: 'there is a decline in the level of secondary education achieved by those entering agriculture. While currently about 80% of all school leavers have completed the Leaving Certificate, only about 70% of those entering Teagasc courses in agriculture have done so. Up to 15% of entrants to Teagasc courses have low levels of functional literacy and numeracy'.

³⁷ Source: National Audience Profile, ARD of RTÉ.

7.6 The Audience: Age Profile of Viewers³⁸

Chart 4 – The Age Profile of Viewers for RWN 4



The Quarterly National Household Survey (March to May 2001) found that 30.6% of people at work have lower secondary education or less. It also found that people at work with **below** lower secondary education was greatest for those between the ages of 45-54. For those with lower secondary education, the greatest number was in the age category 35-44.

7.7 The Audience: Age Profile³⁹ of Viewers RWN 3 and 4

The following table compares RWN 3 and RWN 4 in the context of the age range of viewers.

Table 7. Audience Age Profile – RWN 3 and 4

	15-24	25-34	35-54	55+
RWN 3	6%	10%	30%	54%
RWN 4	8%	14%	25%	53%

The most marked differences between the RWN 3 and 4 audience age profile is the 4% **increase** in the 25-34 age category and the **decrease** of 5% in the 35-54 age category. In terms of drawing any concrete conclusions there is insufficient information, however, the difference may be linked to the level of the content of the series, i.e. FETAC Foundation Level.

Information gathered from the NALA freephone support line reveals that of the callers who contacted the service and who were willing to provide information, the age of school leaving

³⁸ Source: Audience Research Department (ARD) of RTÉ.

³⁹ Source: ARD, RTÉ.

was as follows:

Table 8. Age Leaving School – Independent Learners

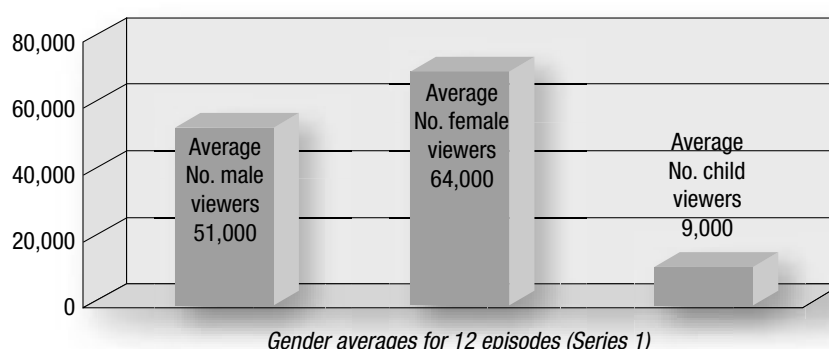
	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18
%	0.8%	1.6%	4%	13%	39%	10%	11%	9%	11%

This is consistent with the IALS findings that a greater proportion of older people have literacy difficulties. This age dispersal is also consistent with the findings of previous evaluations of the RWN project. Of interest in RWN 4 is the number of children who watched the programmes. Audience figures ranged from 1,000 children viewers for the early and middle programmes and increased to 25,000 viewers for Programme 9. The average number of children viewers for the series was 9,334 or 7.5%.

7.8 The Audience: Average Number of Viewers by Gender and Adult/Child Ratio

The average number of viewers for all twelve programmes that were broadcast on Wednesday evenings was 124,000. This figure is broken down in the following chart into adult/child and male female ratios.

Chart 5. Audience by Gender



The average audience of 50,583 adult male viewers or 40.9% of the total is lower than the average audience of 63,750 adult female viewers, 51.6%, the remainder of viewers being children. Compared to RWN 3 the number of male viewers in the context of the total audience has fallen by 1.4%, females by 0.35% while the number of children viewers has increased by 1.05%. The peak child audience rating for any one programme was 25,000; the question as to why the children watch RWN has not been explored in this evaluation; is it out of interest, is it because they find it helpful, is it because they are watching it with parents who need their help? The feedback from a very small sample of independent learners refers to children being involved with their parents in two ways: parents helping their children and children helping their parents. The sample however is too narrow to draw conclusions; perhaps the issue bears scrutiny in the evaluation of RWN 5.

7.9 Male/Female Audience Share Compared to Learning Themes

The following table gives an overview of themes covered in the learner's story and the percentage gender viewers for each episode.

Table 9. Audience Share – Gender Breakdown and Learning Themes

Prog.	Learner Featured	Content	Male Audience	Female Audience
1	Female	Reading to Children/Return to Education	42%	48%
2	Male	Man with a Mission/Ex Offender/Working	37%	56%
3	Male	Doing things for Yourself/Photography/Certification	33%	57%
4	Female	Giving Something Back/Homework Club	40%	59%
5	Female	Learning New Things/Homework/Certification	43%	55%
6	Male	Picture of Learning/Photography	45%	54%
7	Male	Helping Hand /Workplace Literacy/Bullying at Work	50%	48%
8	Female	Growing Things/Gardening	37%	53%
9	Female	Wanting to Learn/Disability	33%	47%
10	Male	New Country/Language/ESOL	38%	55%
11	Female	Power to Change/ Active Citizenship	46%	40%
12	All Learners	Moving On	42%	49%

A greater number of males than females viewed Programmes 7 and 11. Programme 7 dealt with bullying at work and Programme 11 dealt with active citizenship and voting. A greater number of females than males watched the other programmes. The highest female audience rating for any one programme was for Programme 4; the learner profiled told how she progressed to working in a homework club, i.e. childcare. The ratio of male to female viewers, excluding children viewers, in RWN 4 is 45% male and 55% female; the number of male learners featured was 45% and female learners 55%. The RWN 3 evaluation report noted that two thirds of the learners profiled in the programmes were female and that the female audience was reflective.

Table 10. Gender Balance – Learner Profiled and Audience

Series	Gender of Learner Profiled in the Learner Story		Gender of Audience	
RWN 3	Male 33.3%	Female 66.6%	Male 33.3%	Female 66.6%
RWN 4	Male 45%	Female 55%	Male 45%	Female 55%

A query arises; did the content of the learner story and the gender of the learner have any bearing on male/female viewing? Is evidence emerging that the content and gender of the learners featured in the programmes does have an impact on audience. The common themes of the Learner's Story were prior negative educational experiences, the impact this had on their lives and how, returning to education (literacy based) was a very positive influence. The learner featured in Programme 7 described how he got involved in literacy tuition because he **wanted to be active in addressing workplace bullying for himself and as an advocate for others**. The highest female audience was for programme 4, this learner wanted to address **not only her own literacy difficulties but also to help others, i.e. children, who had the same difficulties as she did**. The question arises, should the learner story focus more strongly in RWN 5 on making the link between the life difficulties that result from inadequate literacy skills and how improved skills empowers?

7.10 Audience Ratings for RWN 1-4

There was a smaller overall audience for RWN 4 than in Series 3. The average audience share for RWN 4, excluding repeats, was 9.2% compared to an average of 10% for RWN 3. The following charts illustrate the decrease in viewer ratings, excluding repeat broadcasts, between Series 3 and 4.

Chart 6 – Total Audience RWN 3 and 4 Excluding Repeat Broadcasts

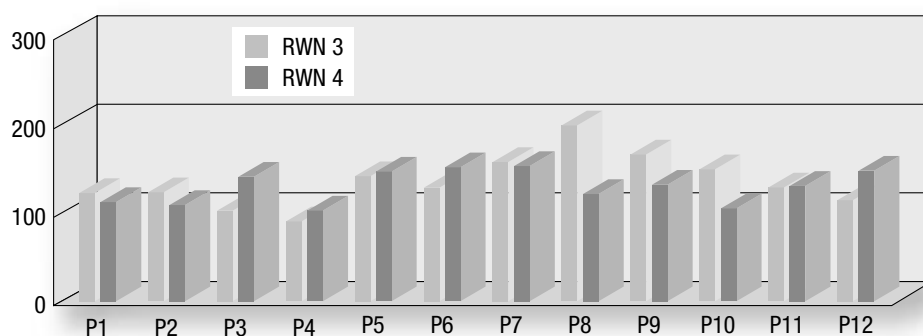
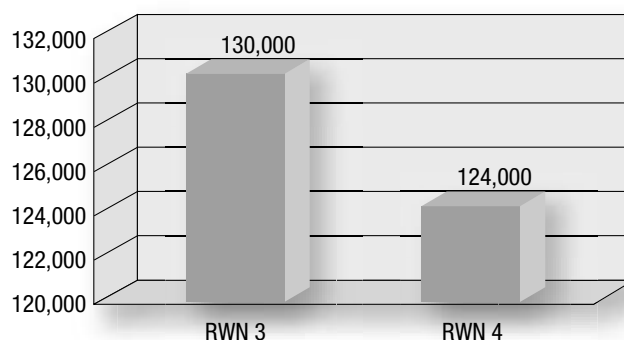


Chart 7 – Average Audience Ratings Excluding Repeat Broadcasts for RWN 3 and 4



7.11 RWN 4: Audience Share – Issues

The RWN 3 evaluation stated that concerns were expressed by NALA when the audience share fell from the all time high for Series 2. The issue of audience share was explored as part of this evaluation and a number of factors emerge. There were two repeat broadcasts for Series 2 as opposed to one repeat broadcast for the other series. RWN 3 was broadcast on Mondays at 7.30p.m. – the same time as Coronation Street and RWN 4 was broadcast on Wednesdays at 7.30 p.m. – the same time as Coronation Street **and** Champions League football.

Feedback from the consultations also addresses this issue. John Mc Mahon from RTÉ expressed overall satisfaction with the ratings for RWN 4. He describes the programme as a very good integrated model and states that there is scope for this type of programme to continue. He says that the RWN series persistently attracts its specialist audience and that the audience share is very good and constant.

This finding is confirmed in the Adult Social Class (ASC) ratings supplied by the Audience Research Department of RTÉ. The ASC profile of viewers tells us that on average

- 65% of the audience are defined within the categories of C2, D, E, F1 and F2 (See 7.5 above).
- 78% of the average audience is over the age of 35, 53% of these being over 55 years of age.

Consultations with learners and tutors reveal that the early evening time slot is ideal for learners but that they would prefer if the programmes were not in competition with Coronation Street. There is evidence from tutors and learners that learners overcome this difficulty, and issues relating to privacy, by recording either the RWN programmes or Coronation Street.

The question as to whether the audience viewed the programme for entertainment purposes was also raised; clearly entertainment value is very important to any TV audience – general or specific. However, it would be totally inaccurate to conclude that because the series was entertaining that it did not have sufficient educational value to constitute value for money in terms of spending 2.5% of the ALDF resources. It would also be inaccurate to conclude that the audience was engaged for specific skills learning purposes. What can be stated is that the audience watched the programmes because they had an interest in what was presented. This is not surprising given that literacy is an issue for 500,000 adults and for people who either know or work with people – adults and children – who have literacy difficulties or needs. Evidence from the consultations with organisers, tutors and learners is consistent in that the project is of great benefit to them. What cannot be assessed is the overall impact in learning terms on adults experiencing literacy difficulties; they are largely anonymous and secretive.

The level of the subject matter has increased over the period RWN 1-4 from basic up to FETAC Foundation Level. Learners and tutors persistently raised issues regarding the level

of the content of series 4 – the general feedback is that it was quite complex and difficult, particularly in the areas of spelling and grammar.

Feedback from the stakeholders and in particular from learners demonstrates that the most popular series in terms of audience ratings was series two. The time slot, format, level of the subject content and presentation suggest that Series 2 achieved the right timing and level of content while RWN 3 and 4 achieved successful presentation formats, particularly through the involvement of learners.

RTÉ confirms that the ratings are still very satisfactory in that ratings for educational programmes do not achieve the usual peak audience levels, however, they raised issues relating to the **shelf-life of the format** of the programme. The issue of format has provided scope for lively debate over the lifetime of the project, the evaluations have been extremely useful in providing feedback to RTÉ and the TV production company AV-Edge. This feedback has been adopted resulting in the current format of RWN. This evaluation provides recommendations for the future development of the project, including format.

7.12 Audience: Distribution of Learner Support Packs

A total of 25,302 learner support packs was distributed during the broadcasting of the RWN 4 series of programmes. The table below shows the breakdown as sent to Adult Literacy Services (ALS), other Educational Groups and to independent learners and comparisons between RWN 3 and 4.

Table 11. Distribution of Learner Support Packs

<i>Destination</i>	<i>No. of Packs Sent RWN 4</i>	<i>% Total for RWN 4</i>	<i>No. Packs Sent for RWN 3</i>	<i>+ / - % RWN 3/RWN 4</i>
Independent Learners	7,067	28%	7140 (31%)	-73 (-1.02%)
ALS	10,400	41%	8800 (39%)	+1,600 (+18.2%)
Other Groups⁴⁰	7,835	31%	6811 (30%)	+1,024 (+15%)
TOTAL Packs Distributed	25,302	100%	22,751	

Compared to RWN 3, this represents an overall increase of 2,551 packs or 11.4%. The learner support packs were distributed **upon request** to independent learners and for 7,835 learners in 578 groups, representing 59% of the total distributed. There was a marginal decrease in the number of independent learners that requested support packs, down 73, or 1.02%, on RWN 3; there was a marked increase in the number of packs sent to the ALS and to independent groups: A total of 1,600 additional support packs were sent to these 578 independent groups. In RWN 3 there was a greater number of independent groups – 606 and 1600 less packs were distributed.

⁴⁰ For example, FÁS, Travellers, Community Services, Prison Education Services, Disability Learning Groups.

7.13 When Learner Support Packs were Distributed

Table 12. When Learner Support Packs were Distributed

	Sept 15-26	29 Sept -10 Oct	Oct 13-24	27 Oct -7 Nov	Nov 10-21	24 Nov -5 Dec	Dec 8-19	Jan 5-9	Total
Ind. Learners	9.8%	36.2%	14.5%	10.7%	13.8%	8.7%	4.6%	1.7%	7067
Groups	39%	34.9%	9.4%	8.2%	3.2%	3.7%	0.8%	0.8%	7835
ALS	10400								10400
Total	14145	5301	1761	1397	1221	907	389	181	25302

Almost 80% of the independent groups received their learner support packs prior to and in the early stages, weeks one and two of the programme being broadcast. This clearly indicates that the pre publicity mail shot is very effective. 61% of support packs were distributed to independent learners during the course of the first 6 weeks; the peak distribution time matched the actual broadcasting of the first programme. This compares unfavourably with RWN 3 when 60% of support packs were distributed during the first four-week period. Clearly there is a challenge for the programme management team, not only in terms of engaging people who are not currently involved in the RWN or the ALS, but also in getting the support packs out to independent learners as early as possible for maximum effect. Recommendations in this respect are made in this report.

7.14 Profile of the Independent Groups

Independent groups are so described as they do not directly receive mainstream Adult Literacy Development Fund (ALDF) support. They include programmes and locations such as:

- Adult Education, Youth and Community based Education Programmes;
- Traveller Centres;
- Disability Service Providers;
- Drugs Prevention Programmes;
- FÁS Programmes;
- Programmes for Foreign Nationals;
- Adult Education Programmes in prisons;
- Businesses;
- Unemployed Organisations.

This increase in usage by these groups is a positive finding; it indicates that outreach delivery of adult literacy is gaining increasing support from the TV programmes.

7.15 The Independent Learners

The freephone tutors requested information relating to independent learners. The total number of calls to the service was 7,067. The service was extremely and consistently busy throughout the series. During RWN 3 a total of 7,140 calls were received. Audience ratings are referred to in the context of this section, however this report does not purport to claim that the profile of the independent learners provides a profile of the general TV audience.

7.16 Information Sought from Telephone Callers

All callers were asked to indicate who they were, i.e. a learner, friend, family member, tutor, teacher and to supply their address for delivery of the learner support pack. They were also advised about and offered the telephone mentoring service. In an effort to gather feedback learners were invited to respond to questions relating to the project. The response rate varied in relation to the question asked. The vast majority of callers to the service were not willing to provide any level of information relating to their details. The table below clearly illustrates that information that was not of a very personal nature was more freely given. Information regarding prior educational achievement and the age at which the caller left school received the lowest ratings. The evaluators do not find this surprising; it is a common feature in adults who have literacy difficulties to hide the fact. The level of stigma is so ingrained that they have had a lifetime of 'covering up' and they fear the consequences of disclosure. The learners surveyed in the Westmeath Survey,⁴¹ other evaluations and as profiled in this series all confirm this reality. A common finding from the independent learners was that initially they did not have the courage to call the freephone service themselves. There is also evidence that women called the freephone line on behalf of male learners.

The gender breakdown of independent callers to the freephone service was 4,380 or 62% female and 2687 or 38% male. This reflects the pattern of callers to the freephone service and numbers of learner support packs issued during RWN 3. This also reflects participation in the ALS.

7.17 Independent Learners Willing to Participate in the Telephone Surveys

The following table enumerates the number of learners who were willing to and responded to the different suggestions and questions.

⁴¹ Costello and Kenny (2000), Literacy for Life and Work: A Study on Literacy and Unemployment in Westmeath.

Table 13. Independent Learners Willing to Take Part in Telephone Surveys

Total No. Of Callers to the Freephone Support Line 7067	Number of callers who provided information or requested support	% Of total callers
A) Follow-up Calls Made	168	2.4%
B) Referral to ALS Requested	130	1.8%
Number of callers currently in ALS	65	0.9%
C) Description of Caller	664	9%
D) How Callers Heard About RWN 4	707	10%
E) Did the Caller Follow RWN 3	177	2.5%
F) Age of Caller	409	6%
G) Age Caller Left School	126	1.8%
H) Educational History of Caller	130	1.8%

7.18 Follow-up Service

A total of 168 or 2.4% of callers agreed to receive or make follow-up calls. This related to the provision of telephone mentoring/tutoring support relevant the learning need of the caller. A total of 8 learners regularly availed of this telephone mentoring/tutoring for the duration of the series.

7.19 Referrals to the VEC Adult Literacy Service (ALS)

Local contact details were provided within each learner support pack and the freephone tutors signposted all callers to this information. This year a total of 130 or 1.8% of callers also requested specific referrals to, and were provided with information as to how to contact their local ALS. ALS Organisers that were consulted as part of this evaluation reported an increase in uptake and consultations with learners reveal that 42% of those learners subsequently enrolled in the ALS.

The evaluation of the ‘Literacy Through the Airwaves Project’ in Mayo and Tipperary⁴² also confirms that there was a substantial increase in enrolments in the ALS but that this could not be interpreted as exclusively due to the radio programmes as other promotional strategies and additional resources were in place for the ALS. The evidence from the consultations suggests that whilst some learners will avail of local literacy service provision, a substantial number opt to remain as independent distant learners.

⁴² McSkeane, L. (1999), Literacy through the Media Evaluation Report, NALA, Ireland.

7.20 Description of Callers

A total of 664 callers answered this question and described themselves as follows:

Callers described themselves as follows:

- Independent learner; 83%
- Family member; 10%
- Friend (of independent learner) 2.5%
- Tutor/teacher. 4.5%

7.21 How Callers Heard About RWN 4

A total of 707 callers provided this information; the following table provides a breakdown of the responses and a comparison with RWN 3.

Table 14. How Callers Heard About RWN 3 and 4

	<i>TV</i>	<i>Radio</i>	<i>Newspapers</i>	<i>ALS</i>	<i>Family/Friend</i>	<i>NALA</i>
RWN 3	61.3%	34.1%	0.3%	2.1%	2.2%	N/R
RWN 4	51.6%	42.7%	0.7%	2.3%	1.8%	0.9%

Over 94% of freephone callers, for RWN 3 and 4, heard about the project through the broadcast media. This reflects the reality that adult literacy learners do not to any great extent engage with the print media with the exception perhaps of the local paper and bulletins. What remains of concern is that only 2% of callers heard about the programme through the ALS. In terms of ‘reaching learners’, the issue of local well-organised and targeted campaigns, with the pro-active involvement of the ALS and other educational programmes requires examination. The evaluators note that the Department of Social & Family Affairs, FÁS and the Department of Health and Children are involved with NALA and NALA projects. This report makes recommendations regarding additional publicity strategies for RWN 5.

7.22 Age and Education Profiles of Callers

As was reported in the RWN 3 evaluation, callers were less willing to give personal information. Of note is the fact that 6% of callers were prepared to divulge their age whilst only 1.8% of callers were prepared to give information relating to the age they left school or their prior educational record.

7.23 Age of Callers

The number of callers who provided this information to NALA was 409 or 6% of the total callers. The following table gives a breakdown of those responses.

Table 15. Age Profile of Independent Learner Callers

Freephone Callers by Age	< 18	19-29	30-39	40-49	50-59	60+
	34 (8%)	82 (20%)	85 (22%)	104 (25%)	71 (17%)	33 (8%)

Table 16. Audience Share for RWN 4 by Age Group

RWN TV Audience by Age	15-24	25-34	35-54	55+
	8%	14%	25%	53%

7.24 Age Independent Learners Left School

The total number of respondents to this question was 126 or 1.8% of the total callers.

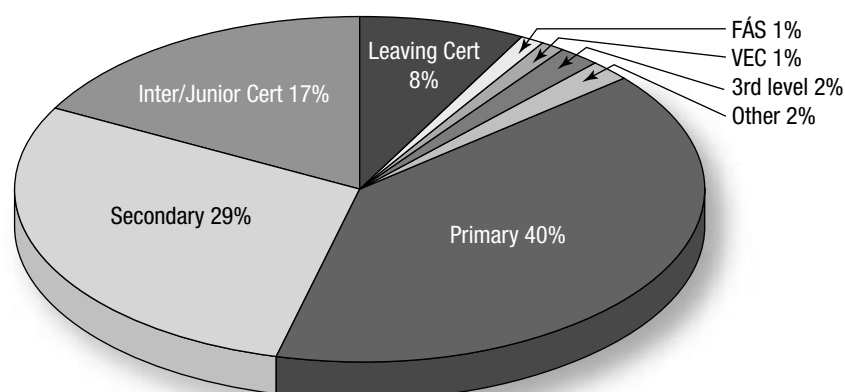
Table 17. Age Independent Learners Left School.

	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18
%	0.8%	1.6%	4%	13%	39%	10%	11%	9%	11%

7.25 Educational History of Independent Learners

The response in this instance was 130 callers or 1.8% of the total callers.

Chart 8 – Educational History of Independent Learners



The majority of the TV audience and those who requested the learner supports is in the upper age categories of 40+. The IALS⁴³ found that fewer people under 25 had low literacy levels compared with those in the upper age brackets, i.e. those over 55 years of age. Furthermore, the educational level of callers is consistent with the fact that more adults who left school early and without formal qualifications tend to experience literacy difficulties than those who remained in school. This profile is also consistent with the profiles of learners that currently attend the adult literacy services.

⁴³ OECD, International Adult Literacy Survey (IALS) Results for Ireland, (1997).

Chapter 8

Feedback from the Consultations

8.1 Participants in the Consultation Meetings

This chapter reports on and collates the findings of the consultations with:

- Mr. John MacMahon, Head of Education for Television in RTÉ;
- Mr. Leo Casey, AV-Edge, the TV production company;
- Ms Pauline Gildea, Principal Officer and Mr. Des O'Loughlin, Assistant Principal Officer, the Department of Education and Science;
- Twelve independent learners i.e. people learning from home and who were not attending any training/educational body;
- Three Adult Literacy Organisers;
- Thirty two tutors working in the ALS and
- Three NALA freephone support line tutors;

8.2 The Focus of the Consultations

The questionnaires that were used are attached in the appendix section. The consultations focused on:

- An overall response to RWN 4;
- The learning from the series, with particular reference to the 'Learning to Learn' element, with a focus on independent learners;
- The effectiveness of the support process, the freephone support line, the learner support packs;
- The future direction of RWN.

8.3 Overall Response to the RWN 4 Project

The general response is that the TV programme treated people as adults and the learning content had an appropriate adult approach. The programme has improved greatly over the

four-year period in terms of presentation and overall content. The support materials that accompanied the programme were described as excellent and in tune with the broadcasts. Learners in particular were very pleased with the series and the support material. They found the TV programme interesting, adult and reported that it gave them confidence and courage to tackle their literacy difficulties. All agreed that the overwhelming success feature of the programme was the learner involvement. In television terms, RTÉ was pleasantly surprised at the success of the project, they regard it as a very good integrated model and they state that there is scope for this style of programme to continue. It was also agreed that the level of the programme was suited to improvers, i.e. those at FETAC Foundation Level and that the support material was ideal in that respect. All consulted made recommendations for the future development of the overall project.

8.4 Audience and Ratings

The overall audience ratings for the programmes and an analysis of those statistics are described in Chapter 7. While the ratings were not as high as for previous series, RTÉ says that, given the special nature of the subject area and the time slot, audience ratings are very good and constant. RTÉ also points out that this is a specialist audience and that it will continue to attract these particular viewers.

8.5 Long-term Planning

From the learner point of view there is an expectation that the project will continue and all have made recommendations as to what they want to see for the future. This also applies to Tutors and Organisers.

RTÉ report that the absence of three-year funding inhibits strategic planning and in practical production terms, AV Edge feels that the overall presentation of the programme could be further and effectively improved by greater learner involvement, this will require a greater lead-in and preparation time. There is a consistent demand throughout the consultations for programmes to accommodate different levels and for additional learning resources to support the programmes not only when they are being broadcast, but subsequently.

In terms of value for money it is clear that RWN is reaching up to five times more people than are attending the ALS; learners are recruited into the ALS; independent learners report progression; there is an increased awareness about adult literacy provision; and the style of provision and, when compared with the audience ratings for the TV 411 in New York City, RWN is almost six times more effective.

8.6 The TV Programme: Production Issues

RTÉ states that production values have consistently improved and that the evaluations of the series have been critical in terms of informing this process. AV-Edge report that in this series they had three or four days to work with learners prior to filming and that this paid off.

Learners were more comfortable and ‘real’, they were excellent and AV-Edge sees potential for greater learner involvement in future programmes, but this will require preparation. It is also clear from the consultations that this production was one of the most popular throughout the series.

8.7 The TV Programme: Format and Presentation

The learner’s personal story is very strong, so says John Mc Mahon from RTÉ. He says ‘this is what TV is about’, he also states that learners will want spelling and this must continue but that alternative presentation formats will have to be explored. AV-Edge agrees, and both spoke about using games formats as an example. They both feel that, with careful planning and integration, there is scope for greater learner involvement in presenting the learning points and learning to learn. Organisers, tutors and learners all confirm that the learner’s story is extremely effective and important. They all report that the content is very intense, the pace of the programmes is rather fast and a number of learners would like to see the programme extended to one hour.

8.8 The TV Programme: Time Slot

In general there is broad agreement that the early evening time slot is ideal but clashing with Coronation Street and this year with Champion’s League football is not. Suggestions were put forward that 8.30 would be suitable. RTÉ have said that they are willing to look at this issue and spoke of a later broadcast probably on Network 2. There were no specific comments regarding the repeat time of the programme; what is noted is that the repeats of the programme achieved high ratings.

8.9 The TV Programme: Level of Content

The level of the learning points in the programme is targeted at learners that want to improve their literacy skills; it is co-ordinated with the learning outcomes at FETAC Foundation level. All consulted agree that the TV programme and the learning support materials have achieved this objective. ALS Organisers and Tutors report that they use it very effectively to guide and support their work with learners working towards FETAC accreditation.

There is also broad agreement that there is a demand for learning content and materials for more basic skills development, for example, 92% of the learners that were consulted requested more spelling input particular at basic level. These learners also reported that while the learning material was challenging they resolved this problem by sourcing help from family members or friends. 50% of them reported that prior to the programme they had kept their literacy difficulty a secret. It is to be noted that adult ‘returners’ commonly report that their re-entry to the learning situation and learning alone is challenging.

In summary, the challenge for the future direction of RWN is to meet the demand for material to accommodate learners who are at different levels; RTÉ and AV-Edge have suggested that

use of digital supports offering all levels, coupled with use of the internet offers a route. NALA too are aware of the need to provide additional sources of learner supports and have developed their interactive website at www.literacytools.ie at which learners can ‘click’ into material suitable to their level and need.

8.10 The TV Programme: The Learning Points

This is the area about which there are differences in feedback; in essence this relates directly to the comments that have been made about the level of the content of the series. The following is a summary of opinions; it is presented from two perspectives: from a TV presentation point of view and from the perspective of the programmes audience.

In relation to presentation, both RTÉ and AV-Edge agree that there is scope for development and suggest that learners could play a very important presentation role. This is stated in the context that the presentation would ‘have to be very tight’ and should consist of a maximum of three points. Both agree that how the information is imparted is as important as the information itself and given the success and credibility of the learners as in the learner’s story their involvement should be seriously considered. The presentation format according to both requires ‘tweaking’ and suggestions were made about the introduction of game and quiz formats.

The key areas of interest for learners were spelling, writing and reading; only one learner reported an interest in grammar. Overall, the key needs of these learners were:

- Spelling was listed as a learning need by 8 learners;
- Reading was listed as a learning need by 4 learners;
- Writing was listed as a learning need by 8 learners and
- Grammar was a need for one learner.

Five of the twelve learners wanted to improve their writing and spelling skills for work related reasons, three wanted to improve their reading, writing and spelling skills for personal use and to help their children with homework and four wanted to improve their skills for personal use. The following table, based on a feedback from a multiple choice questionnaire that was provided for learners, gives an indication of the skills that learners feel improved and what specific strategies they found most useful.

Table 18. Skills Improved as Reported by Independent Learners

SPELLING			
Syllables	Phonics	Word Building	Spelling Tips
9	6	10	9
WRITING			
Letters – Personal	Letters – Formal	Forms	Writing Tips
5	6	4	8
READING			
With Children	Functional	Newspapers	Tips
5	8	6	7

Generally, when learners spoke about writing and spelling the two were inter-connected. A very interesting finding is that all twelve learners reported that they needed help with the material in the learner support pack. All twelve sourced help not only from the NALA freephone support line but also from friends or members of their families. Six learners reported that prior to RWN 4 they had kept their literacy difficulty so secret that ‘nobody knew’. All six report that they got the courage to tell some member of their family or a friend as a direct result of seeing that there were others ‘in the same boat’ as themselves. It seems that the need to get help and the encouragement they got from the programmes were the springboard to breaking the secrecy.

Feedback from ALS Tutors indicates that:

- 72% of Tutors were satisfied with the overall content of the programmes;
- 28% were not satisfied with the overall content.

The satisfaction ratings with the level of the learning points were:

- 56% satisfied and
- 44% dissatisfied.

The reasons given were that the level was ideal for FETAC Foundation Level but not for learners with more basic skills learning needs. In this respect the programme has achieved its aim of delivering a learning programme targeted at improvers. The ALS Organisers confirm these views and add that the learning points were very concentrated and that perhaps there was an over emphasis on grammar. The tips were reported as practical and well presented, particularly letter writing and form filling.

8.11 The TV Programme: The Learners’ Stories

The following comments sum up the reaction of tutors and those involved in the production of the programmes.

- ‘It is real and very important’.
- ‘This is the most powerful element in TV terms, TV nowadays is about people’s stories’.
- ‘Learner’s stories are the anchor to the programme and provide great and real learning’.

There is agreement that learners should be supported to become even more involved in presenting the programmes; learners could present the learning points and provide the freephone and ALS details and encourage learners ‘to make that call’.

From the perspective of learners, there is no doubt that the ‘Learner’s Story’ is the critical element of the programme. In short, all learners loved the learner story. They report that they gained confidence, courage and encouragement not only to participate in the programme but also to do what previously they could not. As already stated, six got the courage and broke the secrecy of having literacy difficulties. All reported the encouragement they got from

seeing there were others in the same situation and that they had achieved success. One learner summed up the overall view: ‘Keep showing this programme, there are a lot of people out there like me’.

AV-Edge raised an issue with regards to further involvement by learners; there is a need to have time for planning and preparation. Leo Casey from AV Edge has no doubt that learners could perform a much greater role in the programmes, and with much greater authority – given adequate time to prepare.

8.12 The TV Programme: Learning to Learn

The terminology learning to learn is a difficult concept to explore. John MacMahon from RTÉ felt that this element presents a dilemma: does it interrupt the flow of the programme? Leo Casey from AV-Edge suggests that the learner could be the ‘learning process expert’. Both are of the opinion that this could be best delivered by a learner perhaps integrated into the learner’s story or through interaction with Derek Mooney.

Adult Literacy Organisers reported that in their view learning to learn works best in a group situation. Tutors reported that the ‘Multiple Intelligences’ concept was much enjoyed by their learners but again felt that learners needed to be in a group to actually see the concept working. The following table gives an overview of tutor satisfaction ratings in terms of how useful and effective they found other aspects of learning to learn.

Table 19. Tutor Ratings: Learning to Learn

Learning to Learn	Fair	Good	Very good	No response
Explore different experiences of learning	2	14	4	3
Understand how we learn	4	13	3	3
Identify effective learning practice	5	12	3	3
Understand memory and how it works	4	14	2	3

During the consultations with tutors and independent learners we found that the term ‘learning to learn’ posed difficulty. For example, with independent learners the term learning to learn had no definitive meaning and there was difficulty exploring the concept in terms of using the jargon. However, when questions were framed in a ‘simpler format’ learners reported:

- ‘I could see that there were better ways than the way I learned in school’.
- ‘I never knew you could learn in so many different ways, I could never learn spelling off by heart’.
- ‘I really liked to hear that there are different intelligences, I was always told that I was slow’.
- ‘I used to think there was only one way to teach something, now I teach my son spelling breaking down the words’.

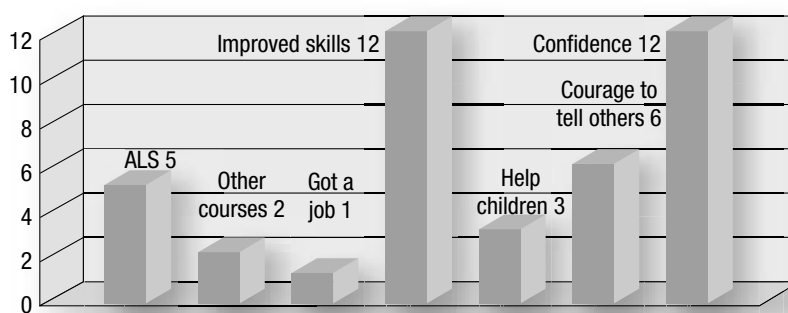
- ‘I loved the bit about the different ways I learned my tables and songs and how different people need to be good at different things’.

What emerges very strongly is that the combination of messages of encouragement in the learner’s story and the messages in learning to learn is opening up attitudes resulting in greater confidence, whereby all twelve learners are now engaged in learning in a way they had not been previously.

8.13 Progression

All the learners consulted reported progression as a direct result of engaging in the RWN 4 project. The following chart provides an overview of this progression as reported by these independent learners:

Chart 9 – Progression as reported by independent learners



It is also clear that these learners have ‘taken responsibility’ for their own learning, they are purposeful learners. All have identified areas in which they require more help; all are either engaged in further learning activities or have made plans. One learner reported that he would continue as an independent learner, he does not want to join the ALS and his niece helps him. Three of the learners consulted reported that the exercises in the learner support pack helped them to understand the concept. All want RWN to continue and have made recommendations for the areas they want included with half requesting more and practical examples of learning to learn, both in the TV programmes and the learner support pack. Three of the independent learners are using the approaches and strategies to help their children.

What may also be a factor for further developing the learning to learn element of the programme is the issue of presentation. RTÉ and AV-Edge both referred to this area as one that needs attention and made suggestions for the future. The issue of omission may shed some light; in giving an overall reaction as to who they liked best in the programmes learners repeatedly mentioned the learner and Derek Mooney.

The experts on TV presentation points, RTÉ and AV-Edge both strongly recommended further learner involvement in this area.

8.14 The TV Programme: Outreach and Promotion

The audience ratings clearly demonstrate that with an average audience rating of 124,000 viewers the RWN project is reaching a significant audience. It clearly therefore is raising awareness regarding the issue of adult literacy. More importantly, it clearly is getting a positive learning message across to more than 7,000 independent learners. Organisers do report that there was an influx of learners; 'there was an influx but it wasn't a mad rush', but figures were not available from them in relation to the numbers of new learners as a result of RWN 4. In terms of measuring the impact of the programme the following celebratory quotation from TV 411 in the USA gives some insight:

'On one afternoon alone in the New York City area, TV411 was viewed by an estimated 53,600 people – more than all the adults served by the city's adult literacy programs in a full year'.⁴⁴

There are just over 30,000 learners attending the Adult Literacy Service. Many of these follow the series. An additional 7,000 independent learners participate and a further 8,000 learners are engaged through other learning groups.

8.15 The Learning Supports and Materials: Freephone Support Service

The overall finding is that the freephone support line was very busy. The lines were open on a daily basis between 10am and 4.00pm and on Wednesday evenings between 6pm and 9pm, thereafter an answering service was activated and all calls were returned. The busiest periods were after the programmes were broadcast.

The Tutors that worked on this service all agree that this is an area that needs additional resources, particularly at peak times. They expressed concerns that they did not have enough time to speak with callers especially when demand for the learner support packs was at its highest. Their concerns may well be justified; five of the 12 independent learners who participated in this evaluation said that they did not have the courage to call the freephone line themselves; they got another person to phone on their behalf. However, all these learners spoke highly of the way they were treated by staff; they were treated with courtesy and were encouraged. Two reported that they were surprised and delighted to get a call back and that this made them feel valued.

8.16 Mentoring Support

Eight learners participated on a regular basis for the duration of the service. Four participated in this evaluation, two are now attending the ALS, one wants to remain as an independent learner but now gets his niece to help and one wants the service to continue throughout the

⁴⁴ TV411 website: http://www.tv411.org/about_alma/whos_watching.shtml

year. In the case of a particular learner the tutor discussed the possibility that he might require reading glasses, he did. Overall these learners report that the support was very beneficial in terms of supporting them to ‘do’ the learner support pack but even more importantly in terms of their personal confidence. One learner reported that she was delighted to receive the call to participate in the evaluation and was very proud to be involved.

8.17 The Learning Supports and Materials: The Learner Support Pack and Video

The general feedback mirrors the feedback relating to the TV programme in the context of level. ALS Tutors and Organisers reported that it was ideal and very well matched to meet the learning outcomes of FETAC Foundation level, with some of the exercises being too difficult for basic learners. They reported that the learner’s stories in the learner support packs provided excellent reading material for their learners, this applied to all levels. 85% of ALS Tutors reported that they used the learner support pack as a resource, that the content and layout was excellent and were very well co-ordinated with the content of the TV programme. Tutors and learners would all like to have access to additional worksheets to support the learning points in particular.

The following table summarises the usage of the support materials by ALS Tutors.

Table 20. Usage of Support Materials by ALS Tutors

<i>Did you use the TV Programme as a Tutoring Resource?</i>	Yes: 46%	No: 54%
<i>Did you use the Learner Support Pack with your Learners?</i>	Yes: 85%	No: 15%
<i>How useful was the Learner Support Pack as a Resource?</i>	Fair: 31%	Good: 22% Very Good: 47%
<i>Learner Support Pack: Overall Rating</i>	The general reaction was that layout was excellent. The content was ideal for learners at that level. All reported that it was too difficult for basic learners.	

It is not clear how the learner support packs are distributed within the ALS. There are indications that within some ALS the packs are ‘given’ to some learners. The question arises as to whether there is a code of practice for ease of independent access to these resources by learners or whether they are confined to learners who are pursuing a learning programme at the particular level, i.e. in the case of RWN 4, FETAC Foundation Level. It also appears that there is no structured tracking system that assesses the level of usage by learners and the impact of that usage. This also applies to independent learning groups that request the learner support packs.

The independent learners all used the learner support pack – for themselves and in some cases with and for their children. All of the independent learners consulted reported that the material was ‘too hard’ for them to work on independently but all got help from the phone mentoring service or a friend or family member. Learners reported that they continue to use this resource and all requested access to further materials especially at different levels. As previously mentioned, the learner support pack exercises facilitated learners developing an understanding of the complex concepts of learning to learn and multiple intelligences. One learner said that when she did the worksheets she understood the concepts. John Mc Mahon from RTÉ summed up the situation: ‘Learners use the learner support pack as a support, Tutors use it as a resource’.

8.18 Feedback: The Future Direction of RWN

There is general consensus that the RWN project should continue, that the model is well refined and that there is scope to build on this experience, for example:

- Retain and increase learner involvement in the TV programmes;
- Secure the involvement of independent learners in the TV programmes;
- Maintain the current balance between learning points and the other elements of the TV programme;
- Explore how the demand for different levels and additional supporting materials can be met particularly for independent learners;
- Explore the potential of ICT and digital media to support the project;
- Develop additional strategies for presenting learning points and learning to learn;
- Include more life skills and issues, e.g. economic literacy and IT;
- Review the time slot for TV broadcasts;
- Review and pilot additional ways to distribute the learner support packs;
- Provide additional resources for the telephone support services;

In terms of the integration of ICT into the project the following is a summary of the feedback; there is general agreement that ICT is now a part of everyday life and as such digital inclusion is very important. However, ALS Tutors and Organisers put forward a proviso: ensure that IT is **also** presented as a **tool for learning** and that the programme as a whole does not lose this focus. Learners all want more spelling and writing and also to hear about more learners. The challenge therefore is well integrated literacy and ICT skills. All of the learners consulted really enjoyed the programme that included text messaging. RTÉ and AV Edge also point to the potential use of CDs and the internet to meet the need for additional learning materials across all levels. ICT therefore as a literacy learning tool, and well integrated to support literacy learning, is recommended for RWN 5.

Chapter 9

Findings and Recommendations

9.1 Overall Findings

- The Read Write Now Project is a good practice model of an integrated approach to literacy provision through the broadcast media. Read Write Now responds to the challenge in ‘Learning for Life’ – the Government’s White Paper on Adult Education (2000). The challenge is to develop a flexible model for the outreach delivery of adult literacy.
- RWN is a suitable scheme for the Irish Broadcasting Commission to submit to the Minister for funding under Section 2 (1) (b) of the Broadcasting (funding) Act 2003.
- The Read Write Now 4 project provided information about adult literacy to 198,000 people.⁴⁵
- The Read Write Now 4 project provided learning supports to 7,000 independent learners, to 10,400 learners in the 130 Adult Literacy Schemes and to over 7,000 learners in 606 other learning groups who wanted to improve their literacy skills.
- The Read Write Now 4 project provided learning support materials for tutors, paid and voluntary, in the 130 ALS and to other education programmes throughout Ireland.
- The involvement of literacy learners as presenters in the TV programmes provided effective role models that encouraged independent learners to participate.
- There is a demand for the project to continue and also for learning materials for different levels of learners and as provided in the three prior series.
- There is potential to further develop the RWN project and build on its success to date.

9.2 Findings: The Department of Education and Science

- The RWN project provides value for money. It reaches and engages learners with literacy needs and learners report progression.

⁴⁵ Highest audience rating for one RWN 4 programme.

- It reached over 7,000 independent learners at a cost of €856,310.
- The materials generated outlive the broadcasts and continue to be utilised within the ALS and independent learning groups.

Recommendations

That the Department of Education and Science liaise with NALA to develop a three-year funding strategy for RWN that will include additional resources for:

- a) The development of additional learning support materials at a range of learning levels.
- b) Additional promotional strategies.
- c) Adequate planning and preparation time for each TV series particularly to facilitate greater learner involvement in presentation roles.

9.3 Findings: RTÉ

- The production values were high.
- An early evening timeslot that does not clash with such high rating programmes as Coronation Street is suitable.

Recommendation

That the programme continues to be broadcast in an early evening time-slot on a day where there is not the same competition for general audience share.

9.4 Findings: Audience Ratings

- The audience ratings for the RWN 4 series of programmes were very good and consistent.

Recommendations

That NALA, for more effective targeting, engages with its networks as follows:

- a) The ALS and other educational groups to develop coherent local promotional strategies.
- b) Other statutory agencies including FÁS, Teagasc and the Department of Social & Family Affairs, to distribute promotional material and information to their clients.

9.5 Findings: TV Programme: Format and Presentation

- There is a demand, a need and potential for the further involvement of learners in a presentation role in the TV programme.

Recommendations

- a) That the 'Learner's Story' be continued, and that independent learners are also featured in this element.
- b) That, preparation time permitting, learners be more involved in presenting the learning points and learning to learn elements of the programme.
- c) That learners present information and signposting to the freephone and literacy services.

9.6 Findings: The General Content of the TV Programmes

- The balance between the various elements of the programme is appropriate;
- The level of the learning material in RWN 4 was ideal for improvers, but too advanced for basic learners.
- There is a need to develop strategies both within the TV programmes and the learning support materials to accommodate these different learners.

Recommendations

- a) That all stakeholders collaborate to develop and provide graded learning resources for learners at different levels. This includes the use of digital media and ICT.
- b) That learner presenters in the TV programmes will demonstrate how to access and use these materials.

9.7 Findings: The TV programme: The Learner's Story

- The learner's story is the most powerful means of communicating with learners.
- Learners have the credibility to present the learning points and concepts.

Recommendations

- a) Maintain the learner's story element.
- b) Involve more independent learners in the learner's story element.
- c) Develop the capacity of participating learners as presenters of the learning points and learning to learn concepts.
- d) Give greater emphasis to the causal link between improved literacy skills and enhanced life skills.
- e) Maintain equality in the role models.

9.8 Findings: The TV programme: Learning to Learn

- The learning to learn element has greater potential for delivery.
- Feedback from Organisers and Tutors indicated that the learning to learn element was not presented in a way that was immediately clear to learners.

- The concept of learning to learn needs to be threaded into the Learner's Story in the form of practical examples of how learning takes place for different learners.
- Evidence from tutors suggests that this concept is more effectively processed in a group situation and that the pace and the extent of the information provided were overly ambitious.

Recommendations

- a) That learners present or demonstrate the learning to learn concepts.
- b) Provide adequate support to facilitate this involvement by learners.

9.9 Findings: Outreach and Progression

- RWN 4 is an effective outreach strategy in that hard to reach clients have come forward for support. This is contrary to the trend identified by ADM⁴⁶ where self-referral has decreased.
- The primary target group for RWN 4 was independent learners who wished to improve their skills in the comfort of their own homes.
- Participation in RWN 4 has resulted in independent learners setting and achieving learning goals. Learners have identified their own progression across these indicators:
 - ✧ Education and Training;
 - ✧ Employment;
 - ✧ Improved personal, social and family skills;
 - ✧ Confidence and courage.
- The learner's story provided effective role models that influenced independent learners to participate in RWN 4.

Recommendations

- a) That the DES recognise the RWN project as a mainstream outreach strategy.
- b) That independent learners as well as learners from the ALS are involved in the presentation of and role models within the TV programmes. That examples of how individuals have progressed as a result of their participation be incorporated into the programmes through the learner's story.
- c) That the DES amends its reporting sheets to include a means to record new entrants to the ALS as a direct or indirect result of RWN.

⁴⁶ ADM Ltd. 'Future Directions for the Services for the Unemployed Measure LDSIP 2004-2006'. (ADM Ltd. Nov. 2003).

9.10 Findings: Freephone Support Service

- The freephone service operated 10am-4pm on weekdays and from 6pm-9pm on the evening of the broadcast.
- The service was very effective but was not sufficiently resourced.
- The freephone service, being the contact means with independent learners, offers the potential to provide access to learners for the purpose of evaluating the project.

Recommendation

That additional staffing resources be provided to meet the demand and to extend the service times and days.

9.11 Findings: The Learner Support Pack

- The learner support pack was very effective and was very well co-ordinated with the contents of the TV programme.
- The learning content was too difficult for basic learners.
- Learners accessed support thus breaking the secrecy that they had maintained for years.
- There is demand for more and repeat learning materials across all levels.
- Learner support pack distribution was limited to ALS, established learning groups and self-referred individual learners.
- There is insufficient tracking of the usage of the learner support packs within the ALS and independent learning groups.

Recommendations

- a) Provide resources learning support materials across all levels.
- b) Liaise with the relevant bodies to establish a code of practice for the distribution of learner support packs within the ALS and independent learning groups.
- c) Liaise with the relevant bodies to develop a means to track and assess the impact and value of the learner support pack as a resource for tutors and learners.
- d) Develop digital and ICT methods for distribution.
- e) Pilot the distribution of learning support packs in areas of high public usage, e.g. supermarkets in urban and rural locations.

9.12 Findings: ICT

- There is general agreement that ICT is now a part of everyday life and as such digital inclusion is very important.
- It is vital that ICT is presented as a tool for learning, is integrated with literacy skills and that the programme as a whole does not lose this focus.

- Learners all want more spelling and writing and all learners consulted really enjoyed the programme that included text messaging.
- RTÉ and AV Edge also point to the potential use of CDs and the internet to meet the need for additional learning materials across all levels.
- ICT therefore is a literacy-learning tool.

Recommendations

- a) Explore the potential of linking ICT and digital media as a tool to develop additional learning support materials to meet the need for materials across all levels.
- b) Provide practical instruction by learners within the TV programmes in relation to access and usage.
- c) Provide tutor training in the use of ICT as a tool for learning in adult literacy.

9.13 Case Studies

Case Study: John

John is a man in his fifties and left school when he was fourteen. He had difficulty with reading and spelling. John had never told anyone that he had a literacy difficulty.

John began to watch the RWN programme but was so nervous that he did not contact the freephone line. Eventually he got the courage to talk to his niece Mary, he asked her to help him with his reading and spelling and to call the freephone line for the learner support pack, he was too nervous to make the call himself.

When Mary called NALA she also asked for some tips on how to tutor him.

The freephone tutor recommended that Mary should:

- Encourage him to go to his local literacy service;
- Get forms for him to fill in;
- Buy a daily newspaper and have him read from it;
- Keep a record of all the exercises he completes no matter how small;
- Give him some spelling to learn every day and
- If further help was needed, to encourage him to call the freephone service or she could call on his behalf.

The freephone tutor kept in touch with Mary over the weeks and eventually a very nervous John did come on the phone. During the discussion the tutor explored the possible need for reading glasses. John said he had been afraid to go for an eye test because he thought he would have to read something. The tutor encouraged him to have an eye test and that there was no need to worry as he would only have to read letters off a chart.

John's niece was in regular contact with the freephone service and said she noticed a change in his behaviour and that he had become more confident. Initially she provided tuition twice a week and then she helped him to secure a place with a tutor in his local VEC. John is now doing very well, his reading had improved, he loves attending the literacy classes and he really enjoys the programme – with his new reading glasses.

Case Study: Jane

Jane is an early school leaver, she had difficulties with reading, writing and spelling, form filling, had little confidence and was out of work for many years. Whilst Jane wanted to get back to work she felt that her literacy difficulties would prevent her from achieving this goal.

Eventually Jane was called to interview for a job. At this time she had seen one of the RWN programmes and phoned the freephone support line for a learner support pack. She also told the freephone tutor that she needed moral and practical support to help her, as she was afraid she would not be able to complete the forms at the interview.

The tutor went over some of the interview questions she might be asked, gave her some tips about preparing for the interview and gave encouragement.

Jane also said that she wanted to improve her reading and writing skills and to get help with filling forms. The tutor suggested that she join a literacy class and gave her the contact details of the adult literacy centre in her area.

Jane has since started the job and is doing very well. She is also attending literacy classes, is enjoying them and progressing very well. She reports that RWN was very important for her as it gave her confidence, practical support and she is continuing to work on her literacy needs. Jane says that the programme should continue, she says:

“Keep showing it, there are lots more out there like me”.

Appendix 1

Definition of the Five Literacy Levels*

Level 1

Level one indicates very low literacy skills, where the individual may, for example, have difficulty identifying the correct amount of medicine to give to a child from the information found on the package.

Level 2

At level two respondents can deal only with material that is simple, clearly laid out and in which the tasks involved are not too complex.

Level 3

At level three respondents can identify several pieces of information located in different areas and also integrate, compare and contrast. This level is considered as the minimum desirable threshold in many countries but some occupations require higher skills.

Levels 4 and 5

Levels four and five are reported as a single category and involve literacy tasks that require the ability to integrate several sources of information or solve more complex problems.

* These levels are defined according to the OECD International Adult Literacy Survey (1997).

Appendix 2

List of worksheets in the RWN Learner Workbooks 1-4

Prog No.	RWN 1	RWN 2	RWN 3	RWN 4
1	Going to a concert <ol style="list-style-type: none"> 1. Reading the time: 24 hour clock 2. Reading timetables 3. Train signs 4. Reading a poster 5. Word Building 	First Aid <ol style="list-style-type: none"> 1. Reading Leaflets 2. Reading instructions 3. Writing a List 4. Writing a Conversation 5. Reporting an Accident 6. Taking down instructions 7. Reading 8. Spellings: Word ending -ing 9. Crossword 	The Learning World <ol style="list-style-type: none"> 1. Reading and exercise 2. Reading Labels 3. How do you learn? 4. What is learning? 5. Shopping for DIY 6. Writing a List 7. Reading an Advertisement 8. Writing a Conversation 9. Working with Words 10. Spellings 11. Word Puzzle 	How we learn <ol style="list-style-type: none"> 1. Reading: Reading to Children 2. Filling in Forms 3. How we learn 4. Sentences 5. Days of the Week 6. Alphabetical Order 7. Phonics 8. Reading an Index 9. Wordsearch 10. Telling stories and reading to children
2	Buying a video recorder <ol style="list-style-type: none"> 1. Following instructions 2. Taking down instructions 3. Phone Book 4. Writing a Cheque 5. TV Listings 6. Spelling of Numbers 	Cooking <ol style="list-style-type: none"> 1. Reading recipes 2. Alphabetical Order 3. Reading an Index 4. Sentences 5. Writing a list 6. Ordering 7. Reading 8. Spellings: Word endings 9. Wordsearch 	How we learn <ol style="list-style-type: none"> 1. Reading and exercise 2. Filling in forms 3. What sort of learner are you? 4. Averages 5. Reading an Index 6. Formal Letters 7. Spellings: Syllables 8. Spellings: kind of speller 9. Crossword 	Strengths <ol style="list-style-type: none"> 1. Reading: Man with a Mission 2. Writing Envelopes 3. Strengths 4. Verbs 5. Using a Dictionary 6. Names 7. Rhyming Words 8. Reading a Bill 9. Find the Rhy 10. Interest in Art

Prog No.	RWN 1	RWN 2	RWN 3	RWN 4
3	A Day at the races <ol style="list-style-type: none"> 1. A Day at the Races 2. Placing Bets 3. Filling in Forms 4. Creative Writing 5. Shortening Words 	Football <ol style="list-style-type: none"> 1. Reading Football Table 2. Capital Letters 3. Reading an Index 4. Reading – cloze exercise 5. Working on words 6. Writing a football report 7. Reading 8. Spellings: Compound words 9. Crossword 	Learning Experiences <ol style="list-style-type: none"> 1. Reading and exercise 2. Filling in forms 3. Learning Experiences 4. Volume 5. Writing a Note 6. Reading a Timetable 7. What is a Sentence? 8. Spellings: Suffixes 9. Spellings: Plurals 10. Word Puzzle 	Motivation <ol style="list-style-type: none"> 1. Reading: Doing Things for Yourself 2. Letter Writing 3. Motivation 4. Paragraphs 5. Capital Letters 6. Months of the year 7. Blends 8. Reading a Newspaper 9. Crossword 10. Getting Certificates
4	The Birthday Party <ol style="list-style-type: none"> 1. Writing a Letter 2. Writing a Note 3. Birthday Invitation 4. The Calendar 5. Alphabetical Order 6. Breaking up Words 	Gardening <ol style="list-style-type: none"> 1. Sowing Pansies 2. Locating Information 3. Making Compost 4. Taking notes 5. Filling in form 6. Reading 7. Word building + revision 8. Wordsearch 	Use your learning <ol style="list-style-type: none"> 1. Reading and exercise 2. Reading a Timetable 3. Learning Styles 4. Learning a Spelling 5. Reading an Index 6. Reading an Advertisement 7. Reading a Map 8. Learning Journal 9. Spellings vowels + consonants 10. Spellings: Long Vowels 11. Crossword 	Multiple Intelligences <ol style="list-style-type: none"> 1. Reading: Giving Something Back 2. Writing Cheques 3. Multiple Intelligences 4. Verb Tenses 5. Hiberno English 6. Word Groups 7. th- words 8. Reading a Table of Contents 9. Code Breaking 10. More on Multiple Intelligences
5	A Promotion <ol style="list-style-type: none"> 1. The Sentence 2. Writing Sentences 3. Using your Word Diary 4. Reading Leaflets 5. Crossword 6. Creative Writing 7. Building Words 	Wedding <ol style="list-style-type: none"> 1. Reading a Leaflet 2. Choosing Menus 3. Using a diary 4. Wedding Invitations 5. -tion words 6. Capital letters and full stops 7. Writing a cheque 8. Reading 9. Spellings: spelling of numbers 10. Crossword 	Different types of intelligences <ol style="list-style-type: none"> 1. Reading and exercise 2. Multiple Intelligences 3. 3 D 4. Giving Instructions 5. Writing a Letter 6. Reading a Plan 7. Dictionary Work 8. Wordsearch 	Multiple Intelligences 2 <ol style="list-style-type: none"> 1. Reading: Learning New Things 2. Filling in forms 3. Multiple Intelligences 2 4. Nouns 5. Acronyms 6. wh- words 7. Contractions 8. Reading TV Listings 9. Word Wheel 10. Observing Multiple Intelligences

Prog No.	RWN 1	RWN 2	RWN 3	RWN 4
6	A New Job <ol style="list-style-type: none"> 1. Reading the time: am/pm 2. Writing a Note 3. Reading Instructions 4. Reading a Menu 5. Locating Information 6. Locating CD 7. The Full Stop 	Accommodation <ol style="list-style-type: none"> 1. Looking for a flat 2. Reading am and pm 3. Reading the Property Section 4. Moving into a new flat 5. Filling in forms 6. Writing Directions 7. Writing 8. Reading 9. Spellings: Apostrophe 10. Wordsearch 	Memory <ol style="list-style-type: none"> 1. Reading and exercise 2. Filling in forms 3. Short and Long term memory 4. Remembering a Shopping List 5. Weight 6. Test your Memory 7. Using a Diary 8. Silent Letters 9. Mnemonics 10. Spelling: Remembering 11. Crossword 	Learning Experiences <ol style="list-style-type: none"> 1. Reading: Picture of Learning 2. Writing poetry 3. Learning Experiences 4. Question, Exclamation and Speech 5. Marks 6. Synonyms 7. Words within Words 8. Plurals 9. Reading a Holiday Brochure 10. Word Puzzle 11. What is Learning?
7	Applying for the Driving Test <ol style="list-style-type: none"> 1. The Driving Test 2. Rules of the Road 3. Word Puzzle 4. Road Signs 5. Creative Writing 6. Writing a Card 7. Word Building 	Information Technology <ol style="list-style-type: none"> 1. Computers 2. The E-mail 3. Writing an E-mail 4. International Dialling Codes 5. Working on Words 6. Reading 7. Spellings: syllables 8. Crossword 	The drive to learn <ol style="list-style-type: none"> 1. Reading and exercise 2. Filling in Forms 3. Motivation 4. Distance & Speed 5. Reading Signs 6. Reading a Football Table 7. Capital Letters 8. Spelling: Verbs 9. Crossword 	Ways of Learning <ol style="list-style-type: none"> 1. Reading: Helping hand 2. Writing a Postcard 3. Ways of Learning 4. Verbs: the past tense 5. Thesaurus 6. Word Endings 7. Reading an Advertisement 8. Doublets 9. Crazy Facts
8	Going to the Hospital <ol style="list-style-type: none"> 1. Letter from the Hospital 2. Writing Notes 3. Filling in Forms 4. Understanding Signs 5. Reading Labels 6. Capital Letters 7. The Full Stop 	DIY <ol style="list-style-type: none"> 1. Reading Instructions 2. Working on Words 3. Alphabetical Order 4. Finding Information 5. Reading Signs 6. Building sentences 7. Writing 8. Reading 9. Spellings: Revision Sheets 10. Wordsearch 	Know your strengths <ol style="list-style-type: none"> 1. Reading and exercise 2. Filling in forms 3. Skills and Qualities 4. Reading a Payslip 5. Health and Safety at work 6. Reading Signs 7. Preparing for an Interview 8. Spellings: 'shun' sound 9. Word Puzzle 	Memory <ol style="list-style-type: none"> 1. Reading: Growing skills 2. Filling in forms 3. Memory 4. Adverbs 5. How words get into the dictionary? 6. Abbreviations 7. Comparatives and Superlatives 8. Reading Instructions 9. Codes 10. Quizzes

Prog No.	RWN 1	RWN 2	RWN 3	RWN 4
9	Saturday at the Pictures <ol style="list-style-type: none"> 1. ATM 2. The Cinema 3. Writing 4. The Bus Timetable 5. Reading a Menu 6. Breaking up Words 	Healthy Lifestyle <ol style="list-style-type: none"> 1. Changing your Lifestyle 2. Reading Food Labels 3. The Food Pyramid 4. Vitamins 5. Per cent 6. Reading 7. Spellings: -er, -ed, -ing 8. Crossword 	Learning and planning <ol style="list-style-type: none"> 1. Reading and exercise 2. Filling in forms 3. Learning and Planning 4. Budgeting 5. Driver Theory Test 6. Reading an Advertisement 7. Reading Road Signs 8. Car words 9. Spellings: cover-look-check 10. Wordsearch 	Memory Strategies <ol style="list-style-type: none"> 1. Reading: Wanting to Learn 2. Writing Notes and Messages 3. Memory Strategies 4. Opposites 5. Spoonerisms 6. Prefixes 7. Reading a Family Tree 8. Word Puzzle 9. Tracing your family tree
10	Family Life <ol style="list-style-type: none"> 1. Writing Lists 2. Reading Lists 3. Reading Signs 4. Crossword 5. Reading the Paper 6. What's your opinion? 7. Recommended child's books 8. Spelling: mix 	Interview for a job <ol style="list-style-type: none"> 1. Writing Letters 2. Reading Job Adverts 3. Filling in Forms 4. Proof reading 5. Using the Dictionary 6. Questions & Answers 7. Reading 8. Spellings: Homonyms 9. Wordsearch 	Ways of learning <ol style="list-style-type: none"> 1. Reading and exercise 2. Filling in forms 3. Ways of learning 4. Pie Charts 5. The Internet 6. Reading Labels 7. Dictionary Work 8. Spellings: Prefixes 9. Word Wheel 	Study Skills <ol style="list-style-type: none"> 1. Reading: New Country, New Language 2. Writing Greeting Cards 3. Study Skills 4. Apostrophes 5. Where do our words come from? 6. Here, where, there 7. 'gh' at the end of words 8. Reading a Timetable 9. Beautiful Words 10. Buying Books
11	Booking a Holiday <ol style="list-style-type: none"> 1. The Calendar 2. Reading Notices 3. The Signature 4. Filling in Forms 5. The Algarve 6. Lanzarote 7. Capital Letters 8. The Full Stop 	Pets <ol style="list-style-type: none"> 1. Reading Notices 2. Talking to a Vet 3. Locating Information 4. Filling in Forms 5. Plurals: Changing -y to -ies 6. Reading Signs 7. Keeping a Pet 8. Reading 9. Spellings: Prefixes 10. Crossword 	Managing your learning <ol style="list-style-type: none"> 1. Reading and exercise 2. Reading a Recipe 3. Managing learning 4. Managing your own learning 5. Hidden Sugars 6. Reading Labels 7. Interpreting Images 8. Proof Reading 9. Spellings: Consonant blends 10. Word Puzzle 	Reviewing your Learning <ol style="list-style-type: none"> 1. Reading: Power to Change 2. Filling in forms 3. Reviewing your Learning 4. Commas 5. Homophones 6. Suffixes 7. Reading the Golden Pages 8. Word Games 9. Learning by Accident

Prog No.	RWN 1	RWN 2	RWN 3	RWN 4
12	Trip to Newgrange 1. Writing Letters 2. Writing a Postcard 3. Finish the Story 4. Looking at a Map 5. Giving Directions 6. Creative Writing 7. Reading	Trip Away 1. Following directions 2. The Map of Ireland 3. Reading a Map 4. Road Signs 5. Making a List 6. Writing a Postcard 7. Reading 8. Spellings: Revision 9. Wordsearch	Reviewing your learning and moving on 1. Reading and exercise 2. Weather 3. What have you learned? 4. How do you know if you are making progress? 5. Changing Money 6. Reading an Airline Ticket 7. Capital Cities 8. Reading a Map 9. Where do our words come from? 10. Spellings: Synonyms 11. Word Puzzle	Progression 1. Reading: Moving On 2. Haiku Poems 3. Progression 4. Adjectives 5. Malapropisms 6. Text Messages 7. Proof Reading 8. Reading a Menu 9. Idioms 10. Progressing On

Appendix 3

Learning points covered in the RWN TV series 1-4

Prog No.	RWN 1	RWN 2	RWN 3	RWN 4
1	Going to a concert <ol style="list-style-type: none"> 1. Reading a label 2. Taking down numbers from radio 3. Writing a note 4. Times – 24 hour clock 	First Aid <ol style="list-style-type: none"> 1. Dealing with a burn – do's & don'ts 2. Sun protection cream – what does the factor mean? 3. Reading + understanding dosage instructions 4. Spelling: word ending -ing 	The Learning World <ol style="list-style-type: none"> 1. Reading an ad – scanning 2. Making new words – word endings -ful and -joy + two small words come together. 3. Shopping – rounding off and adding up 4. Improving your writing – looked at key words and put them in a sentence. 	How we learn <ol style="list-style-type: none"> 1. Filling in forms: Drivers licence or theory test 2. Sentences 3. Phonics
2	Buying a video recorder <ol style="list-style-type: none"> 1. Reading a Recipe 2. Writing a cheque 3. Filling in a form 4. Taking down instructions from the phone 	Cooking <ol style="list-style-type: none"> 1. Alphabetical order – first and second letters 2. Abbreviations 3. Reading food labels – best before and use by date 4. Spelling: word ending -ing, -ed, -er 	How we learn <ol style="list-style-type: none"> 1. Working out averages 2. Writing a formal letter 3. Syllables 4. Doing a crossword 	Strengths <ol style="list-style-type: none"> 1. Writing names and addresses 2. Using the dictionary. 3. Rhyming Words
3	A Day at the races <ol style="list-style-type: none"> 1. Writing a betting slip 2. Scanning the newspaper 3. Filling in a competition form 4. Shortening or abbreviating words 	Football <ol style="list-style-type: none"> 1. Using teletext 2. Looking up contents page 3. Capital letters 4. Compound words 	Learning Experiences <ol style="list-style-type: none"> 1. Volume 2. Suffixes 3. Constructing sentences 4. Reading a timetable 	Motivation <ol style="list-style-type: none"> 1. Blends 2. Letter Writing 3. Paragraphs

Prog No.	RWN 1	RWN 2	RWN 3	RWN 4
4	The Birthday Party <ol style="list-style-type: none"> 1. Writing a short letter 2. Reading a calendar 3. Writing a note for yourself 4. Looking up telephone book 5. Writing invitations 	Gardening <ol style="list-style-type: none"> 1. Spelling – vowels and consonants 2. Scanning for key words 3. Reading Instructions 4. Filling in forms 	Use your learning <ol style="list-style-type: none"> 1. Vowels and consonants 2. Reading a map 3. Making a poster 4. Keeping a learning journal 	Multiple Intelligences <ol style="list-style-type: none"> 1. th words (digraphs) 2. Writing Cheques 3. Verbs: Tenses
5	A Promotion <ol style="list-style-type: none"> 1. Reading small pieces of text – scanning 2. Compound words 3. Writing sentences 4. Keeping a personal dictionary 	Wedding <ol style="list-style-type: none"> 1. Using a diary 2. Writing a wedding invitation 3. Looking up an index – golden pages 4. Spelling: spelling numbers 	Different types of intelligences <ol style="list-style-type: none"> 1. 2D and 3D shapes 2. Writing an informal note 3. Using a dictionary 4. Reading a seating plan 	Multiple Intelligences 2 <ol style="list-style-type: none"> 1. Television Listings (covering scanning and skimming) 2. Nouns 3. Contractions
6	A New Job <ol style="list-style-type: none"> 1. Alphabetical order 2. Reading a notice – scanning 3. Writing a note 4. Reading a menu 	Accommodation <ol style="list-style-type: none"> 1. Reading Advertisements 2. Time: am/pm 3. Filling in forms: some key areas to note 4. Spelling: apostrophe 	Memory <ol style="list-style-type: none"> 1. Memory aids 2. Weight – kilograms 3. Filling in an application form 4. Remembering spellings 	Learning experiences <ol style="list-style-type: none"> 1. Reading Holiday Brochures 2. Punctuation – ? ! “ ” 3. Plurals
7	Applying for the Driving Test <ol style="list-style-type: none"> 1. Filling in an application form 2. Reading road signs 3. Writing a greeting card 4. Recap on hints from driving instructor 	Information Technology <ol style="list-style-type: none"> 1. International Dialling Codes 2. Writing an email 3. Writing a cheque 4. Spelling: syllables 	The drive to learn <ol style="list-style-type: none"> 1. Verbs 2. Distance and speed 3. Reading Signs 4. Capital letters 	Ways of learning <ol style="list-style-type: none"> 1. Word endings 2. Using a Thesaurus 3. Word puzzle – doublets
8	Going to the Hospital <ol style="list-style-type: none"> 1. Reading a formal letter 2. Writing an informal note 3. Signing an admissions form 4. Reading dosage instructions 	DIY <ol style="list-style-type: none"> 1. Reading signs 2. Measuring area 3. Reading safety info on labels 4. Introduction to Euro notes and coins 	Know your strengths <ol style="list-style-type: none"> 1. Reading a payslip 2. Reading signs & symbols 3. Spelling ‘shun’ words 4. Skills & qualities 	Memory <ol style="list-style-type: none"> 1. Reading Instructions 2. Adverbs 3. Comparatives and Superlatives

Prog No.	RWN 1	RWN 2	RWN 3	RWN 4
9	Saturday at the Pictures <ol style="list-style-type: none"> 1. Scanning the cinema listings 2. Booking tickets over the telephone 3. Reading a bus timetable 4. Using the ATM 5. How to find your seat 6. Reading a menu 	Healthy Lifestyle <ol style="list-style-type: none"> 1. Reading Food labels in Supermarket 2. Making a list 3. Per cent 4. Spelling: word endings -er, -ed -ing 	Learning and planning <ol style="list-style-type: none"> 1. Doing a mind map 2. Reading an ad 3. Wordsearch 4. Budgeting 	Memory Strategies <ol style="list-style-type: none"> 1. Prefixes 2. Writing Notes and Messages 3. Opposites
10	Family Life <ol style="list-style-type: none"> 1. Value of reading to your children 2. Reading things around u 3. Tips about reading 4. Value and encourage reading to your children 	Interview for a job <ol style="list-style-type: none"> 1. Reading & understanding advertisements 2. Filling in a job application form 3. Writing a formal letter 4. Spelling: homonyms 	Ways of learning <ol style="list-style-type: none"> 1. Pie charts 2. Prefixes 3. Internet Search Engines 4. Word Wheel 	Study skills <ol style="list-style-type: none"> 1. Where do our words come from? 2. -gh words 3. Apostrophes
11	Booking a Holiday <ol style="list-style-type: none"> 1. Using a calendar 2. Filling in a form 3. Reading a holiday brochure 4. Reading notices 	Pets <ol style="list-style-type: none"> 1. Spelling – prefixes 2. Filling in a dog licence form 3. Reading a contents page 4. Doing a crossword 	Managing your learning <ol style="list-style-type: none"> 1. Ph sounds 2. Reading food labels 3. Filling in timetables 4. Proof-reading 	Reviewing your learning <ol style="list-style-type: none"> 1. Filling in Forms (Registering to vote in elections) 2. Suffixes 3. Homophones
12	Trip to Newgrange <ol style="list-style-type: none"> 1. Reading directions using a map 2. Looking up number in a phone book and making the call 3. Writing a letter 	Trip Away <ol style="list-style-type: none"> 1. Reading road signs 2. Euro Zone 3. Reading a map 4. Doing a wordsearch 	Reviewing your learning and moving on <ol style="list-style-type: none"> 1. Synonyms 2. Reading travel tickets 3. Changing money 4. Reading weather maps 	Progression <ol style="list-style-type: none"> 1. Proof Reading 2. Adjectives 3. Text Messages

Appendix 4

Tutor Questionnaire

The Read Write Now TV Series

Please tick the relevant response

One to One Tutor	Group Tutor		
Did you watch the Read Write Now 4 series?	Yes	No	
Overall, how would you rate the programme?	Fair	Good	Very Good
Were you happy with the content of the programmes?	Yes	No	If no, briefly describe.
Were you happy with the level of the content of the programme?	Yes	No	If no, briefly describe.
If you were organising the programme what elements would you repeat?	Reading Writing Spelling Learning tips Learning to Learn		
If you were organising the programme what elements would you discontinue?	Reading Writing Spelling Learning tips Learning to Learn		
If you were organising the programme what new subject areas would you include?	Numeracy Computers Other: (List)		
Did your learner/group watch the programme?	Yes	No	
Did you use the programme as a resource with your learner(s)?	Yes	No	
Did you use the workbook with your learner(s)?	Yes	No	
How useful was the workbook?	Fair	Good	Very Good
Are there any improvements that you would make to the workbook?	Yes	No	If no, briefly describe

Learning to Learn

How would you rate the following elements of the programme?

Explore Different Experiences of Learning	Fair	Good	Very Good
Understand How We Learn	Fair	Good	Very Good
Identify Effective Learning Practice	Fair	Good	Very Good
Understanding Memory and How It Works	Fair	Good	Very Good
What, if any, feedback have you had from your learner about Learning to Learn?			
Did you enjoy the programme?	Yes	No	

Thank you for completing this questionnaire