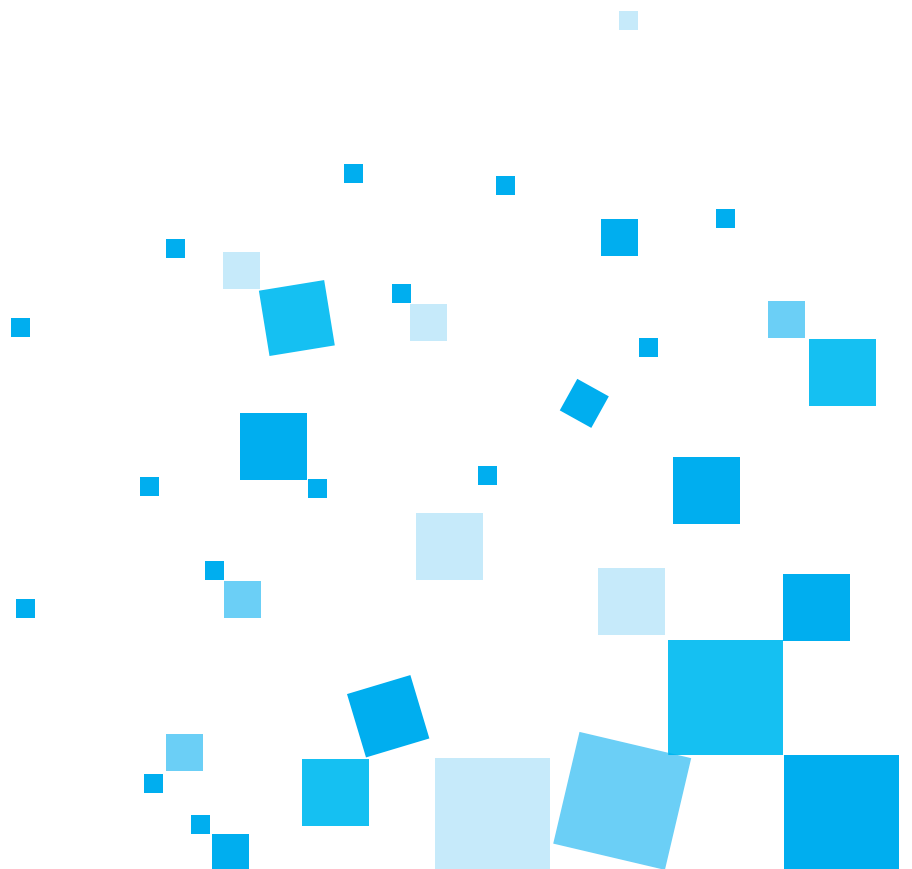


Awareness Raising

Evaluation Summary



Awareness Raising Evaluation Summary

This section contains reviews of a range of awareness raising resources – training packs, individual handouts, presentations, DVDs – which have been used or considered for use by members of the pilot group.

Each review includes:

- details of where to obtain the resource (some are available on this CD, others from external sources)
- features of the resource and suggestions for its use
- any special requirements
- real-life examples of situations where it has proved a particularly useful resource.

We hope to build on this bank of evaluations over the next few months, and make them available on the [Glasgow's Learning](#) website. If you would like to contribute any evaluation of awareness raising resources you have found particularly effective, please let us know – it would be great to see this grow!

List of reviewed resources:

1. Learning Connections Awareness Raising Training Pack
2. [A learner's account of his life and the impact of literacy difficulties](#) – cassette and handout from Learning Connections Awareness Raising training pack
3. [Designing Documents](#) handout
4. [Faulty Keyboard](#) handout
5. Literacy Awareness Training Pack, National Adult Literacy Agency (NALA) (Ireland, 2000)
6. Awareness Raising Information Pack, Glasgow's Learning, Oct 05
7. Six questions for those who want to learn more about Awareness Raising Workshops (handout)
8. [Health and Adult Literacy and Numeracy](#) – PowerPoint presentation Catriona Carson, NHSGG&C
9. [Agree/Disagree spelling questionnaire](#) – a series of statements about spelling that people are asked to discuss and mark as agree/disagree
10. [Aye Write! for Learners 2005](#) DVD and booklet, Learning Connections, Glasgow's Learning, Aye Write!
11. Young People support material from [Big Plus for young people](#) awareness raising pack

Resource 1: Learning Connections Awareness Raising Training Pack

Available from:

Learning Connections website:

www.lc.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs_006364.hcsp#TopOfI

Features:

- Script for facilitator to follow.
- Pack of training resources, which can be given to participants, including:
 - aims and objectives of training
 - suggested programme
 - background to literacies (quotes from ALNIS, poster info)
 - reading exercise
 - tape and tapescript – literacy, numeracy and coping strategies
 - table on learning experiences
 - case studies of literacy learners with questions to answer
 - evaluation
 - suggested further reading

Useful for:

- longer inputs
- potential referral agencies, workplaces, frontline staff, potential tutors/volunteers

Requires:

- access to cassette player
- script for learner
- awareness raising pack for each participant
- OHP or PowerPoint projector
- updating of background to literacies info – refers to 2001
- good to have local information to hand to give out at end of session.

Example of use:

We used this with a referral agency for a two and a half hour awareness raising session. The programme was amended so that two of the activities were omitted and a section was added to give more details on the work of the local literacy project and how to refer to the project. In the 'background to literacies' section the information was updated and facilitators used 'real life' examples when talking about literacies. A question and answer session was also included. Feedback was good and resulted not only in referrals from the agency, but in the agency becoming more involved in the local project's steering group.

[Clare Whiteford, SWCLDP ALN Project \(session was co-facilitated with Linda Biggerstaff, Community Learning\)](#)

Resource 2: A learner's account of his life and the impact of literacy difficulties

Available from:

Paper resources from Learning Connections website, www.lc.communitiesscotland.gov.uk

Awareness-raising training pack:

www.lc.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs_006364.hcsp#TopOfPage

audio cassette from Learning Connections, email learningconnections@communitiesscotland.gsi.gov.uk

Features:

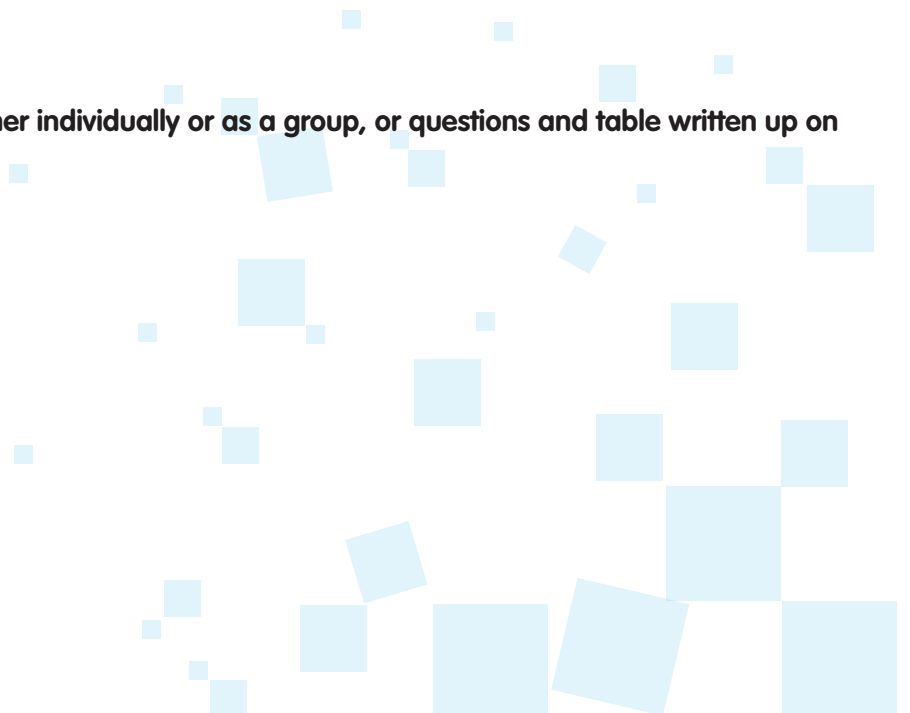
- Cassette recording of actor speaking the words written by a literacy learner, describing the impact of his literacy difficulties on his life and the benefits of accessing literacies provision.
- Encourages very useful discussion – talking about the impact on the different areas of life, looking at areas of strength in different areas of life, triggers for getting help, coping strategies which people may be able to recognise in their own working contexts.

Useful for:

- longer inputs – as part of a two or three hour training session/workshop
- potential referral agencies, workplaces, frontline staff, potential tutors/volunteers, etc.
- small group settings

Requires:

- access to cassette player
- handouts for people to complete, either individually or as a group, or questions and table written up on flipchart/PowerPoint



Example of use:

I have used this in a workplace setting, during three-hour awareness raising sessions with supervisors and managerial staff, to get them to consider the issues their workforce may face and how they could best be supported. I have also used it during a twelve-hour workplace literacies tutor-training programme. In both situations, the activity was well received and generated a lot of useful discussion. In the workplace sessions, I also used the [Big Plus](#) video later on in the session which seemed to help reinforce the experience of the learner on the cassette, and also provided something more visual.

[Maria-Elena Heather, ALN Central Team](#)

I have used this for a three-hour awareness raising session in my organisation with managerial, admin and reception staff who all have direct contact with potential learners. I used the tape during the second half of the session and it was a welcome break from paper-based group activities. On the one hand, the tape generated a lot of discussion especially from a volunteer who had specific learning difficulties and whose school experience was negative. I did not use the original worksheet but a sheet redesigned in Comic Sans font with three questions and a table. On the other hand, most participants did not fill in the table. Some may have found taking notes and listening at the same time difficult. I felt the tape was too long to be listened to twice in this situation. Although some participants actually doubted the testimony's authenticity it was in fact a real-life experience, recorded by an actor because the person involved didn't want to read it himself.

[Sophie Timsit, YWCA](#)



Resource 3: *Designing Documents Handout*

Available from:

Resource folder on CD

Features:

- Gives suggestions on how to design documents so that they are easier to understand. Doesn't appear to be ALN-specific.

Useful for:

- inputs in sessions with potential referral agencies, frontline staff, PTAs, employers, community organisations, religious centres etc., with a focus on making their materials more accessible to people with ALN needs
- organisations with an interest in 'Plain English' – could provide as part of a wider literacies awareness raising package
- as part of an advisory communication to the above groups, with context and further explanation

Requires:

- copies of handout
- context and examples

Example of use:

I have used this for a three-hour awareness raising session in my organisation with managerial, administrative and reception staff who all have direct contact with potential learners. I used the handout to look critically at our publicity materials. Some of the suggestions are useful, however it might help to change the layout of this handout to a table to make it more accessible. In addition, the language used (passive verbs, semi-colons or abstract versus concrete) put off two participants and I had to explain what these terms meant. Examples for each bullet point (taken from actual publicity materials) could be advantageous. The handout only mentions paper-based documents so websites could be mentioned as they are used more and more to access information.

Sophie Timsit, YWCA



Resource 4: *Faulty Keyboard Handout*

Available from:

Resource folder on CD

Features:

- Practical activity where participants are asked to write about themselves using only a few select keys from the keyboard, in order to experience what it feels like to not be totally confident about your writing ability.

Useful for:

- longer inputs with potential referral agencies, workplaces, frontline staff, potential tutors/volunteers etc, where participants would have the opportunity to gain some insight into the barriers facing people with ALN issues

Requires:

- copies of handout

Example of use:

I have used this for a three-hour awareness raising session in my organisation with managerial, administrative and reception staff who all have direct contact with potential learners. It was an excellent activity to do just after the ice-breaker and it was also a very frustrating one. None of the participants managed to complete the task in ten minutes and they really put themselves in a learner's shoes. The activity triggered a good discussion about the importance of feelings in the learning process.

Sophie Timsit, YWCA



Resource 5: Literacy Awareness Training Pack, National Adult Literacy Agency (NALA) (Ireland, 2000)

Available from:

www.nala.ie/training/literacyawareness.html

Overheads – www.nala.ie/download/pdf/lat_overheads.pdf

Handouts – www.nala.ie/download/pdf/lat_handouts.pdf

Features:

- Materials divided into a number of group work sessions of 30 minutes or more that can be modified and used separately, depending on the time available and the context or as a one-day awareness training session.
- Includes a helpful sample running programme for the day and well-laid out session plans which include: learning outcomes; content; material; suggested time; methodology to use; handouts or slides to use.
- Encourages active involvement of learners throughout the session – to describe the reality of living with reading and writing issues, to share their experiences of returning to learning as adults and to suggest how people who interact with the general public can respond in a sensitive and positive manner. NB: Any learners involved would obviously need to be thoroughly prepared for the questions which may arise and to have thought through the implications of becoming involved; they should know that they are free to decide what to share with others and what they want to keep private.
- Recommends two facilitators if the programme is run for a full day in order to vary style, presentation and experience.

The key sessions cover:

- **A welcome and introduction** – would have to be adapted to specific event.
- **What do we mean by adult literacy?** – would have to be adapted from the NALA definition to the Scottish social practice model.
- **Current adult literacy situation** – contains a lot about OECD international survey, including the five literacy levels, and the Irish situation so would need to be completely reworked for use in Scotland. Includes Sample Text of Literacy Level 1 – a handout which gives an example of one of the tasks at Level 1 for the IALS. Useful for showing what Level 1 looks like, or to stress that most people can read and write to some degree or to talk about the complexity of written information we need to decipher everyday.
- **Causes and effects of adult literacy difficulties** – includes a role for learners as part of a discussion panel and includes some prompt questions for them. Handout lists wide range of reasons for literacy issues – physical/psychological, educational, family, social and economic – to show that difficulties are not due to a ‘weakness’ in the individual. Tends towards deficit language – would need some ‘translation’ before use. Useful (once adapted) as a prompt before discussion or summary sheet after discussion, but not as a stand-alone handout; as part of a longer input so that context can be well-established; suited best to small groups (see above)

- **Information on local provision** – update this with specific local provision.
- **Experiencing a reading and/or writing difficulty** – includes one activity asking people to use their non-writing hand to write some text and another (optional) activity asking people to analyse some very jargonised text.
- **Implications for policy and practice** – focuses on recognising signals of literacy difficulties and what responses might be in the specific organisation or context. There has been really positive feedback in awareness raising sessions about the **Appropriate Responses/Do and Don't handout** here. You might want to adapt the third 'Don't' however, to fit in with how your organisation describes provision. Follow it up with information on local provision.
- **Evaluation** – provides an opportunity to reflect on the training event and express opinions on it.

Useful for:

- longer inputs – eg one-day training session (adapting some sections)
- shorter inputs of 30 minutes or more – pick and choose specific sections, depending on time available
- group settings – there are a number of small group activities
- members of organisations who interact with the public in the course of their work

Requires:

- overhead projector
- handouts
- paper, marker pens, flipchart, blu-tac
- information on local provision

Example of use:

I have used part of this pack for a three-hour awareness raising session in my organisation with managerial, administrative and reception staff who all have direct contact with potential learners. I have used the following handouts: effects of literacy problems, causes of literacy problems, sample text of literacy Level 1. The effects of literacy problems group activity was straightforward and the participants found most of the answers (although this was not a 'right answer' task!).

The causes of literacy problems activity was more difficult. Firstly, people usually experience literacy and numeracy difficulties for a combination of reasons. Secondly, this would be a very useful opportunity to highlight a very important aspect of the Social Practice model eg in the 'family' column: 'no habit of reading'.

Social Practices could be inserted in all four columns. For instance, under 'physical/psychological' could be: 'literacy not part of a person's identity or sense of self'. Under 'educational,' could be 'school and family literacy practices at loggerheads or family literacy practices seen as inferior/worthless by school, topics studied at school not part of the person's culture (history, social group, religion, gender...}'. For 'family,' 'different literacy practices, emphasis on other types of learning at home'. Finally, under 'social and economic', could be 'person belongs to a social group with low status; unemployment (does not allow the person to upgrade literacy and numeracy skills in context).' I think it is very important to examine the interaction between the different causes and avoid blaming either the individual or society in general.

The sample text was well received although one of the participants found some words daunting. It is one of the challenges of delivering awareness raising with staff in your organisation in order to help them deal with potential ALN learners, and to discover that some of the staff may benefit from tuition themselves!

Sophie Timsit, YWCA



Resource 6: Awareness Raising Information Pack, Glasgow's Learning, October 2005

Available from:

Resource folder on CD

Features:

- Generic information pack providing a useful starting point for introducing the subject of literacies. Please note it requires some updating – e.g. the Information Working Group is no longer in existence so any references to this group are now obsolete. Promotional items can now be ordered from Anne Kennedy, Community Learning Support Team, anne.kennedy@csglasgow.org, 0141 287 8961. Also, information regarding what's happening nationally and in Glasgow requires updating.
- Not intended for use as a stand-alone resource – intended as a reference document, to be adapted for specific audiences and supplemented with additional materials specific to the context in which it is being used.
- Includes sample programme and activities to help practitioners plan and deliver awareness raising presentations.

Section 1: What we mean by adult literacies

Introduces the various uses of literacies in real life. Could be tied in with an activity which would include how each person in the group uses literacies in their day to day life. Literacies definition should be provided on a separate sheet and an explanation of the meaning given.

Section 2: What we know already

Good list of situations and circumstances leading to literacies issues but should include a note that this list is not exhaustive.

Section 3: What does this actually mean?

Makes link with the labour market. Good for use with employment-focused organisations.

Section 4: How are we improving things?

Includes good learner testimonies showing the impact that the learning has on the learners' lives.

Section 5: What's happening in Glasgow?

Could select parts of this section to supplement local information. This section requires updating but could form basis for a handout at the end of a session.

Section 6: How far have we come?

This is a good section to show how literacies support can really help change people's lives. It brings home how literacies impacts on life.

Section 7: How can you help?

Could be given as a handout at the end of the session

Useful for:

- a variety of audiences, if tailored to the specific context
- a general introduction to literacies in Scotland
- powerful learner testimonies (see Section 4)

Requires:

- tailored, updated handouts
- overhead projector (optional)
- supplementary information on citywide and local provision



Resource 7: Six questions for those who want to learn more about Awareness Raising Workshops (handout)

Available from:

Resource Folder on CD

Features:

- Six prompt questions about awareness raising for discussion/ consideration.

Useful for:

- tutor training, specific awareness raising training for practitioners
- small group settings
- good discussion points – talking about different approaches for different audiences. Presents real life scenarios with the challenges of engaging people and getting the message across.

Requires:

- copies of handout for people to complete, either individually or as a group.

Example of use:

I have used this during a half-day awareness raising session for practitioners. People worked in pairs but this could be done individually or in a whole group setting. The exercise was useful in clarifying what the main message was and how best this message could be communicated to different audiences. You can also ask if there are any other situations people have come across and discuss these.

[Alison Sommerville, GCVS](#)



Resource 8: Health and Adult Literacy and Numeracy - PowerPoint Presentation

Available from:

Resource folder on CD

Features:

- Information on ALN issues and how this relates in practice to the health sector.
- Guidance on broaching the issues of ALN skills.
- Suggestions as to how existing health materials could highlight ALN issues.
- Signposting for follow-up information.
- Some notes to presenters are included.

Useful for:

- awareness raising sessions to local Community Health and Care Partnership staff to encourage an awareness of ALN issues but particularly to support referrals

Requires:

- PowerPoint and projector, although some of the material could be adapted to handouts and exercises for participants

Example of use:

I have used a version of this for local health staff. It should take between one and one and a half hours. The presentation could be shortened to suit requirements as health staff have very limited availability. Giving practical examples gave participants the opportunity to think about real life examples. Elements of the presentation are useful in challenging participants around whether they can address the issues with their patients/service users.

Catriona Carson, Senior Development Officer for Literacies and Health



Resource 9: *Agree/Disagree* spelling questionnaire

Available from:

Resource folder on CD

Features:

- Eleven true/false statements about spelling for discussion/consideration.

Useful for:

- stimulating discussion
- determining some of the attitudes people have to literacies
- small groups – works best as a paired exercise

Requires:

- copies of handout

Example of use:

I have used this with frontline staff and have found that most people have something to say with regards to most of the statements so it is a good way to stimulate discussion and to find out what your audience think. Be ready for some discussion that might be challenging: for example, someone might agree strongly with the statement 'text messaging is poor spelling or spelling is a sign of intelligence'. You will need to feel confident to address this. My feeling is that it is best out in the open as in order to change attitudes, you need to know what they are first.

Alison Sommerville, GCVS



Resource 10: Aye Write! for learners 2005 DVD and booklet

Available from:

Culture and Sport Glasgow, contact Maria-Elena Heather, 0141 287 0953, maria-elena.heather@csglasgow.org

Features:

- DVD of **Aye Write!** Learners' Conference March 2005, with testimonials and opinion from learners who attended the event.
- Booklet with information about the event and advice on planning learner events, with very useful recommendations by learners themselves on how to organise similar events and involve learners in general.

Useful for:

- awareness raising activities such as open days, road shows or other events to encourage potential learners to take up learning
- ALN professional development sessions
- promoting similar events to learners and others
- challenging preconceptions of adult learners and stigma traditionally associated with adult literacies provision

Requires

- access to DVD player

Example of use:

We used the DVD on our stall at a Community Planning event in Pollokshaws to generate interest in adult literacies provision in the local area and raise the profile of adult literacies learning in general. It was a very useful talking point and helped to destigmatise literacies issues and show how being involved in literacies learning can be a lot of fun!

We also used the DVD at the learner focus group lunch to raise awareness about a previous learner event and encourage participants to make suggestions about what they'd like to see at future events, and be involved in the planning process. It was very well-received with learners commenting that they could relate to a lot of what the learners on the DVD were saying.

The booklet was really useful for planning the citywide learner event in March 07 and supporting general practice in learner involvement.

Evaluation of the DVD from the learners who were involved in the March 05 conference: It was inspiring and positive and a good confidence-building tool. ... "It was also very touching and honest. Overall it was informative and awareness raising, a great learning tool for everyone, and gave learners an equal voice."

Clare Whiteford, SWCLDP ALN project, Abdah Javaid, YCSA and Anne Kennedy and Maria-Elena Heather, Culture and Sport Glasgow

Resource 11: *Young People* support material from Big Plus for young people awareness raising pack

Available from:

Big Plus website www.thebigplus.com

The Big Plus for young people support material.

<http://www.thebigplus.com/stellent/groups/public/documents/webpages/topofpage>

Features:

- Provides a list of contacts in your local area.
- Provides good exercises to work on and case studies to work through with tutors or young people.
- Encourages very useful discussion – talking about the impact on the different areas of life, looking at areas of strength in different areas of life, triggers for getting help, coping strategies which people may be able to recognise in their own working contexts.
- Includes DVD, CD and paper resources

Useful for:

- potential referral agencies, workplaces, frontline staff, potential tutors/volunteers, learners
- small group settings

Requires:

- access to DVD player or a CD player
- handouts for people to complete, either individually or as a group
- flipchart for noting responses

Example of use:

I found p11 and p12 were really good and helped learners to establish how they learned best, e.g. 'How would you bake a cake you saw at a friends house? Would you a) follow a recipe b) phone your friend c) just get started and remember what to do as you go along?' Then they can assess what kind of learner they are: visual, auditory and/or kinaesthetic.

P29 Case Study 1 [Engaging young people in learning](#) was also good. It outlines an activity about setting up a group on drama and scriptwriting and no one turns up, although posters have been designed and distributed. It asks tutors and learners to think why no one turned up. This is good for getting the mind going about possible ideas and puts people in the literacies worker's shoes. Then it gives possible ideas that can be added in later on. This is an ideal activity for a flipchart and a group of people or at a tutor meeting.

[Abdah Javaid, Literacy and Numeracy Development Officer, YCSA](#)