

Blue Triangle (Glasgow) Housing Association
Glasgow YWCA
Quarriers
Glasgow Simon Community
Flourish House

**BULB
LITERACY
PARTNERSHIP**

**WHAT
WORKS**

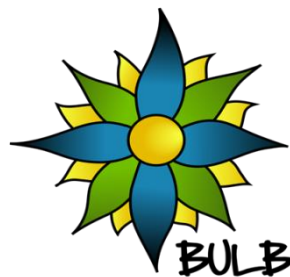
WHAT WORKS

THE BULB LITERACY PARTNERSHIP

Mission statement:

“The BULB Literacy Partnership provides the opportunity to learn, grow and participate in life”

In Scotland the “term *Literacies*... is used to advocate... *Literacies in the Community* to reflect the dynamic and diverse ways in which adults encounter and use words and numbers in their written form” (The Scottish Government, Edinburgh, 2011). (This is the term that will be used throughout this report)



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Acknowledgements

The BULB Partnership: Blue Triangle (Glasgow) Housing Association, Glasgow YWCA, Quarriers, Glasgow Simon Community and Flourish House would like to thank everyone who participated in the evaluation of the BULB project.

BULB LITERACY PARTNERSHIP EVALUATION

APRIL 2011

Jacqueline Lamont (MSc)

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Introduction

In 2001 the Scottish Executive commissioned research into literacy levels in the Scottish adult population, to ascertain the level of unmet need in relation to adult literacy and numeracy (*Adult Literacies in Scotland, 2010*). The results from the research identified that up to 800,000 adults in Scotland appeared to have very low literacy and numeracy skills, with over 500,000 individuals assessing their own skills as poor or moderate. The research also identified that those individuals with the lowest levels of literacy and numeracy came from disadvantaged areas, were workers in low skill jobs, and people on low incomes who also identified themselves as having health problems.

A study conducted by Poverty UK in 2010 to explore levels of poverty and deprivation in Scotland indicated that 969,000 or 19% of the Scottish population were currently living below average income levels. The average salary in Scotland in 2010 sat between £15,000 and £28,296, (Bank of Scotland, Chief Economist)

There is not a definitive explanation of the causes of poverty in Scotland. However, it is proposed that some of the main causes of poverty are - inadequate income either

through unemployment, low wages and/or basic household expenses for families. All will play an active part and become a factor when families, individuals or groups lack the resources to actively participate in activities and obtain the right diet, etc. This can lead to social isolation and social deprivation, in education, health and community involvement.

One of the main aims of the Scottish Government was to develop the foundations for growth and open the doors of opportunity was to ensure that everyone had the option to develop the ability to read, write and use numbers effectively, (*Adult Literacies in Scotland, 2010*). The Scottish Government believe this will support and improve employment opportunities, strengthen communities, motivate the workforce and strengthen health and well-being, (*Adult Literacies in Scotland, 2010*).

Since the publication of the Adult Literacies in Scotland in 2002, the Scottish Government have continued to take affirmative action to combat the inequalities in Literacies. In order to achieve this objective, the main focus has been on the promotion of third sector involvement in the delivery of literacies,

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particularly voluntary organisations within the community providing homelessness, housing, mental health, and day services, (*Adult Literacies in Scotland, 2010*).

The following is a brief explanation of homelessness and mental health.

Homelessness

The legal definition of homelessness in Scotland is:

- There is no accommodation that they are entitled to occupy; or
- They have accommodation but it is not reasonable for them to continue to occupy this accommodation (CRISIS, 2011).

The issue of homelessness and the causes of homelessness have continued to remain high on the policy agenda post 1997 Scottish Devolution.

The Scottish Government's objectives from 1997 have been firmly based on "increasing homeless people's control and extending their choices and achieving effective participation" (HTF, 2002, 2010).

Experience in homeless practice has shown that homelessness is a complex problem and it is widely recognised that people who experience homelessness are largely excluded from mainstream participation in employment, training

opportunities, social activities and community.

Social research has identified that this is not attributable to homelessness per se; rather it is because many homeless people experience an array of social problems – including poor physical and/or mental health, alcohol and/or drug misuse, poor literacy skills and economic deprivation (CRISIS, 2011 and HTF, 2010)

In order to facilitate routes out of homelessness that are person centred and will support people to live independently it has been suggested through research that a range of life skills gained through literacies may help (Fitzpatrick, Kemp, and Klinker, 2010. The Joseph Rowantree Foundation, 2011). This would support individuals to manage household bills and correspondence, develop self confidence to access community resources such as health services, gain social skills and interact in the community more effectively.

Mental Health

Statistical data has highlighted that 1 in 4 people will be affected by a mental health problem at some point in their lives (SEE ME, 2011). The data also suggests that there are certain possible groups who may be at more risk than others; these groups are identified from research as:

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- “People in institutional settings, such as those in secure care or subject to detention, or people living in care homes or long-term nursing care settings.
- People in non-health care settings, such as veterans or the homeless, who may not otherwise be reached by traditional health care or health improvement approaches.
- People with physical and/or mental illness, people with alcohol problems, people misusing drugs, people who are victims of violence and abuse, people who are perpetrators of violence and abuse.
- People without access to key assets or resources...*such as housing, employment and training opportunities, or financial stability.*
- People and groups who experience discrimination”. (SEE ME, 2011)

The BULB Partnership

Five social care organisations in Glasgow, Blue Triangle (Glasgow) Housing Association, Glasgow YWCA, Glasgow Simon Community, Quarriers, and Flourish House all support individuals who are

either homeless and have mental health or substance/alcohol issues. Research on homelessness and mental health, has highlighted that the groups of individuals the organisations support may be marginalised in mainstream society, (SEE ME, 2011, HTF, 2001, 2010, CRISIS, 2011, Fitzpatrick, Kemp, and Klinker, 2010). To promote positive opportunities for those who utilise the services, the five agencies came together as a consortium. The consortium’s aim was to develop a programme that would allow people to identify their own specific barriers to inclusion in mainstream society.

The consortium led to the formation of the BULB Literacy Partnership in 2004 with Blue Triangle (Glasgow) Housing Association being the lead Partner.

The BULB Partnership developed their Adult Literacy and Numeracy (ALN) programme to support the Scottish Governments strategy for improving adult literacy and set the following aims:

- Build confidence, and
- Promote participation in the community and wider society.

The Partners set out a list of actions that would support the aims of the Programme, by:

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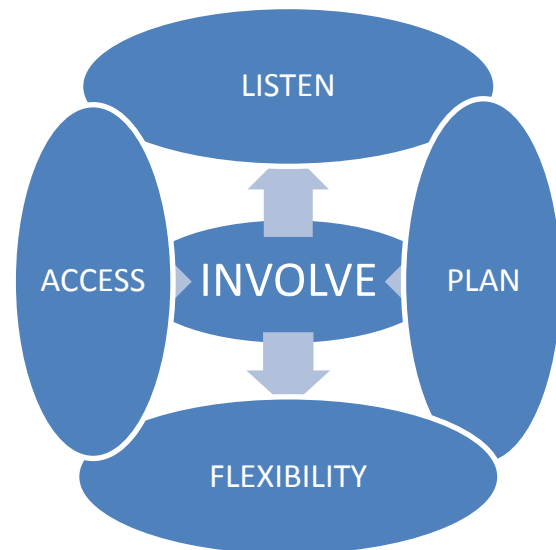
- Regularly reviewing, evaluating and planning all aspects of the service
- Ensuring that the services were accessible to learners by removing barriers, i.e., childcare;
- Reducing financial barriers by providing travel expenses where possible
- Provide a variety of integrated learning interventions; and,
- Ensure that the learning activities are identified by learners and responsive to learners needs.

The BULB literacy programme uses both dedicated and integrated learning programmes, such as:

- Reading
- Writing
- Numeracy
- Information Technologies
- Social and Cultural visits
- Health and Well-being
- Cooking Sessions, and/or;
- Training and / or voluntary opportunities.

These programmes followed five main themes within the BULB Partnership and that is to encourage involvement; ensure services are accessible for those who wish

to learn; listen to the person; involve the person in every step of their learning and support the person's integration into the wider community.



The five themes are based on the principles that:

People are the experts of their lives therefore they know how they learn and what is best for them.

The ability to be flexible is a key component to learning; this is particularly important when working with competing priorities and complex needs.

Listen and plan in accordance with learners. Those people who are fully involved in their own learning plans are

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more likely to continue with their learning.

This research was carried out to evaluate the BULB Literacy project that is delivered to learners in regards to:

- Accessibility
- Lessons and Planning
- Impact
- Effectiveness
- Community Engagement, and;
- Progression

The aims and objectives of the research were to explore the experience and impact of the BULB programme on learners' everyday lives.

Research Method

The research was carried out between March and April 2011, it consisted of a literature review, and retrospective self reported interviews and focus groups with past and present learners of the BULB Literacy Project.

Semi-structures questions were developed for the focus group and one-one interviews (See Appendix 1).

Qualitative data was obtained from the semi-structured interviews and focus groups. Thematic content analysis was

used to identify the themes that emerged from the research.

Participants

Participants consisted of individual learners who were or had attended the BULB Literacy Programme in Glasgow through the Partner organisations.

Out of 25 people approached to participate in the evaluation, 18 people took part giving a response rate of 72 per cent. There was no question relating to gender or age therefore this information is not available.

In total 18 adults (N=18) took part in the evaluation. Three focus groups and three one-one interviews. The participants came from various cultural and economic backgrounds. It was observed 55.5 per cent (N=10) of the participants were male and 44.5 per cent (N=8) were female.

Procedure

Participants were recruited from the BULB Literacies Programme. The evaluation used a specific condition for participation: the individual was a learner or had been a learner in the BULB Literacies Programme.

The learners were asked if they would like to take part in the evaluation study. Those that expressed an interest were given a copy of the Participant Information Sheet

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(see Appendix 2) that outlined what participation would involve (i.e. taking part in an interview and/or focus group that would take approximately 30 to 45 minutes). In keeping with good practice, participants were also given the opportunity to discuss participation with the evaluator. Informed consent (for a copy of the consent form: see appendix 2) was taken prior to interview or participation in the focus group.

Each participant was informed (both verbally and via the participant information sheet) that their responses within the evaluation would be completely anonymous and that they were free to withdraw from the evaluation at any time without this affecting their current and future right to access the BULB Literacies programme .

The semi-structured questions (appendix 1) required the participants to answer questions relating to:

- Accessibility
- Lesson Planning
- Impact
- Community Engagement
- Effectiveness; and,
- Progression

The participants were made aware that they were not obliged to answer any questions that made them feel

uncomfortable and, that they were free to withdraw from the interview or focus group at any time and this would not affect them in any way what so ever.

Participants were also advised that they may request a copy of the evaluation report on completion.

The questions were all open-ended to generate as much information as possible on areas of interest.

LEARNERS

VOICES: The following quotations are from learners:

IMPACT

"Everything has changed for me. My life was very different I did not know how to interact with people or in the community. The classes have helped me change my attitude from coping too living".

"It impacts on your whole life"

"I feel I can learn, whereas I did not feel this way before".

COMMUNITY

"I never used to pay any attention when I was shopping, but now I can read labels on the food that I am buying and I pay attention to what's on the labels and I weigh my food now and I know what it is telling me and what I am buying.

"I used to be very isolated and didn't want to talk to anyone particularly if I was out and in shops, but now I talk to the people in the store when I'm shopping".

HEALTH AND WELL-BEING

"I feel that my health has improved, I really look forward to the classes and I have learned so much. I am now able to pick up a book and read it after 55 years of not being able to read, I feel great, and I feel that this has improved my mental health as well because I feel better about myself."

"You realise you are not the only one with these problems"

"It gives you something to get up for"

HOME

"I can contribute to my home life more by helping...reading letters and paying bills and I interact with my family more. I have changed my approach to people and they have changed their approach to me".

I now feel confident when paying bills, shopping and I now have friends over for dinner. I no longer feel down about myself".

I am more able to pay bills and stuff...I would have hesitated before. I understand letters and I can phone and sort things out rather than just leaving things because I didn't know what to do".

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FUTURE

I am thinking about college in the future, a part-time course so I can continue my education...I feel good, it feels good to know that you are learning and that you can learn...the family say to you; you are doing good and this is a big big change for my family".

PLANNING

I like the lesson plans. You are asked what you want to do or learn and you are involved...You really feel part of the learning".

IMPACT

"I am a lot more confident and I am not afraid to ask questions about things I am not sure of, whereas I used to be really shy and would not ask questions. I also know a lot more now...I am more easy going and I am not paranoid anymore when people ask me about things. I have the confidence to answer...I have learned a lot about my knowledge, like I am more knowledgeable and confident about things that I know and I am not afraid to say that I know something".

If you are living here you have a lot on your mind, you do not know where you are going to get the confidence to get by...when I started the classes my tutor helped me gain confidence with talking to people and engage with people in Scotland".

Everything has changed for me. I am more confident, I am now working voluntary. I am not afraid to write things down, my spelling still needs some work, but I am not afraid to ask and I don't feel stupid anymore.

OPPORTUNITIES

I went and completed an overseas rally, in the past I would never been able to do that. I also do a lot of volunteering as well. I would say that I have benefited greatly from the learning. I am now more outgoing and I feel better and more confident. For example, I will now try new things and I am involved in the drama group, before joining the Literacies group I would never have dreamed of joining a drama group.

"It's socially inclusive"

"Because the classes are really small everyone get the opportunity to be heard. No one is excluded"

IMPACT

"For me its being part of something. I have realised that there are good people out there and there are people the same as you. The tutors have showed us decency, respect and I think you are more likely to want to learn when things are like that, it gives you confidence and makes you feel good about yourself...I would be quite lost without it, it would be a big loss for me...I am more friendly with people and one of the major things it has done for me is, it has given me the confidence to live my life very differently from the past".

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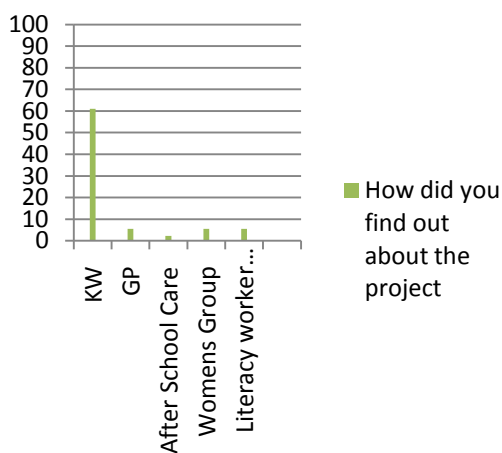
RESULTS

Question one asked the participants how accessible and friendly they found the literacy programme. The main theme that emerged from this question was inclusive.

Question 1: Accessibility:

The learners were asked: How they found out about the project:

61 per cent (N=11) responded that their key worker told them about it. 5.5 per cent (N=1) responded that their GP had informed them about it. 5.5 per cent (N=1) responded that their after school care had informed them about it. 22 per cent (N=4) responded that they heard through the woman's group and 5.5 per cent (N=1) responded that said they spoke to the literacies worker directly.



When the learners were asked how easy it was for them to access the project:

- 100 per cent (N=18) of the participants stated that it had

been very easy for them to access the literacies projects.

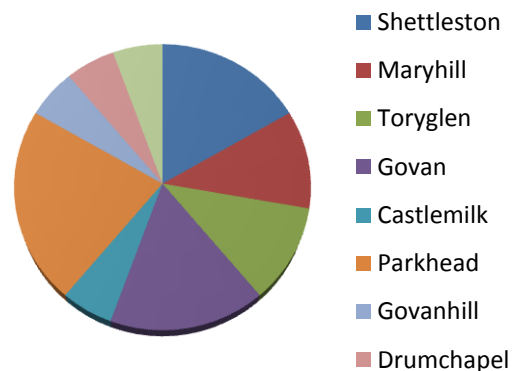
In order to determine whether the ease of accessibility was attributed to being in close proximity to (a) service the learners were asked: how far did they travel to attend the literacies programme.

Participants tended to indicate where they had travelled from rather than the distance they had travelled. Two of the participants indicated that the time travelled varied between five and forty five minutes.

The literacies programmes are based in Glasgow city centre, Pollokshaws, Gorbals and Charing Cross. The Literacy workers also meet learners in their local library or their home.

Below is a pie chart indicating all of the areas participants travel from to access the literacies programme.

How far do you travel to access the project



100 per cent (N=18) stated that they found the literacy programme very

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welcoming. Below are some of the responses

"I found the people very welcoming and when you leave, you feel like they want you to come back"

The staff and learners are very welcoming

I was very frightened when I first joined, but the staff and other learners were very supportive

Question 2: Lessons and Planning and Question 5: Effectiveness

The major themes that emerged from Q.2 and Q.5 was "improved literacy", "inclusiveness" and equality.

When asked:

"What do you think about the lesson plans" 77.78 per cent (N=14) responded that the lesson plans were very person centred and that they were "geared towards the person"

Participant were asked if they could explain what they meant by person centred and geared towards the person. They responded:

"You are asked what you want to do or learn and you are involved in the planning. There is also a lot of negotiation with the planning and learning within the group. "The lesson plans are always well organised"

22.2 per cent (N=4) responded that they could be given more information so they

could decide what they wanted to work on.

The participants were asked to explain this more fully and asked if they contributed to lesson plans, they responded:

"Yes and no, I used to contribute a little, but I don't attend all the time now and although the lessons are on reading, writing, spelling and numbers I still think it would be good to ask the person what they wanted to work on."

"I would like to learn more about filling in application forms, and how to look for a job. Although if I ask my tutor to help me with something they always do, but it not an option to do it in class as such, for example there are no classes just based on how to fill in application forms and I think that that would be a good thing to have".

When participants were asked if they would change anything in the lesson plans

66.67 % per cent (N=12) responded that they would not change anything because they felt that everyone contributed to the lesson planning and that they were very involved in the planning. 27.78 per cent (N=5) people responded that they would change things in the lesson planning and 5.5 per cent (N=1) person stated not at the moment.

Comments from people who stated that they would not change anything in the lesson planning:

What would you change?

"I'm not sure, because the planning is always centred around what we want to learn and this is planned in advance. So I don't think I would change anything".

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"I have seen the lesson plans evolve over time. At first there was no lesson plan but now we know what's going to happen when we come to class because it's more structured..."

"No because if anything changed then all of the learners would be involved, because we all participated in the development of the lesson plans".

Comments from those who stated that they would change some of the lesson planning:

"...I would like to see set courses. Such as , short courses on culture, English, IT, applications for employment and college and how to fill them in, you know like specific learning for a period of time, then move on to the next learning. I feel that this would be more beneficial to the learner."

"I find the paperwork confusing...I would like to see the paperwork changing"

"More emphasis on grammar".

"More visual learning and more information on writing and grammar and a little more organisation".

The participants were asked if they would mind explaining what they meant by more organisation?

The participants explained that they felt that:

"when the tutor was off on holiday there was no structure to the classes and planning was not given the priority it deserved".

"We would like to see more work before hand as this would improve the organisation, particularly when the tutor is on holiday".

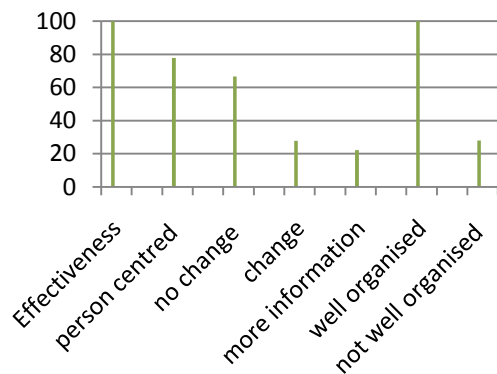
When participants were asked if they found the lesson plans well organised?

100 per cent (N=18) participants responded that they found the lesson plans well organised. However, 28 per cent (N=5) responded that the lesson plans are not organised when the tutor is off.

100 per cent (N=18) responded that the lessons are very effective for them and that they have learned a great deal from attending the literacy programme.

The following graph illustrates the responses given

RESPONSES FROM Q2, Q5.



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Question 3: Impact:

Participants were asked: **Has anything changed for you since joining the project?**

The overwhelming response was yes.

The major themes that emerged from this question:

- improved confidence;
- improved literacy ;
- improved health;
- fitness; and,
- improved community involvement.

The participant's responses:

"I am a lot more confident"

"I am better at spelling and my reading and writing has improved"

"I feel I can learn...I did not feel this way before"

"Everything has changed for me my life was very different...the classes have helped me change my attitude from coping to living"

"I am more confident"

"I can spell much better"

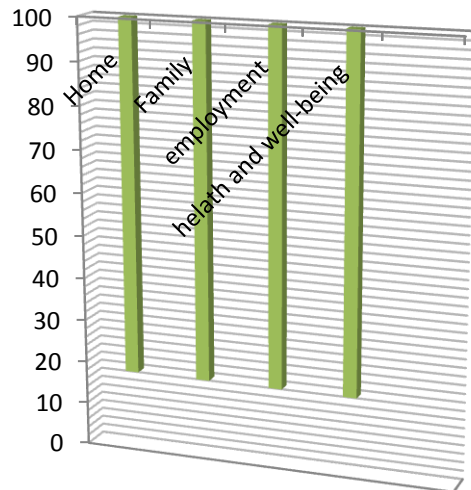
"I enjoy going to the health fitness, I feel much better and I have learned that people can be friendly, were before I didn't"

"I have made more friends"

"It has helped me with things like shopping, I know what I am buying and I interact with more people".

The question: **Has joining the project had an impact on your life in regards to home, family, employment opportunities and health and well being?**

100 per cent (N=18) responded that the literacy programme had impacted greatly in their lives.



Below are some of the comments received from the participants:

"I don't think it has impacted on my health as much as my mental health. I feel more at myself now, happier than I have been in the past"

"It hasn't really helped me in my community but it has had an impact on my family life and my children".

I went and completed a Raleigh International Project where in the past I would never been able to do that. I also do a lot of volunteering as well I would say that I have benefited greatly from the learning

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“I feel ready to take on voluntary work now”

“I am more confident about my life...because I know more about reading the English language and the Scottish culture”

“It has helped me understand how to apply for jobs”

“If you are living here you have a lot on your mind, you do not know where you are going to get the confidence to get by...when I started the classes my tutor helped me gain confidence with talking to people and engaging with people in Scotland “

respondents said that joining the literacies group has made an impact on how they engage within the community.

The overarching theme that emerged from the responses to this question was that joining the literacy program had improved the participant’s:

- health and well- being;
- involvement in the community; and,
- confidence

Below are some of the responses:

“I have joined a Gaelic club”

“I talk to people in the store now, I never done that before”

“It has helped me understand things better”

“I joined a drama group...sometimes I go to the gym and I sometimes join in the group work now”

“It has impacted on my whole life...it has help me have the confidence to go into voluntary work”

“It makes you feel better and fitter; it makes you think about your fitness”

It’s a good laugh and that makes you feel better especially when you’re down”

“My confidence has improved. I understand my bills now; my sister is willing to help me now more than before, because I am helping myself more”

“I was as anti-social as you can get as a person...it has helped me be more sociable in the community”

“When you live yourself it is difficult to get motivated, but when you come to the group...you become more involved in the community because you are meeting new people”.

Question 4: Community Engagement

Participants were asked if literacies have helped them with community engagement. 100 per cent (N=18) of the

Question 6: Progression:

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Do you have any plans to take what you have learned forward?

If not, what would support you to take you learning forward?

61 per cent (N=11) of the respondents stated that they were quite happy to continue in the literacies group.

5.5 per cent (N=1) respondent stated that they were looking for employment.

11.11 percent (N=2) respondents stated that they are currently involved with voluntary work, learners groups, and the voice magazine.

16.7 per cent (N=3) respondents stated that they felt they were ready to continue their education at college.

5.5 percent (N=1) respondent stated that they were currently employed.

All of the responses were very positive regarding the learning experience of the literacy group. The overarching theme that emerged from this question was:

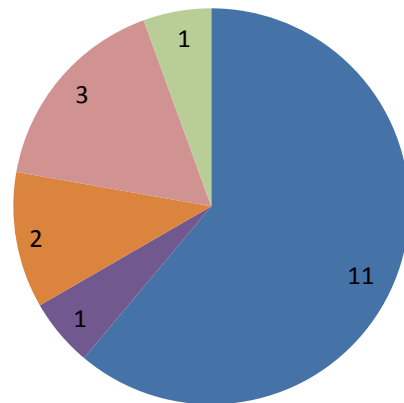
- Increased confidence; and
- Community involvement

Some of the responses from the participants included:

“Now that I am starting to learn more about maths and literacy I will be going to college in the future. I would not have had the confidence to even think about this before never mind say I am doing it”.

The following pie chart illustrates the responses

Progression



In response to the question: **what would support you to take your learning forward?**

44 percent (N=8) participants responded that they felt there needed to be something between literacy programmes and further education, a bridge that would close the gap so as you did not feel as frightened to move on to a college.

22 per cent (N=4) stated that they felt a follow on service from the literacy group would be beneficial.

16.7 per cent (N=6) of the participants stated that they would like to see more emphasis placed on filling out application forms. They suggested that this would support them in finding employment.

The major theme that emerged from this question was:

- Resources
- Networking

Below are some of the comments:

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“Bridge the gap between literacy groups and college, so as people don’t feel intimidated by college. This would make it easier to move on”.

“The literacy worker can make it easier for you to learn but when you go into the college you feel as though they don’t have any time for you and you feel stupid”.

“The college’s need to play a part in this, they need to show people some respect particularly if they look rough”.

“A follow on service from the literacy programme...this would give people the confidence to know that if they wanted to come back they could”.

“I would recommend more learning on application forms and how to search for a job”

“I think the literacies needs more tutors, because of the number of people attending the classes now are rapidly increasing”.

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Discussion

This evaluation examined the impact the BULB Literacy Programme in relation to:

- Building Confidence; and
- Promoting participation in the community and wider society

From the retrospective self reported interviews conducted in this evaluation, five major themes emerged:

- Improved confidence
- Improved literacy ability
- Improved health and well-being
- Improved involvement in the community; and,
- Improved feelings of equality and inclusiveness.

The evaluation has demonstrated that the BULB Literacy Partnership has, through their use of both dedicated and integrated methods of learning achieved their aims and objectives. The evaluation has also highlighted that the BULB literacy programme has made an active contribution to the attainment of the Scottish Government's aims of improving literacy in Scotland.

It can be said that throughout the evaluation the participants reported that, they always felt included and this gave them a feeling of dignity and equality. Many of the participant reported that this was something they had not had in their lives before and inclusion was the most important factor for them, because it made them feel better in themselves.

“the tutors treat us with dignity and respect and include us in all of the lesson plans”

Recommendations for Future Development:

- Agree consent from participants to a follow-up evaluation to determine the longer-term impact of the Adult Literacy Programme on the lives of those that attended.
- Future evaluation work should seek to obtain the views of participants that did not complete/fully engage with the programme.
- Establish a base line level of ability prior to commencement of the literacy programme and re-establish following completion of the programme to measure improvements in a more robust manner.
- Improve monitoring to measure
 - length of time learners engage with the programme;
 - leavers rates/fallout rates;
 - reasons for non completion; and
 - follow-up.
- Develop learning programmes on the process of executing certain tasks such as:
 - How to look for employment; and
 - Filling out application forms, e.g. college and employment
- Develop networks with colleges for learners to prevent anxiety in future development, e.g. college

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visits and sitting in classes as guests.

- Develop a structure that allows priority to be given to classes and planning when tutors are not available through annual leave unplanned absence:
 - forward planning with learners,
 - a stand-in tutor,

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Further Reading

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CONTACT INFORMATION FOR THE FIVE ORGANISATION INVOLVED IN THE BULB PARTNERSHIP

**Blue Triangle (Glasgow) Housing Association,
3rd Floor 100 Berkeley Street,
Glasgow, G3 7HU.
Contact Number: 0141 221 8365**

Supports males and females who are experiencing homelessness throughout Scotland. The services include supported living accommodation projects; employment opportunities; housing support; and health and education.

**Quarriers Learning and Development Initiative (L.D.I.)
Stopover
200 Pollokshaws Road
Glasgow
G41 1QB
Contact Number: 0141 420 4088**

Provides services to adults and children with disability; young people; young people with housing support needs; people with epilepsy and carers.

**Glasgow YWCA
Family Learning Centre
3 Newton Terrace
Charing Cross
Glasgow
G3 7PJ
Contact Number: 0141 248 5338**

Part of an international organisation that is run by women for women promoting social inclusion and economic change. The project welcomes all women from all social and cultural backgrounds.

**Flourish House
25 Ashley Street
Glasgow
G3 6DR
Contact Number: 0141 333 0099**

Based on the international clubhouse model of partnership working. Flourish House is divided into various units of administration, kitchen maintenance and education and employment. It is a community based project to assist people with mental health problems.

**Glasgow Simon Community
472 Ballater Street
G5 0QW
Contact Number: 0141 418 6980**

Provides long and short-term accommodation to males and females who are experiencing homelessness and, or addiction issues.

WHAT WORKS

APPENDIX

1: Semi Structured Questions

Accessibility:

- How did you find out about the project?
- How easy was it for you to access entry into the project?
- How far do you travel to access the project?
- How did you find the welcoming to the project?

Lessons and Planning

- What do you think about the lesson plans?
- Do you contribute to the lesson planning?
- Do you find the lessons well organised?
- Would you change anything in the lesson plans
- What would you change?

Impact:

- Has anything changed for you since joining the project?
If so, what is it that has changed?
- Do you think you have learned anything since joining the project?
If so, what have you learned?

- Has joining the project had an impact on your life in regards to your confidence,
Home,
Family,
Employment opportunities,
Health and well-being,

Community engagement:

- Has the learning help you in your community
- If so, in what way

Effectiveness

- How do you find the project in terms of lessons, paperwork and activity?
- What would you change?
- What would you recommend?
- How do you think it would work better?

Progression

- Do you have any plans to take what you have learned forward?
- In what way will you take the learning forward
- If not, what would support you to take your learning forward?
- What would you recommend that would support progression of learning from the literacy group?

WHAT WORKS

2. Consent form Information Letter, Participants information, Sheet

Informed consent form for evaluation of BULB project with adult participants

Evaluation of BULB Literacy Partnership

I agree to take part in the above evaluation. The purpose of the evaluation has been explained to me, and I understand that confidentiality will be maintained at all times and that I can withdraw at any time.

The evaluation will involve me taking part in a focus group or one to one interview

- I have read the information sheet
- I have had the opportunity to ask questions and discuss the evaluation
- I have received sufficient information about the evaluation
- I am willing to take part in the evaluation

Evaluation approved byBTHA (Lead Partner), BULB Literacy Partnership

Evaluation of BULB Literacy Project: Cover Page and Informed Consent Form

Evaluation

Thank you for contributing your time to help us with this important evaluation.

What we are doing

We are evaluating the BULB Literacy Partnership. We want to find out some new and better ways to identify the strengths and weaknesses in the project. The information will be used to help shape the future of the project. The focus group or one to one interview will take no longer than an hour.

Participation is Confidential and Voluntary

ALL of your responses will be completely anonymous. You will NOT be asked you for your name, and the answers will never be associated with you in any way. PLEASE DO NOT PUT YOUR NAME ANYWHERE.

Participation in this evaluation is strictly voluntary, and you are not obligated to take part.

You may leave the focus group at any time. But, you will help us the most by participating in the group.

More information about the study

We will give you an information sheet when you are finished. You can also contact us: The contact person is Jacqueline Lamont, email lamont.jacqueline@yahoo.co.uk

WHAT WORKS

Evaluation: BULB Literacy Partnership

The future of learning partnerships is extremely important. In order to improve and progress learning projects an evaluation of the BULB Literacy Partnership is being undertaken with the five partners, Blue Triangle (Glasgow) Housing Association (lead partner), Quarriers, YWCA, Simon Community and Flourish House.

The evaluation is intended to find ways of improving the service. The information gathered from the focus groups and one to one interviews will be combined and collated to form a report for future progression of the literacy's project.

The focus group or one to one interview you took part in included exploring the impact of the project, accessibility, and effectiveness, future planning, paperwork, and progression.

The goals of this evaluation were to investigate the impact of the literacy project on participants' to examine the effectiveness of the literacy project in relation to usefulness of paperwork, accessibility and what impact, if any, the project has had on your future plans, community, family, health and well-being to assess the effectiveness of the sessions.

If you have any questions pertaining to your participation in this evaluation, you may email lamont.jacqueline@yahoo.co.uk and be given the opportunity to discuss them in confidence.

Thank you for participating in this important evaluation project.

WHAT WORKS

APPENDIX 3: TRANSCRIPTS

Accessibility:

- **How did you find out about the project?**
 - From my key worker in another project
- **How easy was it for you to access entry into the project?**

Really easy, I just went to the front door and informed them what I was there for and I was shown around
- **How far do you travel to access the project?**
 - About 20 mins but public transport brings me straight to the door and I can get quite a number of busses
- **How did you find the welcoming to the project?**
 - I found the people very welcoming and when you leave you feel like they want you to come back.

Lessons and Planning

- What do you think about the lesson plans?
 - I like the lesson plans, you are asked what you want to do or learn and you are involved in the planning. There is also a lot of negotiation with the planning and learning within the group, for example if two of us want to learn one thing and say another two or three want to learn something else that day we will discuss it and plan the learning to what the learners want sometimes we split into two groups and the groups learn different things
- Do you contribute to the lesson planning?

Yes, as I said
- Do you find the lessons well organised?
- Would you change anything in the lesson plans

No, not really, I like things they way they are done
- What would you change?

I am not sure, because the planning is always centred around what we want to learn so I don't think I would change anything.

Impact:

- **Has anything changed for you since joining the project?**

I am a lot more confident and I am not afraid to ask questions about things I am not sure of, whereas I used to be really shy and would not ask questions. I also know a lot more now to
- **If so, what is it that has changed?**

WHAT WORKS

- I am more easy going and I am not paranoid anymore when people ask me about things. I have the confidence to answer.

- **Do you think you have learned anything since joining the project?**

- Yes, a lot

If so, what have you learned?

- I have learned a lot about my knowledge, like I am more knowledgeable and confident about things that I know. I am not afraid to say that I know something

- **Has joining the project had an impact on your life in regards to your: confidence,**

- Yes I would say it absolutely has I am not the shy person I used to be and I am not afraid to ask, whereas before I started with the literacy programme I was

Home,

- I am more able to pay bills and stuff where I would have hesitated before. I understand letters and I can phone up and sort things out rather than just leaving things because I didn't know what to do

Family,

- My gran has said that she has noticed a big difference in me since joining

Employment opportunities:

- I went and completed a Raleigh International Project where in the past I would never been able to do that. I also do a lot of volunteering as well I would say that I have benefited greatly from the learning

Health and well-being:

- I am now more outgoing and I feel better and more confident, for example I will now try new things and I'm no longer afraid to try new things. I am also involved in the drama group

Community engagement:

- **Has the learning help you in your community**

- Yes

- **If so, in what way**

- I am involved in the drama group and sometimes they do gym things and I can go with them now and I also do some group work and group outings.

Effectiveness

- **How do you find the project in terms of lessons, paperwork and activity?**

- We plan the lessons and I enjoy the activities and find the paperwork really good

WHAT WORKS

- What would you change?
 - I wouldn't change anything I find it really helpful, and the feedback is really helpful
- What would you recommend?
 - I can't really think of anything
- How do you think it would work better?
 - I am not really sure because I find the one-ones really helpful

Progression

- **Do you have any plans to take what you have learned forward?**
 - yes
- **In what way will you take the learning forward**
 - I am intending on finding a job
- **If not, what would support you to take your learning forward?**
 - No I have a lot of support and if anything comes up that I need help with I just have to ask
- **What would you recommend that would support progression of learning from the literacy group?**
 - A follow on service from the literacy programme as this would give people the confidence to know that if they wanted to come back they could.

WHAT WORKS

Accessibility:

- **How did you find out about the project?**
..... informed us that the literacy classes were starting so we joined Resettlement and training (RTS) based in the college. RTS was for building up skills. We find it much easier than going to college
- **How easy was it for you to access entry into the project?**
Very easy, I just came along and everyone was very friendly, everyone sticks it which is unusual when people are homeless
- **How far do you travel to access the project?**
All over Glasgow: Shettleston, Maryhill, Govan, Castlemilk, Toryglen, Parkhead, Govanhill, Enjoy the company and teachers. The literacy workers are very easy to get on with; they encourage voluntary work and promote independence. They have helped me gain the confidence to pass tests to gain the qualifications to do the voluntary work and if I wanted to do something I could ask the Tutors to help me, with things such as the disclosure
- **How did you find the welcoming to the project?**
Very welcoming

Lessons and Planning

- What do you think about the lesson plans?

I have seen the lesson plans evolve over time. At first there was no lesson plan but now we know what's going to happen when we come to the class because it is more structured, for example when you come into the class on a Monday we know there is going to be a story for the first hour. And every second week we write a story and read it out and it doesn't matter about the grammar or spelling. It is more focused now and more stable. This has come over time. People used to get sent in by their key workers and they didn't want to be there, they just done it to get brownie points, but now the people who are here come because they want to.
- Do you contribute to the lesson planning?

Yes we all contribute to the lesson planning
- Do you find the lessons well organised?

I find it very enjoyable the way it is done

Well the tutor knows what we are looking for, the tutor knows who will go with what and the plan is developed from what the tutor knows.

If you have a one to one, it is discussed that morning what we are going to do and then do it, then we will discuss the following weeks literacy plan,

WHAT WORKS

The group just knows what to do, there is a plan but it is so obvious it just works, it is not good to give people rules and regulations we just go with what we want to do that day.

We done a course at a college and it did not work for us, because it was too rigorous. It's not like that here you are listened to. It is good doing different things, because you get bored easily and it's good to change what we do, so the planning changes all the time we tend to wait until we get here and decide what we are doing, quiz's, spelling, reading, writing and things.

- Would you change anything in the lesson plans
- What would you change?

Impact:

- **Has anything changed for you since joining the project?**

Yes (group), there is we were with the educational side of the organisation,

- **If so, what is it that has changed?**

Everything has changed for me, I am more confident. I am now working voluntary. I am not afraid to write things down, my spelling has still needs some work, but I am now not afraid to ask and I don't feel stupid anymore.

I feel more confident, and I get out and about more.

We go to health and fitness and meet other people

Sociability, and realising you are not the only one with problems, it is socially inclusive

Gives you something to get up for.

I can spell much better now

It is very supportive and I find I pick things up a lot faster than I did before I came.

- **Do you think you have learned anything since joining the project?**

I have learned to read, the class is full of different people and different levels of literacy, different learning needs.

If so, what have you learned?

Most people don't write much, and this can help hide literacy problems. Since joining the group I have been able to pick things up from listening to other people and with the help of the tutors I can now read and write and I can now count better.

Because the classes are really small everyone gets the opportunity to be heard. No one is excluded.

"For me its being part of something, I have realised that there are good people out there and there are people the same as you. The tutors have showed us decency, respect and I think you are

WHAT WORKS

more likely to want to learn when things are like that, it gives you confidence and makes you feel good about yourself... I would be quite lost without it, it would be a big big loss for me...I am more friendly with people and one of the major things it has done for me is... it has given me confidence to live my life very differently from the past”.

We are all involved in the magazine ‘Your Voice’ the literacy group is our life it is like a big family.

- **Has joining the project had an impact on your life in regards to your confidence, Home,**

It has impacted you whole life not just your home life.

Family,

Employment opportunities:

The group has helped me get voluntary work

Health and well-being:

Everyone in the project is treated equally. We are involved in the writing of the newsletters and we are going to the Aye write seminars in the Mitchell Library,

We are always asked if we want to become involved in different things, this helped me build my confidence through making decisions and being able to get out there and do things and meet other people.

Makes you fitter, and makes you think about you fitness.

It’s a good laugh, and you feel as if you have done something

Joining the literacy group and going to the health and fitness classes once a week has helped me tremendously. It is a good laugh and you enjoy yourself. “It also has an effect on your mental health, because you get a good laugh and that makes you feel better especially when you down”.

“I was paranoid when I first went to the gym, I saw all the big guys with the muscles and that round about us. Being in the group was great and if I didn’t have the group around about me I would have left, but the group help me and you get a good sleep on a Tuesday night “.

Community engagement:

- **Has the learning help you in your community**

“I was as anti social as you can get as a person, but with the help of the group it has helped me be more sociable and interact in the community”

“When you are staying yourself it is difficult to get motivated, but when you have the group to come to it help you become involved in the community more because you are meeting new people.

- **If so, in what way**

WHAT WORKS

The tutor is always interested in what you are doing, they are always asking what things are about, how does that work, and if there is anything they can do to help you take it forward.

Effectiveness

- **How do you find the project in terms of lessons, paperwork and activity?**

Asked to explain paperwork: Gave the example of Evaluation forms,

We do not really do the evaluation forms we just talk about the lesson and how that went.

Takes too long to evaluate the lesson

- What would you change?

Nothing, it responds to people's needs

- What would you recommend?

It takes too long to do the evaluation but it should happen once a month. For example if we have been reading a book we will write a story about what you have read.

- How do you think it would work better?

I think it would benefit from more hours.

Progression

- **Do you have any plans to take what you have learned forward?**

I don't think I would go to college, but if I wanted to go I could because of what I have learned here.

I will hopefully go into work and be able to help people who have the same problems.

- **In what way will you take the learning forward**

- **If not, what would support you to take your learning forward?**

Bridge the gap between literacy groups and college, so as people don't feel intimidated by colleges this would make it easier to move on. The literacy worker can make it easier for you to learn but when you go into the college you feel as though they don't have any time for you and you feel stupid. That's because the lecturers in college treat you like a second class citizen. We have gone to college and it felt as though the college were just pushing you through things rather than really learning. The college needs to play a part in this and show people some respect particularly if they look rough.

WHAT WORKS

- **What would you recommend that would support progression of learning from the literacy group?**

I went to school in the 70s and I didn't learn anything,

We are worried about funding; it is terrible to think that we might lose funding. It's hard not to be affected with the fear of cuts. The fear of the cuts is very worrying.

We need more time; an hour a week is not enough.

The tutors are really good because no one is failing everyone is achieving

The tutors have not got much time with you and I think that people would benefit from more time.

WHAT WORKS

Accessibility:

- How did you find out about the project?
 - the woman's group, the doctors and the after school project
- How easy was it for you to access entry into the project?
 - We just came in and were welcomed we then told them what we were looking for and that was that.
- How far do you travel to access the project?
 - Not far
- How did you find the welcoming to the project?
 - Yes, very welcoming

Lessons and Planning

- What do you think about the lesson plans?
 - We are given a weekly plan with what we are going to do next
- Do you contribute to the lesson planning?
 - Yes it is our plan we all contribute to it
- Do you find the lessons well organised?
 - They are very helpful, and they help identify weaknesses' to help improve yourself
- Would you change anything in the lesson plans
 - Sometimes yes
- What would you change?
 - We would like to see more work beforehand as this would improve the organisation, particularly when the tutor is on holiday.
 - Like more visual learning and more information on writing and grammar and a little more organisation
 - More emphasis on grammar

Impact:

- Has anything changed for you since joining the project?
 - Yes

If so, what is it that has changed?

- More confidence,
- I feel that I can learn whereas I did not feel this way before
- The classes make you realise that you can improve
- More confident in my speech

WHAT WORKS

- Do you think you have learned anything since joining the project?
Yes
- If so, what have you learned?
 - Learned how to write letters
 - Learned how to download on the computer
 - I have learned how to read
 - I have learned how to write
- Has joining the project had an impact on your life in regards to your confidence,
 - I feel more confident
- Home,
 - I can contribute to my home life more by helping my husband by reading letters and paying bills and I interact with my family more. I have changed my approach to people and their approach has changed towards me.
- Family,
 - I can book holidays on the computer for my family
 - I can help with my household bills by paying them on line
 - I can now go outside and feel confident with my family
- Employment opportunities,
 - I am thinking about college in the future a part-time course so I can continue my education
- Health and well-being,
 - I am feeling good, it feels good to know that you are learning and

Community engagement:

- Has the learning help you in your community
 - Not really
- If so, in what way
 - It has helped with the children
 - The family say to you; you are doing good and this is a big change

Effectiveness

- How do you find the project in terms of lessons, paperwork and activity?
 - Could be better organised when tutor is on holiday
- What would you change?

WHAT WORKS

- I think there should be more than one worker, because I think that the tutor doesn't have enough time to devote to people if they have more learning needs than the others in the room and when they are on holiday it is very disorganised.
- What would you recommend?
- How do you think it would work better?

Progression

- Do you have any plans to take what you have learned forward?
 - Yes
- In what way will you take the learning forward
 - Now that I am starting to learn more about maths and literacy I will be going to college in the future I would not have had the confidence to even think about this before never mind say I am doing it.
 - I am looking at colleges for the future
 - I will continue here until it is feasible for me to move forward
 - I work and this class has helped me in my employment with my paperwork
- If not, what would support you to take your learning forward?
- What would you recommend that would support progression of learning from the literacy group?

WHAT WORKS

Accessibility:

- How did you find out about the project?
 - I met the literacy worker through the organisation I was living with and they told me about it and the staff encouraged me by making me an appointment and letting me know where and when the literacy group was on.
- How easy was it for you to access entry into the project?
 - It was very easy
- How far do you travel to access the project?
 - I do not travel that far I live quite near now but before I used to travel quite a bit to the group about one hour
- How did you find the welcoming to the project?
 - I found it very welcoming and very helpful

Lessons and Planning

- What do you think about the lesson plans?

I think the lesson plans are very good and when I had a question I asked about it
- Do you contribute to the lesson planning?

Yes I contributed fully to the lesson planning, I decided what I wanted to learn and we built the plan around it, this included IT, culture, employment application forms
- Do you find the lessons well organised?

yes
- Would you change anything in the lesson plans?

No, not at the moment
- What would you change?

Although I would like to see things set courses such as one on culture, English, IT, applications for employment, applications for college, you know like specific learning for a period of time, then move on to the next learning I feel that this would be more beneficial to the learner.

Impact:

- Has anything changed for you since joining the project?

Yes

If so, what is it that has changed?

I started just learning more about English and this built my confidence and I wanted to learn more about culture

WHAT WORKS

- Do you think you have learned anything since joining the project?

Yes

If so, what have you learned?

I have learned more about the English language

- Has joining the project had an impact on your life in regards to your confidence,

I am more confident about my life in Scotland, because I know more about reading the English language and the Scottish culture

Home,

It has helped me understand letters better, particularly housing and writing application forms and understanding letters from the DWP

Family,

Employment opportunities,

It has helped me understand how to apply for jobs in Scotland

Health and well-being,

If you are living here you have a lot on your mind, you do not know where you are going to get the confidence to get by...when I started the classes my tutor helped me gain confidence with talking to people and engage with people in Scotland.

Community engagement:

- Has the learning help you in your community

Yes

- If so, in what way

It has helped me understand things and if I was confused by anything my tutor helped me by explaining it to me. This helped me interact with the community more

Effectiveness

- How do you find the project in terms of lessons, paperwork and activity?

I find the paperwork ok. I think the activities are reflected in the paperwork, I think it asks you about what you are doing and it works well. I have no problems with it

- What would you change?
- What would you recommend?
- How do you think it would work better?

Progression

WHAT WORKS

- Do you have any plans to take what you have learned forward?

Yes

- In what way will you take the learning forward

I intend to go to college and learn more about IT, and language

- If not, what would support you to take your learning forward?
- What would you recommend that would support progression of learning from the literacy group?

I would recommend some more learning on application forms and how to search for a job.

WHAT WORKS

Accessibility:

- How did you find out about the project?
 - I was told about it through the organisation
- How easy was it for you to access entry into the project?
 - Very easy
- How far do you travel to access the project?
 - About 20 minutes
- How did you find the welcoming to the project?
 - The staff are very welcoming and helpful

Lessons and Planning

- What do you think about the lesson plans?

There could be more information given so as you can decide what you want to work on
- Do you contribute to the lesson planning?

Yes and no, I used to but I don't attend all the time now and although the lessons are about reading and spelling and writing and numbers I still think it would be good to ask the person what they want to work on.
- Do you find the lessons well organised?

Yes, they are well organised they help you with you reading and spelling
- Would you change anything in the lesson plans
Yes
- What would you change?

I would ask people what they wanted to work on and I think that there could be more classes on for example how to take phone messages.

Impact:

- Has anything changed for you since joining the project?
 - Yes

If so, what is it that has changed?

 - I am better at spelling and my reading and writing has improved
- Do you think you have learned anything since joining the project?
 - Yes

If so, what have you learned?

WHAT WORKS

- I am better at spelling and my reading and writing has improved

Has joining the project had an impact on your life in regards to your

Confidence,

- My confidence has improved

Home,

- I understand my bill now and I can pay my own bills

Family,

- My sister is willing to help me now more than before because I have been learning and this has helped me help myself

Employment opportunities,

- I feel that I am ready to take on some voluntary work

Health and well-being,

- I don't think it has impacted on my health as much as my mental health. I feel more at myself now, happier than I have been in the past

Community engagement:

- Has the learning help you in your community
 - Yes
- If so, in what way
 - I collect in the community for a charity and it has helped me interact with people better,
 - I have made more friends
 - It has helped me with things like shopping, I know what I am buying and I interact more with people I meet.

Effectiveness

- How do you find the project in terms of lessons, paperwork and activity?
 - I find the paper work very good; I really like the lessons and the activities. I have done work on the computer and I have sat the computer test and nearly passed it, it has been attending the classes that have given me the confidence to do that.
- What would you change?
 - Nothing
- What would you recommend?
- How do you think it would work better?

WHAT WORKS

Progression

- Do you have any plans to take what you have learned forward?
 - No, just keep learning
- In what way will you take the learning forward
 - I am involved in the learner's voices magazine and I am going to Edinburgh with the other learners in the literacy groups to a conference on the learning programme.
- If not, what would support you to take your learning forward?
- What would you recommend that would support progression of learning from the literacy group?

WHAT WORKS

Accessibility:

- How did you find out about the project?
 - I found out about the project about 4-5 years ago through the staff
- How easy was it for you to access entry into the project?
 - Very easy we already came to the organisation and the BULB project started up so it was very easy.
- How far do you travel to access the project?
 - About 20 min and 45 minuets
- How did you find the welcoming to the project?
 - Very welcoming although I was very frightened when I first joined but the staff and other learners were very supportive.

Lessons and Planning

- What do you think about the lesson plans?
 - The plans are geared to the person, they are very person centred.
- Do you contribute to the lesson planning?
 - Everyone has a say and everyone participates in their own lesson plans
- Do you find the lessons well organised?
 - Yes because all of the learners are involved in the planning and organising the lessons
- Would you change anything in the lesson plans
 - No because, if anything changed then all of the learners would be involved, because we all participate in the development of the learning plans for the following week
- What would you change?

Impact:

- Has anything changed for you since joining the project?
Yes

If so, what is it that has changed?
 - Everything has changed for me, my life was very different I did not know how to interact with the community and the classes have helped me change my attitude from coping to living.
 - Because of my tutor I can now read after 55 years of not being able to read, I now read two hours a night. My tutor has been and is a fantastic support.
- Do you think you have learned anything since joining the project?
 - Yes

WHAT WORKS

If so, what have you learned?

- I have learned how to write, use computers and it has also helped me socially
- It has given me a new lease of life, I really enjoy coming I now have a job and I wrote a book
- Has joining the project had an impact on your life in regards to your Confidence,

Home,

- I now feel confident when paying bills, shopping, I have friends over for dinner, I no longer feel down about myself

Family,

Employment opportunities,

- I now have a job and my literacy classes helped me have the confidence to fill in the paper work appropriately
- I have written a short story about my travels.

Health and well-being,

- I feel that my health has improved, I really look forward to the classes and I have learned so much. I am now able to pick up a book and read it after 55 years of not being able to read I feel great, and I feel that this has improved my mental health as well because I feel better about myself.
- I am quite shy but I feel good particularly when I go shopping or I am talking to my friends, because I don't feel a though I am stupid any more I wrote a book.

Community engagement:

- Has the learning help you in your community
Yes
- If so, in what way
 - I can read the labels on the food that I am buying and I pay attention to what's on the labels.
 - It has also helped with my numeracy, I can weigh food and know what it is telling me, I never used to pay any attention when I was shopping but now I talk to people in the store and I know what I am buying.
 - I have joined a Gaelic club to upgrade my Gaelic language

Effectiveness

- How do you find the project in terms of lessons, paperwork and activity?
 - I find the paperwork confusing but I am learning about it, I wouldn't change it

WHAT WORKS

- What would you change?
 - I would like to become involved in making the paperwork simpler
- What would you recommend?
 - A group of learners getting round the table and making it simpler to understand
- How do you think it would work better?
 - It might not be so confusing to people

Progression

- Do you have any plans to take what you have learned forward?
 - No, I am working and I like writing, I don't want to go to college or anything like that. I am happy with what I am learning just now.
- In what way will you take the learning forward
- If not, what would support you to take your learning forward?
- What would you recommend that would support progression of learning from the literacy group?
 - I think the learning group needs more tutors because the number of people attending the classes now is rapidly increasing.