



We Open Doors For You!

Learning for Life

A Literacy Project Sponsored by
The Seniors Resource Centre Association
of Newfoundland and Labrador



Final Report

Funded by the Literacy Development Council

of Newfoundland and Labrador and the Department of Education

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Project Title:

Learning for Life

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The purpose of this report is to describe the goals and objectives of the Learning for Life Project, and then to demonstrate how these objectives were met, the level to which the methods and activities used to meet these goals were successful, as well as to recommend best practices for future literacy projects at the Seniors Resource Centre. It is hoped that this report will be useful in providing a documentation of the present project, as well as being a resource guide for future literacy initiatives for seniors.

This project was undertaken by the Seniors Resource Centre Association of Newfoundland and Labrador and funded by the Literacy Development Council of Newfoundland and Labrador as well as the Department of Education. An advisory committee of representatives from the literacy community provided support and guidance throughout the project's duration.

The members of the Literacy Advisory Committee were as follows:

- Rosemary Lester, Executive Director of the Seniors Resource Centre
- Yvonne Jacobs, Peer Advocate Manager at the Seniors Resource Centre
- Clarice Cole, Program Coordinator at the Seniors Resource Centre
- Brigitta Schmid, Seniors Pride Representative
- Mary Woodruff, Seniors Pride Representative
- Caroline Vaughan of Frontier College
- Doris Hapgood from the Rabbittown Learners Program
- Tom Dawe from Teachers on Wheels
- Suzanne Sexty, a retired Librarian
- Della Coish / Kim Gillard, Director of the Literacy Development Council of Newfoundland and Labrador

There was also an Evaluation Sub-Committee which was formed half-way through the project, as the need arose. Members of the Sub-Committee included Clarice Cole and Caroline Vaughan.

The Executive Director of the Seniors Resource Centre, Rosemary Lester, was the overseeing director of the project, and Robyn Drodge was the Project Coordinator.

The Literacy Advisory Committee, the Project Coordinator, and the Seniors Resource Centre would like to thank everyone who contributed to, as well as participated in, the Learning for Life project.

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Introduction to the Learning for Life Project

The “Learning for Life” project was a literacy project which focused on the literacy needs of seniors in three rural communities on the Avalon Peninsula. The Seniors Resource Centre liaised with the Newfoundland Association of Libraries, as well as with community leaders, to develop and deliver opportunities for older adults to improve reading and writing capabilities. The goal of this project was to demonstrate the potential for older adults with low-level literacy to proactively and positively affect their lives by gaining literacy skills. These skills were delivered in such a way to make learning literacy both fun and relevant to today’s information-based daily life.

This project evolved from another Seniors Resource Centre project called “Listen to Me”, where seniors in communities around the Capital Coast and the Irish Loop gave feedback on the greatest challenges they face in a more technology-based society. In this respect, literacy was given a broader definition in the Learning for Life project than simply functioning in reading and writing skills. Our goal was to help participants move beyond just functioning in a literate world, to prospering, by applying reading and writing skills to today’s technological and societal changes. And beyond this, we hoped participants would crave the reward of life-long learning to sustain their new literacy skills.

These goals extend beyond the life of this project, so there was a significant amount of community ownership that was built over the project’s cycle. Within the project dates, literacy needs were researched; courses were developed; and facilitators delivered relevant information to Avalon communities. The three communities that were chosen to avail of this program were St. Brides on the Cape Shore, Bay Roberts on the Baccalieu Trail, and Bell Island on the Capital Coast. Hereafter, local steering committees will oversee sustaining life-long learning opportunities for seniors in their communities. Thus, the community as a whole will need to be involved and committed to the seniors in their community. This will undoubtedly have positive repercussions on a number of different levels - one of which will be the regular social aspect of a supportive learning environment for local seniors.

Each community has been enthusiastic about the program, and excited about the benefits it has brought, and subsequently will bring, to seniors in their community. The learning that has taken place has been student-driven, and thus, has been relevant, empowering, and fun! What we have found is that the broader definition of literacy has significantly included aspects of information-based daily life, such as using Email to communicate,

Word Processing in journal or letter writing, etc.. As this report will demonstrate, the goal for older adults to proactively and positively affect their lives by gaining new skills has been accomplished.

Section A - Objectives of Project

Below is a list of the project's objectives along with its corresponding measurement of success. This table is followed by a review of the objectives in greater detail.

Objectives	Measure of Success Scale 0: no progress - 10: total success
1. Assess local older adults level of interest in taking lifelong learning courses.	8
2. Assess the availability of teaching resources to develop and deliver the courses of interest.	9
3. Work with the local library leadership and staff to provide some of the resources necessary to deliver the courses; for example lecture space (within the library), access to computers and potential for local level coordination/delivery of the Community's Lifelong Learning Program.	9
4. To raise awareness of literacy learning needs of older adults in smaller and rural communities through contacts with established seniors groups, community groups, local libraries and service agencies and the media.	7
5. To provide opportunities to enable older adults with low level reading skills to learn to read.	9
6. To respond to barriers raised by low level literacy skills by providing a range of learning opportunities through traditional and innovative, instructor-led, community-based learning groups.	8

7. To develop support and linkages among the lifelong learner groups in the St. John's region, and with the Seniors Resource Centre to ensure their continuation beyond the life of the project.	9
8. To reduce or diffuse the opinions and / or sensitivity related to the stigma of illiteracy, particularly among the elderly. This will be achieved by creating learning environments which recognize and respond to various levels of illiteracy; that is, illiteracy created not only by lack of opportunities for formal education, but also by the rapid changes in society with which older adults may find difficult to keep pace, if unassisted.	8

Success Rate of Objectives Explained

1. Assess local older adults level of interest in taking lifelong learning courses.

For the most part, this objective was met by researching literacy learning trends, as well as referring to work done in the “Listen to Me” literacy project (the “Listen to Me” Final Report is housed at the Seniors Resource Centre for public reference). Additionally, this objective was met by organizing Information Sessions in each of the communities to educate members in the community about the project, about literacy issues in the seniors’ demographic, as well as to do an informal needs assessment of lifelong learning wants and needs.

2. Assess the availability of teaching resources to develop and deliver the courses of interest.

Objectives two and three were met by liaising with the library boards in each of the communities as well as with the Eastern Division Libraries Head Office. The library boards provided the learning space as well as learning tools. This included a time and space within the local library for the courses to be held as well as such resources as computers in their CAP sites and the library written resources. They also allowed the program instructors to use some office equipment such as the copy machine. During the general information sessions at the beginning of the project, either Volunteer Facilitators were recruited or the

community members in attendance made recommendations of educators and participants in their respective communities.

3. Work with the local library leadership and staff to provide some of the resources necessary to deliver the courses; ...

Please look above, under goal number two, for an in depth analysis of objective number three.

4. To raise awareness of literacy learning needs of older adults in smaller and rural communities...

Goals numbered four and eight have been put together as the actions which were taken accomplished the success of both goals. To large degree these goals go hand-in-hand. Or in other words, raising awareness of literacy learning needs naturally resulted in the reduction of the stigma associated with illiteracy. For objective number four, information about literacy was written for the Senior's Pride, The Charter, The Telegram, The Friendly Visiting Volunteer Handbook, the Atlantic Health Promotion Research Centre Newsletter, the Seniors Resource Centre's Provincial Brochure, as well as for its web site. Informational material was displayed at the Seniors Resource Centre's Annual General Meeting. Professional networking was also done by the Literacy Coordinator throughout the duration of the project, including with the library boards, the Eastern Division Library Board, Peer Advocates, professionals within the literacy community, and attendees at literacy functions. With these actions and with feedback from these actions, it is assumed that the stigma of illiteracy in the seniors community has been diminished. It is hard to measure such a thing as a belief. However, with factors such as the exposure the project has gotten, the positive feedback from participants in the project, as well as the project's growth, it is believed that there is a greater sensitivity to learning needs and a reduction of negativity surrounding literacy needs.

5. To provide opportunities to enable older adults with low level reading skills to learn to read.

Bell Island will have the strongest testimony for this objective. On Bell Island, there was indeed a person who profited from traditional literacy learning. This person learned such skills as building simple sentences and paragraphs, learning basic math skills, and learning to write a cheque. The Facilitator in that community was a trained Educator, and happened to teach at the grade eight level - the highest level that the Learning for Life student

attained. In the other two communities, the participants in the courses were literate in the strictest sense, but wanted practice in technology-based skills, namely basic computer skills. The greatest emphasis in these skills were on electronic communication. In this way, these classes provided a new way of writing and communicating with friends and family.

6. To respond to barriers raised by low level literacy skills by providing a range of learning opportunities...

This objective was accomplished by providing convenient times and locations in the respective communities. For example, in St. Bride's, the courses were held in the morning with the library closed; in Bay Robert's, the noon hour on Fridays was the best time with the library open; and on Bell Island where the course was a traditional literacy learning environment, there was one-on-one tutorial sessions in the school after classes finished. The sites for the courses were chosen based on their accessibility to certain resources such as computers, or in the case of Bell Island, access to grade eight curriculum material. The learning environments developed very differently in each of the communities, and was in direct proportion to the comfort level the participants exhibited. For example, one-on-one teaching was highly effectual for the person on Bell Island who needed basic literacy and numeracy skills, while a more team-based, social environment was effectual for the basic computer courses in St. Bride's and Bay Robert's. The classes were also of the duration and size to make each environment conducive to informal, fun, and collaborative learning.

7. To develop support and linkages among the lifelong learner groups...

This goal was accomplished through the introduction of the steering committees to each other and to the Lifelong Learner network at the Seniors Resource Centre. The one-day joint workshop we had with the community steering committees and the Lifelong Learner group emphasized building and maintaining group dynamics in a learning environment (exercises such as building consensus in a group, brainstorming ideas, and goal setting / achieving).

8. To reduce or diffuse the opinions and / or sensitivity related to the stigma of illiteracy, particularly among the elderly. ...

Please look above, under goal number four, for an in depth analysis of objective number eight.

Section B - Evaluation

Below is a list of the project's objectives along with its corresponding method of evaluation. This table is followed by a review of the evaluation methods in greater detail.

Objectives	Evaluation Method
1. Assess local older adults level of interest in taking lifelong learning courses.	Feedback from preliminary discussion group for general public (see Appendix A). Participant Feedback Form (see Appendix B).
2. Assess the availability of teaching resources to develop and deliver the courses of interest.	Review of "Listen to Me" project. CAP site present - yes/no. Feedback from library boards. Facilitator Feedback Form (see Appendix B).
3. Work with the local library leadership and staff to provide some of the resources necessary to deliver the courses; for example lecture space (within the library), access to computers and potential for local level coordination/delivery of the Community's Lifelong Learning Program.	Discussion with library boards and Facilitators. Steering Committee Workshop / Follow-up (Appendices C & D).
4. To raise awareness of literacy learning needs of older adults in smaller and rural communities through contacts with established seniors groups, community groups, local libraries and service agencies and the media.	Accurate information in print. Positive and / or constructive feedback from contacts made.
5. To provide opportunities to enable older adults with low level reading skills to learn to read.	Participant and Facilitator Feedback Forms (Appendix B).

	Participant attendance and / or referrals made. Facilitator recruitment and retainment.
6. To respond to barriers raised by low level literacy skills by providing a range of learning opportunities through traditional and innovative, instructor-led, community-based learning groups.	Course Outlines from Facilitators. SRC's resource material usage. CAP site usage. Informal observation.
7. To develop support and linkages among the lifelong learner groups in the St. John's region, and with the Seniors Resource Centre to ensure their continuation beyond the life of the project.	Steering Committee involvement. Workshop participation and declaration of commitment. Successful proposal for future literacy initiative.
8. To reduce or diffuse the opinions and / or sensitivity related to the stigma of illiteracy, particularly among the elderly. This will be achieved by creating learning environments which recognize and respond to various levels of illiteracy; that is, illiteracy created not only by lack of opportunities for formal education, but also by the rapid changes in society with which older adults may find difficult to keep pace, if unassisted.	Accurate print material. Participant attendance and referrals. Positive and constructive feedback from contacts.

Evaluation Explained

How the measure of the goals' success was evaluated:

The evaluation processes described above were done internally for the purposes of improving this initiative in progress, as well as improving the potential of future literacy initiatives. The sensitive nature of this project dictated that the evaluation of goal success

be done informally and personally. There was a high degree of relationship maintenance that had to be accomplished between the Seniors Resource Centre and all other contacts in order for the evaluations to be accurate. The level of Facilitator and Participant retainment throughout the project is evidence of the goals' success, however it was recognized that formal measurements be used to allow for goal growth and improvement.

The Evaluation Sub-Committee of the Literacy Advisory Committee developed two feedback forms - one specifically for Participants, and one specifically for Facilitators. There was great effort on the part of this sub-committee to make these forms as clear and as concise as possible. It was also agreed that the feedback forms be administered by phone. The reasoning behind this telephone interview style of feedback was to not intimidate those low-level readers who would otherwise find forms difficult to complete. Having said that, Facilitators were allowed to email their feedback forms to the Literacy Coordinator.

Some testimonials from participants include

We were a small group of only four , which was great. We exchanged e-mails, etc.

We helped each other.

I visit the library regularly, and now had another great reason to do so!

The library is easily found, good computers are available and there is a very cooperative staff.

Learning how to use a computer was fun , especially since it provided instant feedback on an operation performed.

Significant points that arose from the analysis of the feedback are

- There is an inequality of gender representation. There are far more females participating in this project, both as facilitators and participants, than there are males.
- The majority of participants are in the 55-65 year age bracket.
- There is significant interest in learning / teaching basic computer skills.

- The library is a comfortable location, and there is little concern whether the library is open or closed during class time.
- Participants would be willing to pay a small fee for future course offerings.

Beyond the formal measurements, the Literacy Coordinator observed classes, critiqued lessons, received and provided constructive feedback, met with community members for discussions and feedback, as well as remained available at all times for the purpose of literacy promotion and learning efficacy.

See Appendix B for the evaluation forms used in this project.

Section C- Activities

In order to achieve this project's objectives, the Seniors Resource Centre implemented the following actions:

- Reviewed the outcomes of the "Listen to Me" project
- Developed a work plan for the project's duration
- Met periodically with the Literacy Advisory Committee for guidance and feedback
- Met periodically with the Evaluation Sub-Committee for guidance and feedback
- Organized a general information session in each community to discuss literacy concerns as well as do an informal needs assessment (See Appendix A)
- Marketed the project / courses in each community by way of posters, bulletins, public service announcements, and word-of-mouth marketing.
- Provided a space for learning in the local libraries through links with the library boards
- Recruited and retained experienced educators for teaching the project's courses
- Provided learning material and resources such as lesson plans, course ideas, Seniors Resource Centre's literacy .pdf files, list of Writer's Alliance literacy resources, etc.

- Provided written informational material (such as brochures, and newsletter articles) to promote or advance the objectives of the project
- Provided participants with the opportunity to give constructive feedback and thereby create a student-directed learning environment
- Networked with members of the Literacy Community to learn from them, and to advocate the learning needs of seniors
- Developed a steering committee in each community, and provided a link between them and the Lifelong Learner group in St. John's. This was accomplished by way of a joint meeting of the two groups for introductions and the sharing of ideas / resources. There was also an information package sent to each steering committee, and a phone follow-up to assure continued involvement.

Section D- Factors Affecting your Project

The factors which contributed to the success of the project:

Factors	Comments
Exceptional Facilitators	All of the Volunteer Facilitators are trained and practiced Educators. The Facilitator in St.Bride's, Florence Power, is an Adult Educator and teaches part-time at the College of the North Atlantic. The Alternate Facilitator in St.Bride's, Joan Morrissey, is a Special Needs Educator and started the Family Resource Centre in that community. The Facilitator in Bay Roberts, Judith Laurentius, is a retired teacher and also taught language education overseas. The Facilitator on Bell Island, Alice Kavanagh, has a Master of Education and is the Vice-Principal of a local school. Each of the Facilitators are passionate about local education opportunities to which they can contribute their skills.

Cooperation of the Provincial Library Boards	The local Library Boards and the Library staff were cooperative and helpful in allowing the Learning for Life courses to take place in their libraries. The staff in Bay Roberts were also very helpful in promoting the courses and keeping a waiting-list of participants. The Eastern Division Library Board was very generous in providing a comfortable learning environment, along with the use of all their many resources.
Previous Literacy Initiatives	The "Listen to Me" literacy project provided an excellent reference for this project's needs analysis. The "Growing Old Not Me" project provided an excellent resource for Facilitator / Participant use.

The problems encountered during the project:

Problems	Comments (Factors which caused these problems and how they were solved)
Library Building Insurance	Shortly after the project started and there was a commitment from the Library Boards concerning the space availability, there was change of insurance policy for the libraries. Due to this change, the Learning for Life project courses could no longer take place in the library while the library was closed. This was a problem because the local Library Boards and the Literacy Advisory Committee had already agreed that courses in a closed library would be most convenient for all involved. This problem was eventually solved by providing the Eastern Division Library Board with all contact information and background information on the Facilitators. In Bay Robert's it was decided that courses would go on while the library was opened, so it was not an issue with the insurance policy.

Illness / Accident	Throughout the project's duration, there were unforeseen illnesses or accidents which occurred to Participants, Facilitators, or the Literacy Coordinator. This had no great effect on the project's goals, except for the fact that the work plan had some delays and postponements.
Inconsistent Learning Space	On Bell Island, the Literacy Course took place in a local school rather than the library. In and of itself, this was not a problem, except for the fact that the program thus received very little public exposure, unlike an open library environment.
Provincial Public Servant Strike	This had no great effect on the project's goals, except for the fact that the work plan had some delays and postponements.

Section E - Changes In the Project

Below are the changes that occurred after the start of the project, and the reasons for them.

Changes	Reasons
Open Library	As mentioned above, there was an issue with the libraries' insurance policy, which stated that all non-staff could not be present in the library building when closed. The Bay Robert's group decided to hold their classes while the library was open. This contradicted the initial plan of having a safe and non-intimidating literacy learning environment. As it turned out however, this arrangement provided for the best marketing of the project in that community.

Literacy Definition	<p>With the exception of a Literacy Course on Bell Island, the meaning of “literacy” within the context of this project evolved to have a broader definition. Becoming “literate” in this project meant to build skills for today’s information based society. This broader definition helped the project to grow in the communities as there was far less stigma associated with it.</p>
Course Focus	<p>In accordance with the above point, the needs analysis done at the beginning of the project, as well as the feedback given throughout the project, confirmed that learning basic computer skills was of the greatest interest. The initial idea was to provide traditional literacy courses which had the sole purpose of developing reading and writing skills. As the project was student-driven, it became clear that seniors wanted to become literate in computers, and accessing information. The goals likewise broadened - one being the improvement of communication skills, and another being the skill building of communication methods.</p>

Section F – Changes in the organization as a result of this project

Below are the changes that occurred in the Seniors Resource Centre as a result of this project.

Changes	Comments
Volunteer Involvement	There has been significant networking in the three Avalon Communities as well as within the Literacy Community. With this, there has been strong ties built between these contacts and the Seniors Resource Centre. The volunteers for this project have enjoyed their experience, and want to continue volunteering in their communities with seniors. They want to do this in the context of Lifelong Learning initiatives, and some have also displayed an interest in volunteering for other Centre programs, namely the Peer Advocate Program.
New Objectives	The Steering Committees in the three communities, although they have a link with the Lifelong Learners group in St. John's, will be very much self-directed in their goal setting. The links will provide for resource sharing, networking, and for brainstorming best practices, but it is understood that each community has its own particular needs, requirements, resources, and goals. These aspects which are very specific to each community takes priority in the sustainability of the project, as these will continue to assure relevancy and efficacy.
Future Planning Practices	The next Literacy Project that the Seniors Resource Centre is sponsoring through funding from the National Literacy Secretariat, "Diminishing Vulnerability Through Literacy", will be practiced differently than this one. There will be roughly a fifty-fifty split in the workplan to accommodate research and a pilot literacy project, and

	<p>there will be more time to accomplish project goals. The first half of the project's duration will be dedicated to performing social research into the literacy needs of older adults in Newfoundland and Labrador. In response to the research, the second half of the project's time line will be dedicated to developing a structured literacy program, and setting up one pilot location to test the success of the developed program.</p>
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Section G – The impact on the organization and the community

Below are some of the impacts the project had on the Seniors Resource Centre and within the communities.

Impact	Comments
Organization Impacts	<ul style="list-style-type: none"> • A new evolution in the Seniors Resource Centre’s Literacy Initiatives whereby extensive research will be done on the viability of seniors’ literacy projects in Newfoundland. • The Literacy Advisory Committee has acted as a guide to other organizations with regard to using plain language, readable font types and size, and brochure content and layout. The Seniors Resource Centre designed brochures on using an ATM Machine, housing issues, and Senior-to-Senior health issue brochures. • There has been work done for the Chief Electoral Officer regarding mail-in ballots in order to build a sensitivity to their misuse, and to improve on the ease of their authentic use.
Community Impacts	<ul style="list-style-type: none"> • Lifelong Learning opportunities for seniors initiated, maintained, and enjoyed • Participants buying computers and Internet Access (and therefore helping the economy) • Greater clientele at local libraries • Social interaction among seniors in the community • Community members communicating with family and friends away via the internet • Greater volunteerism • Broadening of network and a link to the Seniors Resource Centre and its many resources

Section H – Continuation of the Literacy Project

It is a truth that literacy education and continuing lifelong education is both needed and

desired by seniors in urban and rural Newfoundland. The Seniors Resource Centre has been instrumental in provided for this need and want. Below is a description of some earlier Literacy Initiatives, as well as future project plans.

The “Not Too Long Ago” and “our Lives” literacy projects were projects which focused on recording seniors’ biographical stories in book formats. The premise was that seniors who were low-level readers had something to say, and something to share. This written material remains of interest to seniors because it is the voice of their peers. Therefore, it is a reading resource which is interesting to seniors and which develops a motivation to improve one’s reading. These documents are housed at provincial libraries and the Seniors Resource Centre. The “Growing Old, Not Me” literacy project was a project which focused on health issues and information for seniors who were low-level readers. This information was compiled in book format, and is also housed at provincial libraries and the Seniors Resource Centre.

The “Listen to Me” project was a literacy project which focused on a needs assessment of skill adjustment for a technology-based society. The purpose of the project was to learn from older adults, through individual interviews and group settings, what they believe are the obstacles they face in the areas of literacy and technology. Throughout the project, seniors expressed their ideas on how these obstacles could be overcome. The information was gathered and presented to those who were in a position to make these ideas a reality. The final report for this project is housed at the Seniors Resource Centre.

The “Learning for Life” project was built upon these previous initiatives, and used this work to analyze learning needs, and to provide learning resources. This project focused on bringing literacy education outside the St. John’s area to remote Avalon communities. The goals of the project are described in detail in Section A of this report. Essentially, literacy learning opportunities were initiated in three communities, with the hopes of developing a link to the Seniors Resource Centre in order to sustain these opportunities after the project’s life cycle. With this in mind, a link between community steering committees and the Centre’s Lifelong Learners has been developed. In the follow-up interview with community committee members, which took place after the workshop and information mail-out. There seems to be a consensus that September is the best time to start continuing education opportunities again. The steering committees have been promised that a representative from the Seniors Resource Centre will be in touch with them in the fall.

The next literacy project that the Seniors Resource Centre will sponsor, and which the National Literacy Secretariat will fund, will again build on previous work, while having

distinct goals and objectives. This project, “Diminishing Vulnerability Through Literacy” will lean heavily on social research findings of the literacy needs of older adults in Newfoundland. In response to the research, a pilot structured literacy program will then be developed and delivered to one rural Newfoundland community to test its viability. The findings will then be communicated to the National Literacy Secretariat for review.

With the work done in the Seniors Resource Centre's past, present, and future literacy programs, it is the desire of the Centre to educate the general public and policy makers of the need for senior-friendly literacy initiatives. It is the desire of the Centre to recognize the education needs of seniors in both rural and urban Newfoundland. Likewise, it is the desire of the Centre to proactively and positively respond to these needs through the sponsorship of literacy programs for seniors. As long as the need is there, the Seniors Resource Centre will be motivated to address these issues.

Section I – Recommendations

Below are some recommendations that the Seniors Resource Centre makes for future or similar literacy programs.

- Based on the success of the program in Bay Roberts, with regard to marketing and participant numbers, a location with public exposure (such as an open library) is the best venue for a start-up program.
- Based on the relatively low participant level on Bell Island, a closed venue which is demographic-specific (such as a local school) is not an ideal location.
- The plain language review of corporate material could be offered to businesses where the literacy program is being held.
- The program needs to be longer than a year in duration, in order for a stronger foundation for sustainability to be built.
- It is believed that one-day seminars requiring a small fee from participants would also promote greater community involvement while being effective in learning goals.
- A location with adequate computers and written material is essential, as is qualified educators to lead instruction.
- A curriculum that encourages team building and group learning seems to enhance the possibility of project sustainability. For example, the Bay Roberts group, which had a collaborative learning environment has sustained community continuing education for seniors by providing “learning circles” where a group has a rotating facilitator that teaches a new skill which is of interest to that particular group.

Participant Feedback Form

The Information:
Will the course information be useful beyond the course completion? Why or why not?
Was the course too difficult / too easy?
Did the course improve reading / writing skills? How?

The Resources:
Did the Instructor explain the information clearly?
Did you ever work in pairs or in teams? If so, did you enjoy it?
Was the Public Library a good location for the course? Why or why not?

Future Considerations:
Would you recommend this course to anyone else? What future courses would you like to take?
Would you be willing to pay a small fee for a course?

What did you like best about the course? What did you not like about the course?

Age Range: 50-60

60-70

70-80

80+

Gender: M

/ F