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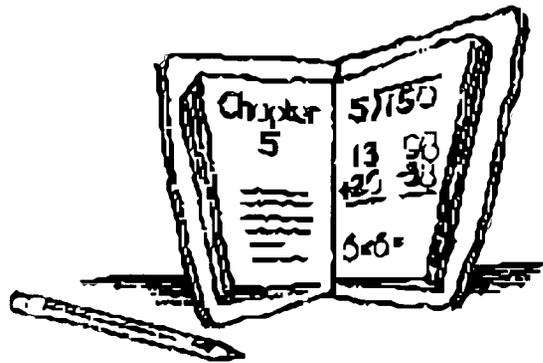
## ABSTRACT

An impact study was conducted of ABC CANADA's LEARN campaign, a national media effort aimed at linking potential literacy learners with literacy groups. Two questionnaires were administered to 94 literacy groups, with 3,557 respondents. Findings included the following: (1) 70 percent of calls to literacy groups were from adult learners aged 16-44; (2) more calls were received from men in rural areas and from women in urban areas; (3) 77 percent of callers were native English speakers; (4) 80 percent of callers had not completed high school, compared with 38 percent of the general population; (5) about equal numbers of learners were seeking elementary-level literacy classes and high-school level classes; (6) 44 percent of all calls to literacy organizations were associated with the LEARN campaign; and (7) 95 percent of potential learners who saw a LEARN advertisement said it helped them decide to call. The study showed conclusively that the LEARN campaign is having a profound impact on potential literacy learners and on literacy groups in every part of Canada. (This report includes 5 tables and 24 figures; 9 appendixes include detailed information on the LEARN campaign, the participating organizations, the surveys, and the impacts on various groups.)  
 (KC)

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# The Impact of ABC CANADA's LEARN Campaign

*Results of a National Research Study*



by Ellen Long  
Research Consultant  
July, 1996

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LEARN Campaign  
*Results of a National Research Study*

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the National Literary Secretariat.

# Acknowledgements

This report results from a tremendous amount of work by 94 literacy organizations that participated in a lengthy, time-consuming research project. Given that literacy organizations in Canada are struggling with limited funds and staff, the participation of these groups was outstanding and I thank them all. I would especially like to thank those people who took down anecdotal information over the phone. I have put the quotations in the first person, when necessary, but have maintained the meaning.

The data gathered by the literacy groups was meticulously processed by E.B. Brownlie, Carol Broderick, Marisa Freire, Marie Marsellus, and Margot Meijer. Thank you all.

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*Ellen Long*  
*Research Consultant*

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*Colleen Albiston*  
*Executive Director, ABC CANADA*

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## Section One

# Highlights

*I didn't know there was a chance for me. Low skills have held me back. I'm a good worker....if I could read and write, I could have it all. All I need is a chance.*

Learner who hadn't known that programs for adults existed until he saw a LEARN ad.

In 1989, Statistics Canada identified 38% of the population as non-readers, poor readers, or reluctant readers. Early on, ABC CANADA, a national literacy foundation, recognized a gap: though a high percentage of the Canadian population had literacy needs, many people were completely unaware of the groups that provide literacy services.

In 1994, ABC CANADA initiated the LEARN campaign, a national media campaign aimed at linking potential literacy learners with literacy groups. Throughout the campaign, ABC CANADA has been gathering information from selected literacy groups about the effect of the LEARN ads. This study is the first systematic national attempt to measure the impact of the LEARN campaign.

Representatives from provincial and territorial literacy groups met in Toronto in November 1995 to discuss the research design for a national study on the impact of the LEARN campaign. This meeting resulted in two questionnaires that were administered by 94 literacy groups to more than 3,500 respondents across the nation.

The results of this study are unequivocal: the LEARN campaign is having a profound impact on potential literacy learners and on literacy groups in every part of Canada.

## Who Calls Literacy Groups?

- ◆ Seventy percent of calls to literacy groups were from adult learners or their intermediaries.
- ◆ Though literacy groups received calls from children as young as eight and adults older than 70, most callers (88%) were between 16 and 44.
- ◆ Calls in rural areas were more likely to be from men (57%) than women (43%), whereas calls in urban areas were more likely to be from women (52%) than men (49%).

- ◆ Seventy-seven percent of provincial callers identified English as their first language, and the remaining callers identified one of 39 other first languages.<sup>1</sup>
- ◆ Although aboriginal people form only 0.6% of the population in Canada, they are calling literacy groups at about five times that rate (2.8%).
- ◆ Twenty-nine percent of territorial callers identified an aboriginal first language.
- ◆ Eighty percent of callers had not completed high school, compared with 38% among the general population.
- ◆ Thirty-six percent of callers were unemployed.
- ◆ Of those callers in the paid labour force, 53% worked in one of two industries: sales and service (30%) or trades, transport, and equipment operation (23%). Nineteen percent of the general labour force work in these industries.

## Why Do People Call Literacy Groups?

- ◆ Thirty-nine percent of learners were seeking literacy level classes (up to grade 9).
- ◆ Forty percent of learners were seeking high school level upgrading classes or diploma information.
- ◆ Seventeen percent of learners were seeking classes in English as a second language.
- ◆ Main motivators for calling literacy groups included reasons relating to work (36%), self-esteem and confidence (32%).
- ◆ The main reason most learners didn't call literacy groups earlier was that they hadn't known literacy programs existed or how to find them (42%).

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<sup>1</sup> French literacy groups from Quebec were not included in the study because the French LEARN ads were not being aired in Quebec when this research project started.

## What is the Impact of the LEARN Campaign?

- ◆ The LEARN campaign was the most common way that learners found out about literacy organizations: more than 50% of calls from learners were associated with the LEARN campaign.
- ◆ Forty-four percent of *all* calls to literacy organizations were associated with the LEARN campaign.
- ◆ Ninety-five percent of potential learners who saw a LEARN ad said that it helped them decide to call.
- ◆ The LEARN campaign is having a strong influence in every province of Canada, ranging from 32% of calls in Manitoba to 59% of calls in B.C.
- ◆ Thirty-eight percent of literacy learners in the Yukon and N.W.T. said the LEARN campaign helped them decide to go back to school.
- ◆ The LEARN campaign is having a significant effect on both urban and rural Canada:
  - ◆ in communities of more than 15,000 people, the LEARN campaign was associated with 61% of calls
  - ◆ in communities between 5,000 and 14,999, 20% of calls were LEARN-related
  - ◆ in communities of less than 4,999, 41% of calls were LEARN-related.

## Are There Enough Resources to Meet the Demand?

- ◆ A final sobering highlight: funding and resource issues plague 70% of the organizations in this study in a way that impairs or endangers their services.

## Section Two

# History of the LEARN Campaign

In 1989, the National Literacy Secretariat commissioned Statistics Canada to conduct a survey of literacy skills used in daily activities.<sup>2</sup> This study found that 38% of the Canadian adults surveyed<sup>3</sup> did not have sufficient reading skills to deal with most everyday reading requirements.

Table 1 illustrates that 7 percent of Canadians were found by Statistics Canada to be non-readers who struggle with any type of printed material. A further 9% were found to be poor readers who can use printed materials only for limited purposes such as finding familiar words in a simple text. Twenty-two percent were classified as reluctant readers who can read only well-laid-out, simple material.

ABC CANADA was founded in 1990 as a national non-governmental organization to raise awareness of adult literacy issues. From its founding, ABC CANADA recognized that although there were thousands of literacy groups in Canada, a large percentage of people with literacy needs were not aware of the existence of these groups. Addressing this gap is central to ABC CANADA's ongoing activities.

One of ABC CANADA's first projects was the specifically targeted "Read With Your Children" campaign begun in 1990. This ongoing all-media campaign was produced in partnership with the Canadian Advertising Foundation.

With the success of this campaign, ABC CANADA started looking for ways to target adults with reading difficulties. Teaming up with Harrod and Mirlin, the advertising agency that created the "Read With Your Children" campaign, ABC CANADA initiated the LEARN campaign in 1994.

The LEARN campaign is a national, bilingual, and multimedia ad campaign aimed most specifically at the 31% of Canadians who are poor or reluctant readers. Approximately a

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<sup>2</sup> Statistics Canada, *Survey of Literacy Skills Used in Daily Activities* (1989), Catalogue 89-002. The results of this survey are expanded upon more fully in Statistics Canada, *Adult Literacy in Canada: Results of a National Study* (1991), Catalogue 89-525E.

<sup>3</sup> The study excluded residents of the Yukon and the Northwest Territories, people living on Indian reserves or in institutions, members of the armed forces, and people over 69 years of age.

year of research was undertaken to answer a key question: what motivates adults to decide to upgrade their reading and writing skills?

Table 1 Reading skills of Canada's adult population

Reading level	Definition	Percent of Canadian population
<b>Level 1</b> Non-readers	Have difficulty dealing with printed materials. Most likely identify themselves as people who cannot read.	7%
<b>Level 2</b> Poor readers	Can use printed materials for limited purposes only, such as finding a familiar word in a simple text. Recognize themselves as having difficulties with common reading materials.	9%
<b>Level 3</b> Reluctant readers	Can use reading materials in a variety of situations, provided the material is simple, clearly laid out, and the tasks involved are not too complicated. Generally do not see themselves as having significant reading difficulties, but tend to avoid situations requiring reading.	22%
<b>Level 4</b> Readers	Can meet most everyday reading demands. Are a diverse group and exhibit a wide range of skills.	62%

Source: *Adult Literacy in Canada: Results of a National Study*

This research, along with an extensive amount of media-donated time and advertising space, led to the creation of nine TV messages, four radio messages, six magazine and newspaper ads, and a series of posters and outdoor ads (e.g., for transit shelters), all in English. Shortly after these English ads were created, eight French TV ads and six newspaper and magazine ads followed. (See Appendix 1 for a list of media that have collectively donated more than \$18,000,000 of free advertising space since the start of the LEARN campaign).

Designed to reach Canadian adults of all ages and cultures, the LEARN ads have been running on TV and radio since early 1994, in magazines and newspapers since early 1995, and more recently on posters and outdoor transit shelters. All the English ads have the tag line "Look in your Yellow Pages™ under LEARN." In French ads, the tag line is "voir APPRENDRE."

At the time of this report, every Yellow Pages™ directory in Canada had an easy-to-read full-page ad called the LEARN page (see Appendix 2), which lists one or more phone

numbers for literacy groups or referral services. These pages were developed in consultation with Canadian literacy groups. A great deal of negotiating and networking preceded the decisions about which phone numbers to list on the more than 400 LEARN pages. Some pages have one central referral number, while others list numbers for several groups.

Throughout the LEARN campaign, ABC CANADA has been gathering information from selected literacy providers about the effect of the ads.<sup>4</sup> This study, however, is the first systematic national attempt to measure the impact of the LEARN campaign. During the data collection period of this study, the volume of LEARN ads was about 20% compared with their volume at the height of various launch periods.

## Section Three

# Research Design and Methodology

In November 1995, representatives from provincial and territorial literacy groups met in Toronto to discuss the research design for a national study on the impact of the LEARN campaign. Nine provinces and one territory were represented at this meeting. Representatives from the missing province and territory were consulted by phone. Many individuals at the meeting were front line phone referral or literacy workers, and were therefore able to provide critically useful ideas into the design of the research.

## Method of data collection

This consultation process resulted in two questionnaires (see Appendices 3 and 4). The Caller Survey was designed for administration by provincial literacy groups, and the Learner Survey for administration by territorial literacy groups.

The provincial Caller Survey contains open-ended and closed-ended questions, asking for three types of information:

- ◆ how people found out about the literacy groups (if applicable, callers were asked to comment on the LEARN ads)

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<sup>4</sup> See ABC CANADA's "The LEARN Campaign - A Case Study," unpublished paper, 1995.

- ◆ basic demographics such as the caller's age, level of formal education, occupation and place of residence
- ◆ reasons for calling, and barriers to calling in the past.

Some questions were optional, to be asked only if time permitted. The provincial Caller Survey was administered by literacy groups to people calling for services or information.<sup>5</sup> Some surveys were filled out with the "caller" physically present.

The territorial Learner Survey was designed to take a "snapshot" of learners who were already studying in classrooms or with tutors.<sup>6</sup> Though much of the content of this survey is the same as the provincial one, the method of collection was different. Respondents in the territories were asked to fill out the surveys themselves with the help of a teacher or tutor. Two central contact organizations coordinated data collection among several remote communities, ensuring representation from both Dene and Inuit people.

The provincial surveys were administered over a 12-week period from January 22 to April 12, 1996. A lengthy data collection period was chosen because of the unpredictable nature of public service announcements; there was little way to tell when, where, and if the LEARN ads would run. It was thought that a three-month period would allow for a sufficiently accurate picture.

In addition to administering the surveys, each provincial organization filled out an Organizational Profile, and each territorial organization, an Educator Survey (see Appendices 5 and 6). Along with basic organizational information, these surveys asked the participating literacy providers to evaluate the LEARN campaign and to address the issue of supply and demand in relation to literacy services.

## The sample

The Caller Survey was sent to a sample representing approximately 20% of the provincial literacy groups listed in the Yellow Pages™ under LEARN.

Several factors confounded the possibility of choosing a simple representative sample in the usual statistical sense: there were no base-line figures on the number of calls that various groups receive, and the LEARN pages are very different from each other. For

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<sup>5</sup> The survey was to be filled out for all except business calls.

<sup>6</sup> This method was chosen in consultation with representatives from the territories.

example, in B.C., there is only one LEARN page, which lists the same 1-800 number for the whole province. In contrast, an Alberta LEARN page might list up to 28 numbers.

A decision was made to select at least one group from each LEARN page across the country. By definition, this ensured representation of the provinces, the territories, and urban and rural Canada. The sample includes all numbers from the Maritimes, B.C., and English-speaking Quebec.<sup>7</sup> After that, the sample includes all 1-800 numbers, all centralized numbers,<sup>8</sup> and all numbers that appear as the only number on a page.

If a page had neither a 1-800 nor a centralized number, but had many groups listed, one group was selected from among those on the list.<sup>9</sup> To ensure the representation of different types of groups from each province, two numbers were chosen from some pages. The sample includes community-based providers, phone referral lines, government agencies, and networks.

Shortly after the surveys were mailed, each organization was phoned. In the end, 90% of the organizations participated (see Appendix 7 for a list of participating organizations). The most common reason for not being able to participate was lack of staff or time.<sup>10</sup> Table 2 lists the original sample of groups chosen and the number who were ultimately able to participate.

The majority of organizations were able to participate for the full reporting period. However, some groups were closed for a short time during the reporting period or were only able to participate for three to four weeks due to too much work or staff turnover. Two of the provincial groups participated through collecting anecdotal information from learners already in classrooms.

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<sup>7</sup> No exclusively French numbers were chosen because the French LEARN ads were not running in Quebec when this research project started.

<sup>8</sup> A number was considered centralized if it appeared on more than one LEARN page.

<sup>9</sup> The first group on the page was chosen except in the case of some Alberta pages, where the middle group on the page was chosen. The first groups on many Alberta pages were all branches of the same organization.

<sup>10</sup> One of the groups originally approached to participate in this study had to decline because of recent funding cutbacks. Cuts to paid staff meant that literacy learners were helping answer the phone; it was felt that the learners would not have the literacy skills to administer the survey.

Table 2 Sample chosen and sample attained

Province or territory	Number of agencies chosen	Number of agencies that participated	Organizational response rate
New Brunswick	10	8	80%
Nova Scotia*	6	4	67%
Prince Edward Island	2	2	100%
Newfoundland**	1	1	100%
Quebec***	9	9	100%
Ontario	30	29	97%
Manitoba	10	9	90%
Saskatchewan	10	8	80%
Alberta	15	12	80%
British Columbia**	1	1	100%
Yukon Territory	5	5	100%
Northwest Territories	5	5	100%
<b>Total</b>	<b>105</b>	<b>94</b>	<b>90%</b>

- \* The six Nova Scotia groups represent branches of the same government organization.
- \*\* Newfoundland and British Columbia have only one provincial phone number each.
- \*\*\* These nine groups represent all the English literacy groups listed in the LEARN pages in Quebec.

Table 3 illustrates the number of surveys received from each region of Canada. In total, 3,557 surveys were returned. There is no way to calculate an actual caller response rate because base-line figures on calls usually received were simply unavailable. In the absence of base-line figures, participating provincial organizations were asked to estimate what percentage of eligible calls they were able to document. Of the 66 out of 84 provincial organizations that replied to the request for an estimate, 39 had documented 90% to 100% of calls, 10 had documented 80% to 89% of calls, 9 had documented 70% to 79%, and 4 had documented 60% to 69%.<sup>11</sup>

<sup>11</sup> Rate of refusal was not tracked in the territories.

Table 3 Number of surveys returned by region

Region	Number of surveys returned
Maritimes	207
Quebec	150
Ontario	1674
Prairies	1173
British Columbia	280
Yukon & Northwest Territories	73
<b>Total</b>	<b>3557</b>

## Section Four

# Who Calls Literacy Groups?

In trying to answer this question, it quickly became apparent that a wide range of people call:

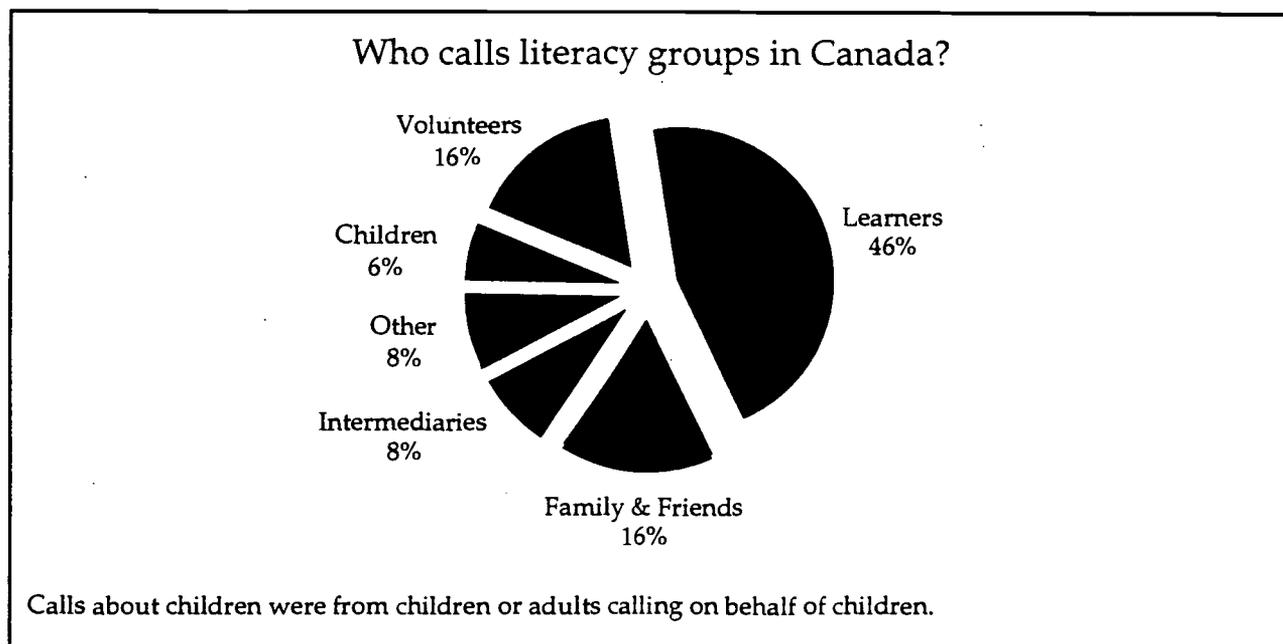
- ◆ small children seeking help with school work, and people over 70 who have overcome many barriers to pick up the phone
- ◆ people representing 39 different languages and a multitude of occupations
- ◆ spouses of reluctant partners and children calling for their parents
- ◆ determined job seekers and even a few employers
- ◆ high school students wanting information for assignments, and newspaper reporters wanting in-depth information on literacy for feature articles.

However, there are some very definite patterns to the types of calls.

## Types of calls

As seen in Figure 1, a vast majority of calls (almost 70%) from across Canada related to potential adult learners. Learners who called for themselves formed the single largest category, representing 45% of all calls nationally. Family and friends who called on behalf of potential learners accounted for a further 16% of calls. Professional intermediaries such as employment counsellors and social workers who called on behalf of learners made up 8% of the calls.

Figure 1



NOTE: Charts in this report may not add to 100% due to rounding off.

Six percent of calls pertained to children, either adults calling for children, or children calling for themselves. Unless explicitly stated, none of the statistical information in this report includes calls regarding people 15 years of age or younger.

Sixteen percent of calls to literacy groups came from people wanting to volunteer their time. Other types of calls (8%) were from the media and general public.

These general patterns hold among the regions, with some variations (Table 4). For example, compared with the national average of 16%, volunteers were more likely to call in B.C. (25%) and Quebec (23%).

Table 4 Type of caller by region

Caller	Maritimes	Quebec	Ontario	Prairies	B.C.
Learner	42%	53%	53%	36%	39%
Family & friends	17%	9%	15%	19%	10%
Intermediary	2%	3%	8%	11%	6%
Volunteer	17%	23%	13%	19%	25%
Children	4%	7%	4%	9%	6%
Other	17%	4%	7%	7%	14%

Ontario and Quebec received the highest percentage of calls from learners (53%) and the Prairies received the lowest percentage of calls from learners (36%). The Maritimes were more likely than average to get calls from the general public (17%).

## Age and sex

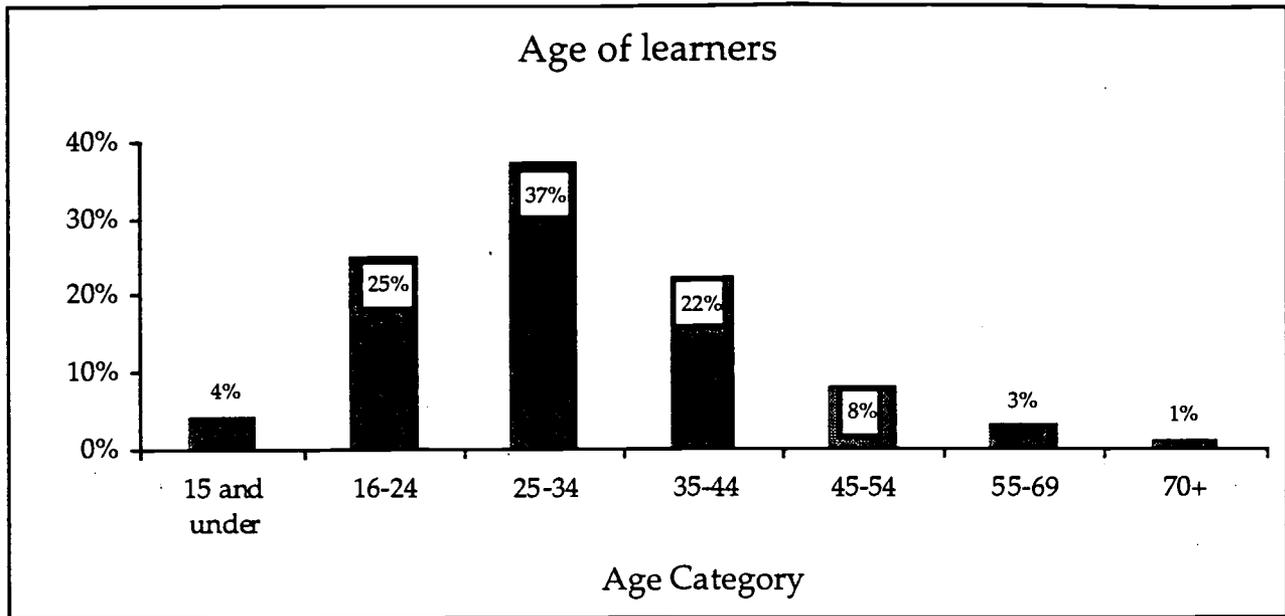
Though literacy groups received calls from children younger than eight and adults older than 70, 88% of callers were between 16 and 44 years of age (Figure 2).<sup>12</sup> This is dramatically higher than the distribution of 16- to 44-year-olds in the general population (45%).<sup>13</sup> The age group represented most often is 25 to 34 (38%).

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<sup>12</sup> All demographic information in this report was collected from learners themselves, or from family members or friends who provided the information on behalf of learners.

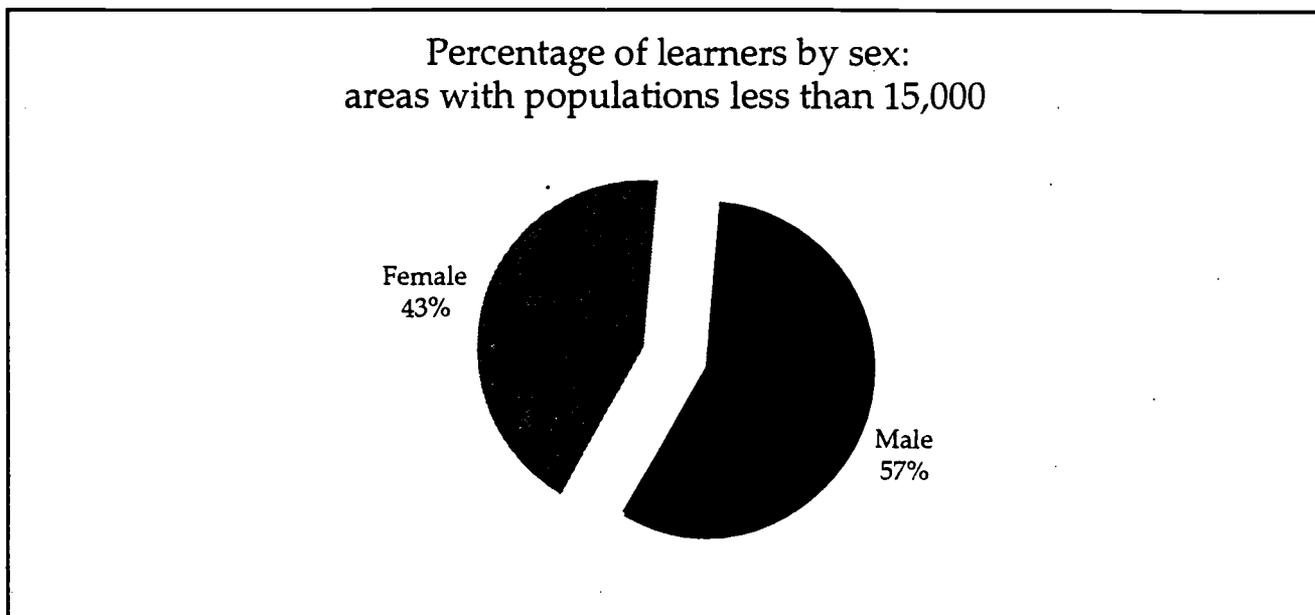
<sup>13</sup> Statistics Canada, *Demographic Statistics* (July 1995), Catalogue 91-213.

Figure 2



Overall, men and women called literacy groups in approximately equal numbers. However, population size had a dramatic effect on the distribution of calls from men and women. Calls from those who live in communities of less than 15,000 people were far more likely to be from men (57%) than from women (43%) (Figure 3). In communities of more than 15,000 people, women (52%) are more likely to call than men (49%).

Figure 3



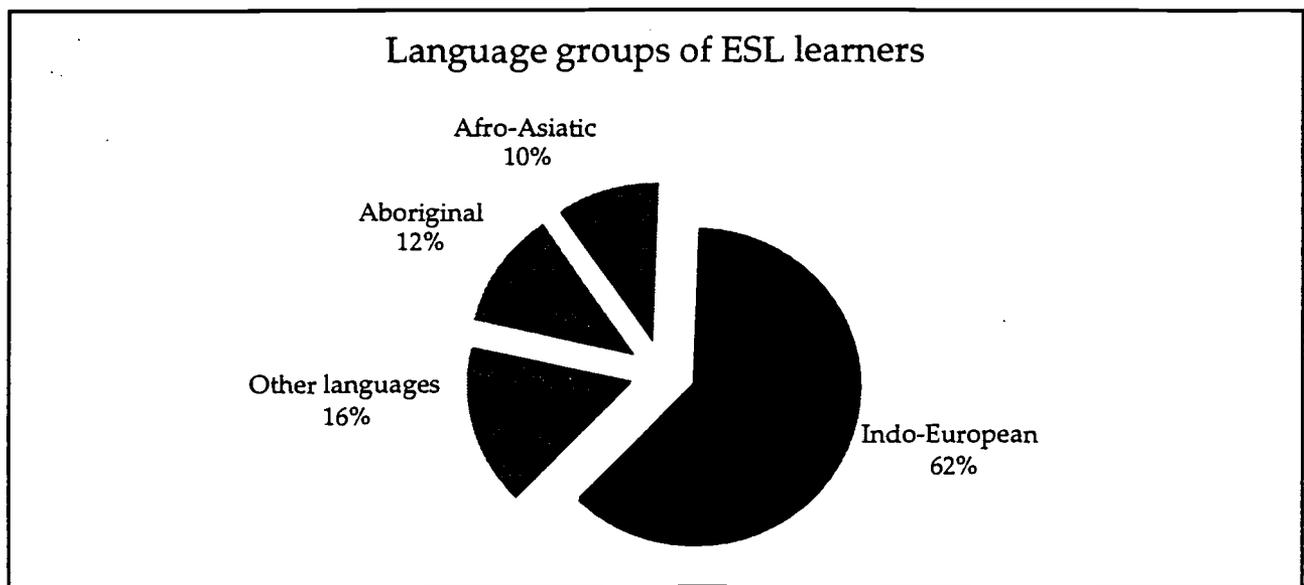
## Language

People who speak English as their first language made up 77% of callers.<sup>14</sup> This percentage is roughly equivalent to the proportion of those whose first language is English in the general population of English-speaking Canada.

Because French ads were not running at the beginning of this research project, no exclusively Francophone literacy groups from Quebec were included in this study. This accounts for the relatively low number of Francophone callers (3.2%).

People speaking 39 languages other than English accounted for 23% of all calls. Sixty-two percent of the ESL callers (Figure 4) spoke Indo-European languages such as French, Spanish, Portuguese, Italian, Polish, German or an Indo-Iranian language such as Punjabi, Urdu, or Tamil. A further 16% spoke a range of other languages including Chinese, Vietnamese, Japanese, and Tagalog. An aboriginal language was the first language for 12% of the ESL callers. Afro-Asiatic languages such as Arabic and Somali accounted for 10% of the ESL speakers.

Figure 4



<sup>14</sup> People for whom English is a first language are probably over-represented in this study. Language barriers sometimes prevented the literacy groups from attempting the demographic questions on the survey.

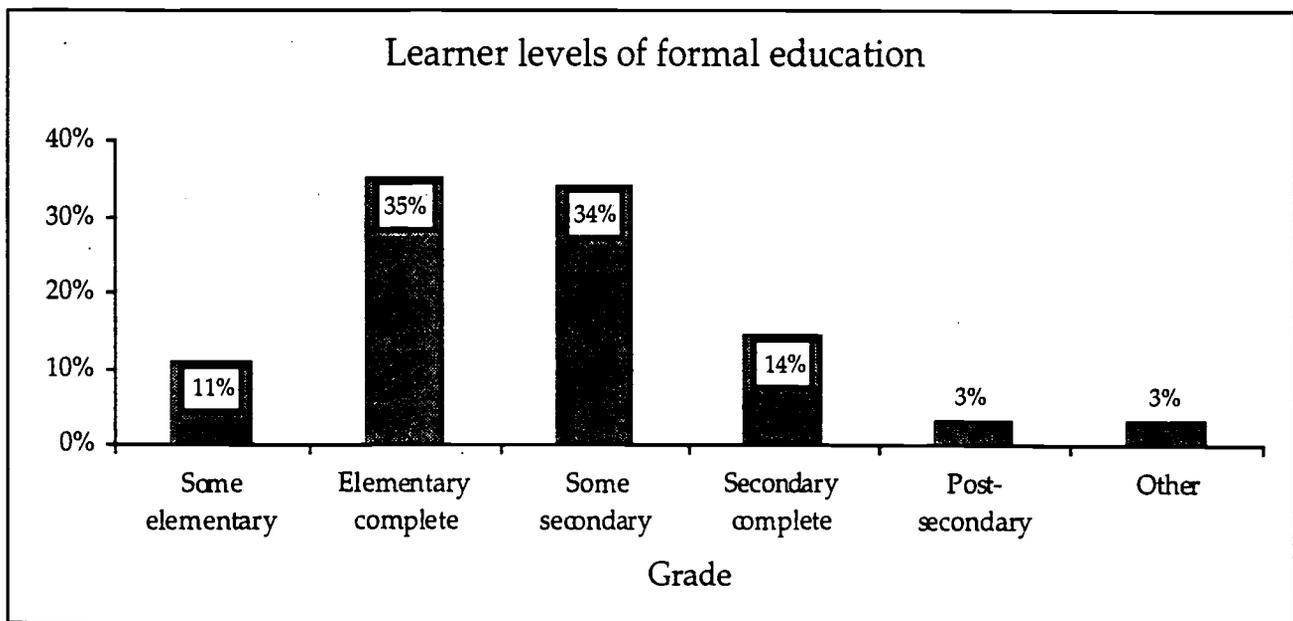
While people who speak an aboriginal first language account for 0.6% of the general population,<sup>15</sup> 2.8% of the provincial callers spoke an aboriginal first language.<sup>16</sup> Since there are high literacy needs among the native population,<sup>17</sup> it is encouraging that aboriginal learners are calling literacy groups at such a high rate.

## Level of formal education

Although there is not a simple one-to-one relationship, secondary school completion plays a central role in the development of literacy skills.

Figure 5 provides a breakdown of learners' levels of formal education. Forty-six percent of callers had elementary school completion or less (grades 0-9) and 34% had some high school (grades 10-12). In total, then, 80% of those surveyed had not completed secondary school. Among the general Canadian population, 38% have not finished secondary school.

Figure 5



<sup>15</sup> Statistics Canada, *Home Language and Mother Tongue* (1991), Catalogue 93-317.

<sup>16</sup> Most aboriginal callers were from small cities or towns of less than 9,999. They accounted for 13% of all calls in communities of less than 1,000 people, 7% of calls in communities between 1,000 and 4,999, and 9% of calls in communities between 5,000 and 9,999.

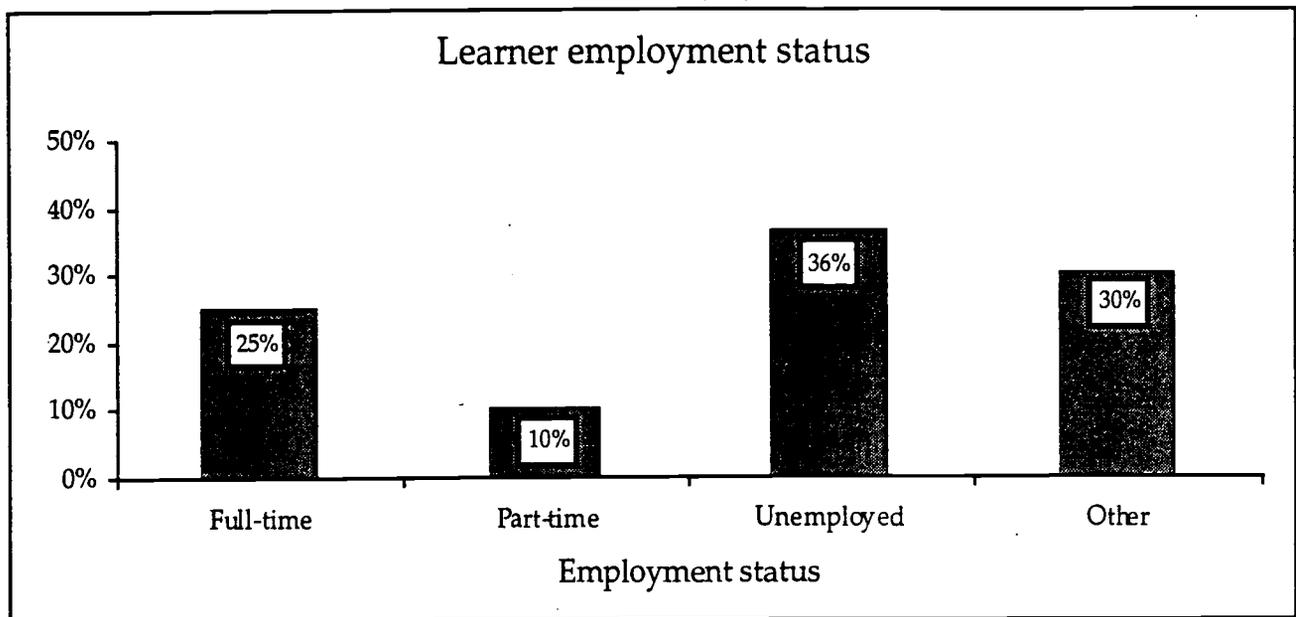
<sup>17</sup> Statistics Canada, *Language, Traditions, Health, Lifestyle, and Social Issues: 1991 Aboriginal Peoples' Survey*. Catalogue 305.89707517.

## Employment status and occupation

There is a very complex relationship between literacy levels and occupation. For example, over time, people who work in jobs that require few literacy skills can actually lose the skills they once had. Likewise, people who are in jobs that require higher levels of literacy skills can further develop their skills over time.<sup>18</sup>

The employment situations of those surveyed reveal a picture of struggle. Twenty-five percent of those surveyed had full-time work and 10% had part-time work (Figure 6). Among the general population, these figures are 74% and 17% respectively.<sup>19</sup>

Figure 6



A dramatically high proportion – 36% – of callers were unemployed.

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<sup>18</sup> For an analysis of this complexity, see *Adult Literacy in Canada: Results of a National Study* (1991) and *Literacy, Economy and Society: Results of the First International Adult Literacy Survey* (1995), both by Statistics Canada.

<sup>19</sup> Statistics Canada, *The Labour Force* (March 1996), Catalogue 71-001.

Table 5 shows the industries that both employed and unemployed learners worked in. Two industries accounted for more than 50% of the employment among those surveyed: sales and service (30%); and trades, transport, and equipment operation (23.6%). Nineteen percent of the general work force work in these two industries.

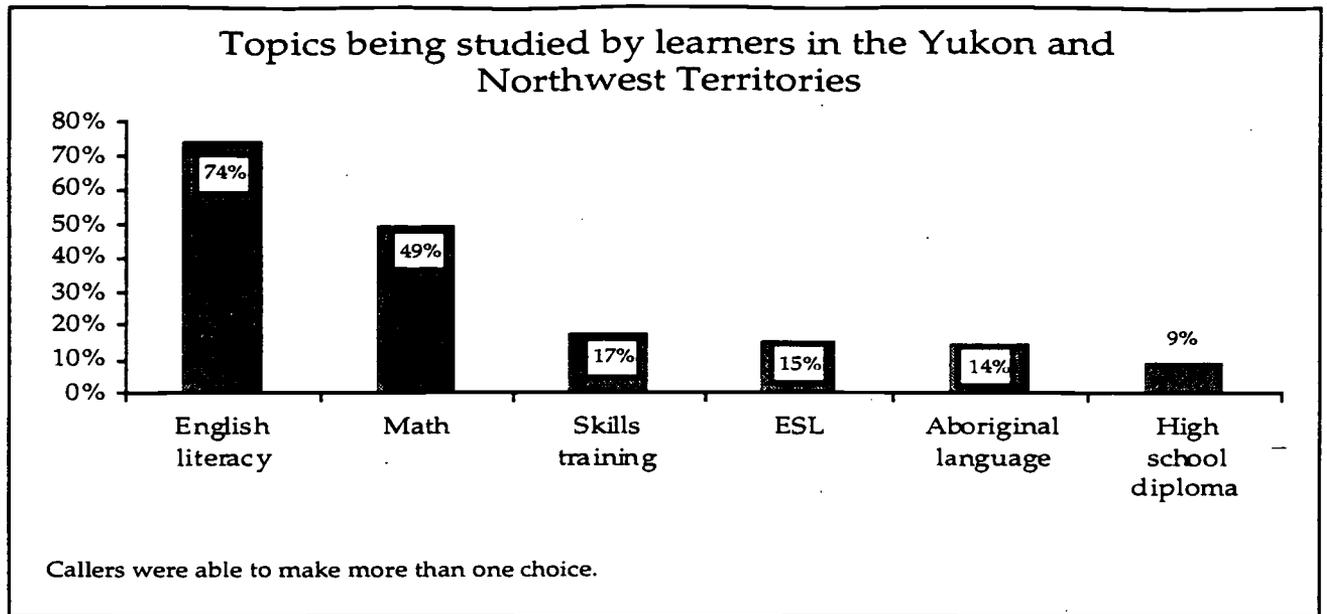
**Table 5**                      **Learner occupation by industry**

<b>Industry</b>	<b>Percent</b>
Sales and service	30.0%
Trades, transport, and equipment operation	23.6%
Processing, manufacturing and utilities	8.7%
Business, finance, and administration	7.4%
Primary industry	5.5%
Health occupations	2.7%
Management	2.0%
Social science, education, government, and religion	1.5%
Natural and applied sciences	1.0%
Art, culture, recreation, and sport	0.5%
Student	12.1%
Other	5.0%

## **Territorial learners**

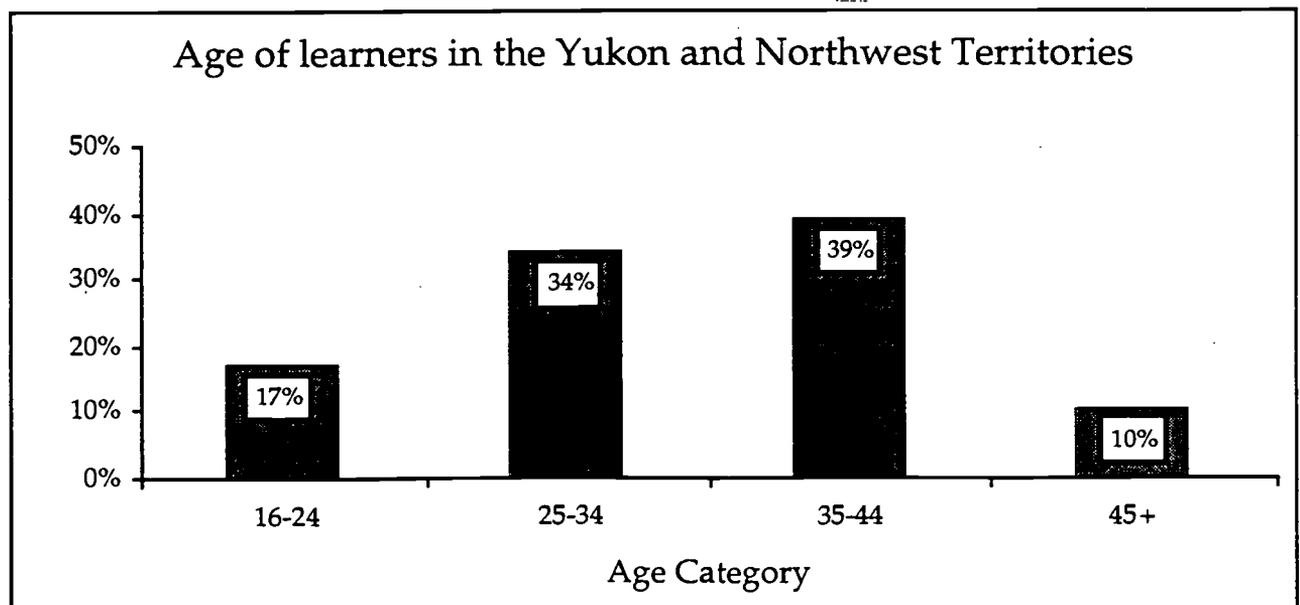
All the territorial respondents were already studying, either in classrooms or with tutors. Figure 7 illustrates the topics learners were studying in the territories. A majority of respondents identified English literacy and math upgrading as their central areas of study. A further 17% were studying some form of skills training such as driver training or life skills. Fifteen percent of the learners were studying ESL, and 14% were studying an aboriginal language. A final 14% were studying toward a high school diploma.

Figure 7



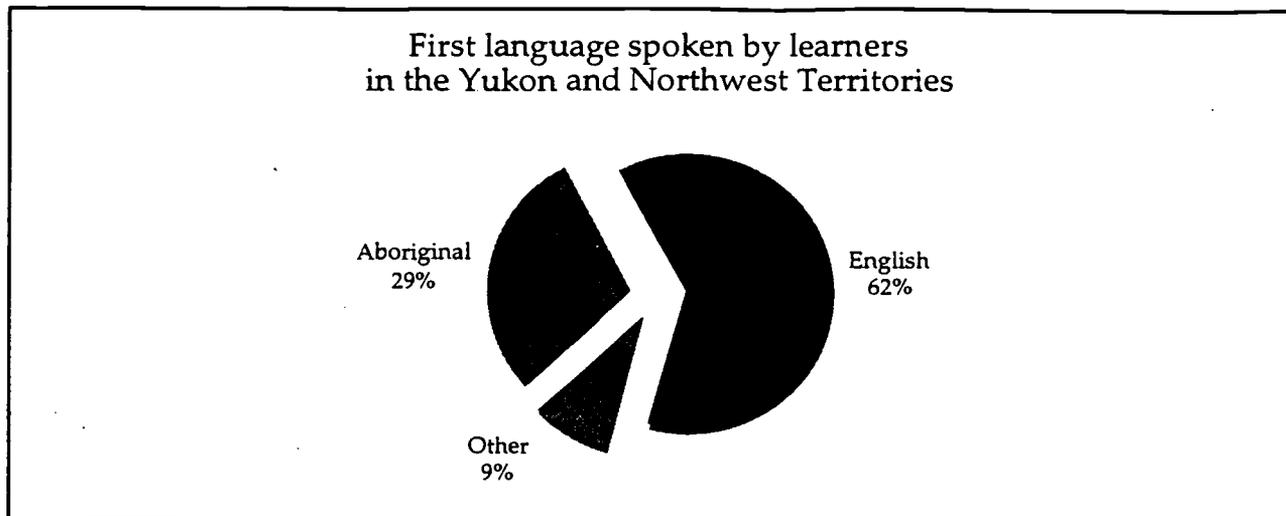
Like the provincial callers, 90% of territorial learners were between 16 and 44. There were approximately equal numbers of men and women (Figure 8).

Figure 8



Sixty-two percent of the territorial learners identified English as their first language, 29% identified an aboriginal language, and 9% identified other languages (Figure 9).

Figure 9



## Section Five

# Why Do People Call Literacy Groups?

People call literacy groups for all sorts of reasons. In this study, callers' needs ranged from:

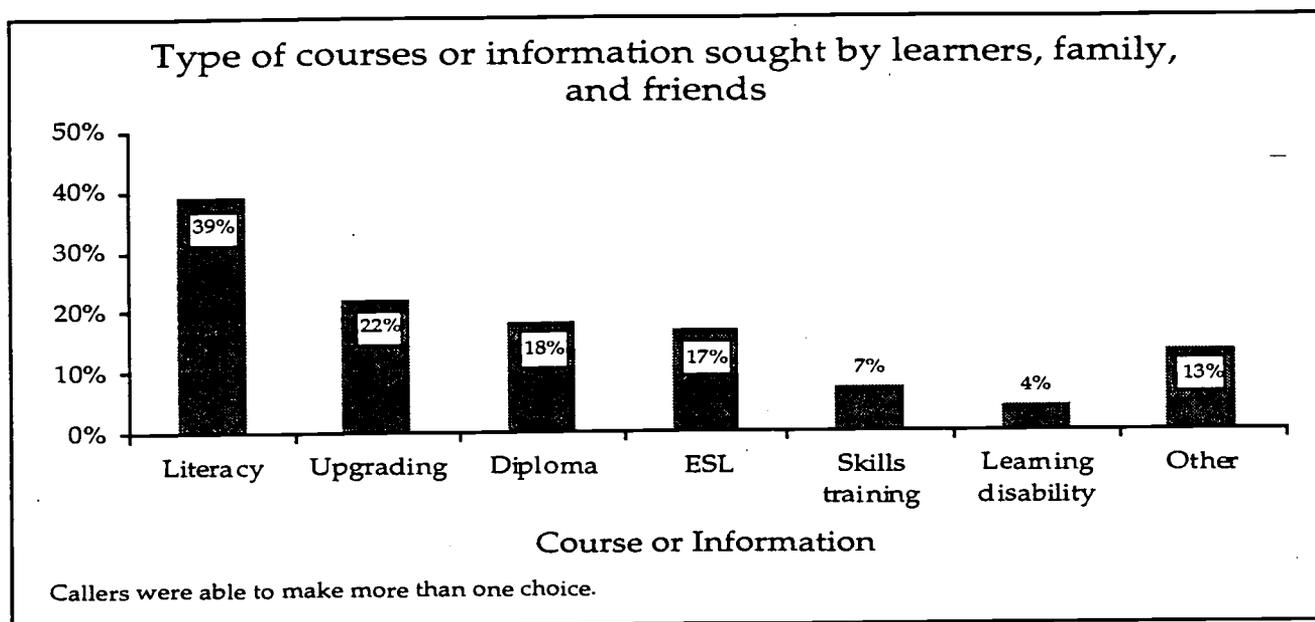
- ◆ basic literacy and numeracy to university-level writing and advanced calculus
- ◆ conventional education to specialized-needs education
- ◆ courses in prenatal nutrition and parenting skills to keyboarding and auto-mechanics
- ◆ career counselling to workplace literacy
- ◆ resources for setting up literacy programs in women's shelters, native reserves, seniors' groups, and prisons.

Again, however, there are definite broad trends in the types of calls that literacy groups receive.

## Types of courses sought

Figure 10 illustrates the type of class that learners were seeking. Callers seeking literacy level classes (considered anything up to Grade 9 level) accounted for 39% of calls and those seeking upgrading (between Grade 9 and Grade 13 levels but not credited), 22%. Men (55%) were somewhat more likely to call for literacy level classes than women (47%).

Figure 10



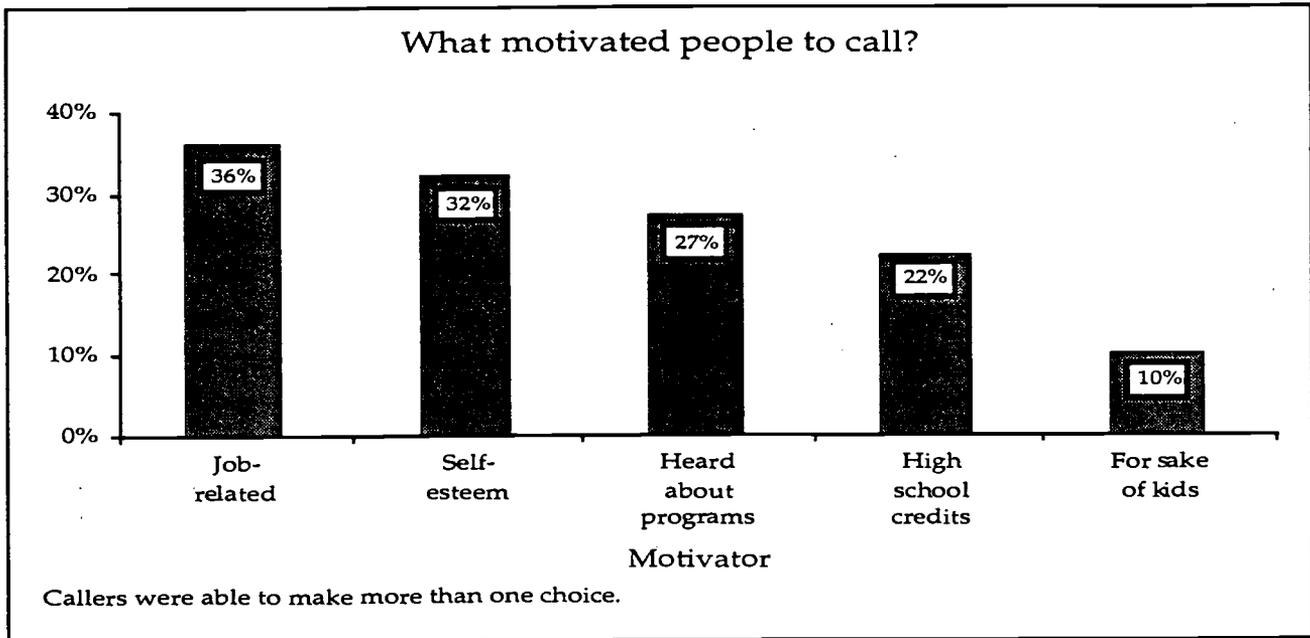
Those seeking high school credits (credited courses up to Grade 13 level) or a diploma accounted for 18% of the calls. The highest percentage of callers seeking high school credits lived in communities with populations between 10,000 and 14,999 (50%).

Seventeen percent of callers were seeking classes in ESL. Most ESL calls were from Ontario (50%) or the Prairies (38%). Of those who called for ESL, a significantly higher proportion were women (63%). This may be part of the aftermath of government language policies that, until recently, essentially denied sponsored language classes to married female newcomers.

## Motivations for calling

In addition to being asked what type of courses they were interested in, callers were asked, "What made you decide to call at this time?" Figure 11 reports the results of this question to which people could give as many answers as applied.

Figure 11



Job-related reasons – being out of work or feeling pressure at work – motivated callers 36% of the time. Men were more likely than women to cite job-related reasons. Many callers elaborated on work-related problems:

"An apprenticeship came up at the mill. First, you need grade 12 including algebra. I can read but it's weak. My spelling isn't worth crap." *Mill worker, Nanaimo, B.C.*

"I've missed out on a lot of promotions because of it." *Calgary.*

"The people she works for [as a nanny] don't pay her well. She wants to read and write better so she can find people who will pay her better." *Family member or friend, Alta.*

"He was fired from a delivery job because he couldn't read the addresses."  
*Family member or friend, Grand Prairie, Alta.*

"[My three brothers] have always done farm work but they're finding even the farm equipment is complicated because of computerization. Even the physical labour jobs of farm work are disappearing. Maybe they get a job building a fence, and then what? That fence is going to last for 10 or 15 years, so they need to read better so they can get good work that will last them a lot longer." *Sister, Saddle Lake, Alta.*

"She worked in a sewing factory...when it closed, she lost her job. She can't find another job because of her English. She can't get [sponsored] language classes because she's now a Canadian citizen."<sup>20</sup> *Family member or friend, Ottawa.*

Self-esteem and confidence were factors in people's decisions to call 32% of the time. Women were more likely than men to identify this motivator:

"The little ones at the daycare can spell better than me." *Calgary.*

"I feel so left out." *Toronto.*

"It's nerve-racked me for the last 10 years." *Toronto.*

"I don't want to be so dependent on my wife for everything." *Learner taken out of school in grade two to work in the fields, Huntingdon, Que.*

"It gets to the point where it just affects everything." *Logger, Black Creek, B.C.*

Finding out that programs even existed was chosen as a motivator 27% of the time. This theme is elaborated on extensively in Section 7.

Wanting to get high school credits or a diploma was identified 22% of the time:

"I wrote the GED test three times and failed. I need one-to-one help." *Mill worker, Campbell River, B.C.*

"I want to finish...I never finished because I had to stay home and mind the kids while my mom worked. I don't know where to start." *Calgary.*

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<sup>20</sup> In Ontario, sponsored ESL instruction is only available to newcomers.

A number of callers wanted to get into post-secondary institutions:

"I want to go to college." *Cashier, Oshawa, Ont.*

"I want to raise my marks to get into university." *Parkhill, Ont.*

Ten percent of callers wanted to improve their literacy skills for the sake of their children. Forty percent of those who mentioned this reason were men:

"He joined a club with his daughter and he's finding there are lots of things he can't do there." *Family member or friend, William's Lake, B.C.*

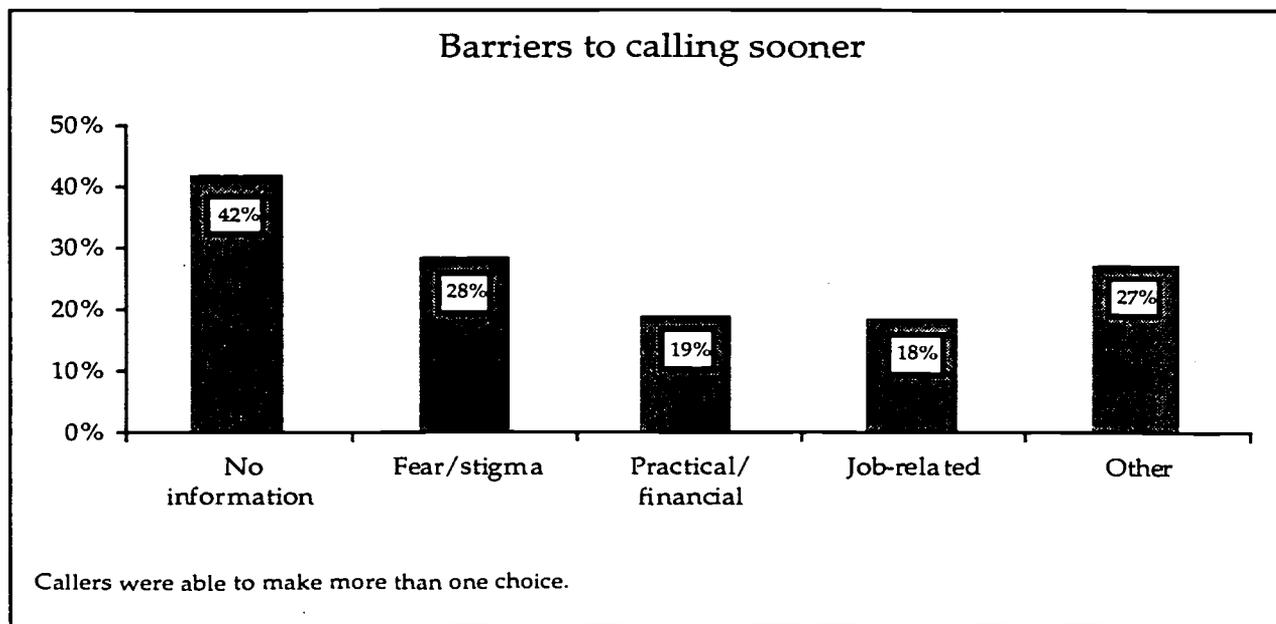
"I don't want my kids to be ashamed of their mom because I can't read."  
*Homecare worker, B.C.*

"I want to help them with their homework." *Wildwood, Alta.*

## Barriers to calling sooner

All people who call literacy groups have their own unique stories of the paths they travelled before eventually making a call. When asked "What were the main reasons that you didn't call before now?", the most common reason callers gave was that they had not known that programs existed or how to find them. A startling forty-two percent identified a lack of information about programs as the main barrier to calling (Figure 12).

Figure 12



Twenty-eight percent of callers cited fear, sense of stigma, and negative school experiences as the barriers that stopped them from calling sooner.

"I was afraid of failing again." *Halifax.*

"Pure embarrassment. It makes you feel beneath people." *Daycare worker and waitress, Princeton, B.C.*

"I wasn't able to do the work in regular high school classes." *Factory worker, Whitby, Ont.*

"I feel like I can't learn." *Calgary, Alta.*

"He thinks he's too old to learn." *Family member of friend, Edmonton, Alta.*

"Once he went to the library and asked for books about learning to read. The man behind the counter said, "Do you mean for *children?*" in a rude tone. He never went back after that." *Family member or friend, B.C.*

Practical barriers – money, transportation, child-care – were identified by 19% of callers:

"I thought I'd have to pay."<sup>21</sup> *Calgary.*

"My kids were still small." *Toronto.*

Eighteen percent of callers said job-related factors, such as hours of work, had held them back from calling:

"It was hard to call during the day from work...Can't you answer the phone on Saturday?" *Homecare aide, Vancouver.*

"I phoned everywhere...I kept getting answering machines, so I kept hanging up. I can't get called back at work. Then I called you and got a real live voice." *B.C.*

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<sup>21</sup> Many callers ask whether classes cost money. It reasonably follows that many people simply don't call because they assume that classes cost money.

## Section Six

# How Do People Come to Call?

This section focuses on how callers found out about the literacy groups they called. After reporting general patterns, the section assesses the impact of the LEARN campaign on four levels: national; provincial and territorial; urban and rural; and demographic. The impact of each of the five different types of LEARN media is considered throughout the section.

### The impact of the LEARN campaign

The LEARN campaign was the most common way that people found out about literacy organizations in Canada: 44% of all callers identified at least one LEARN source as having helped point them in the direction of the groups (Figure 13). The next most common way that people heard was through an agency or another organization (30%), followed by family and friends (11%), and local ads (10%). "Other media" (9%) includes miscellaneous publications like school calendars, pamphlets, and newsletters. "Other source" (9%) includes resources like the white pages of the phone book and directory assistance. These percentages total to more than 100 because some callers identified more than one way of having heard about the groups they were calling.

Figure 13

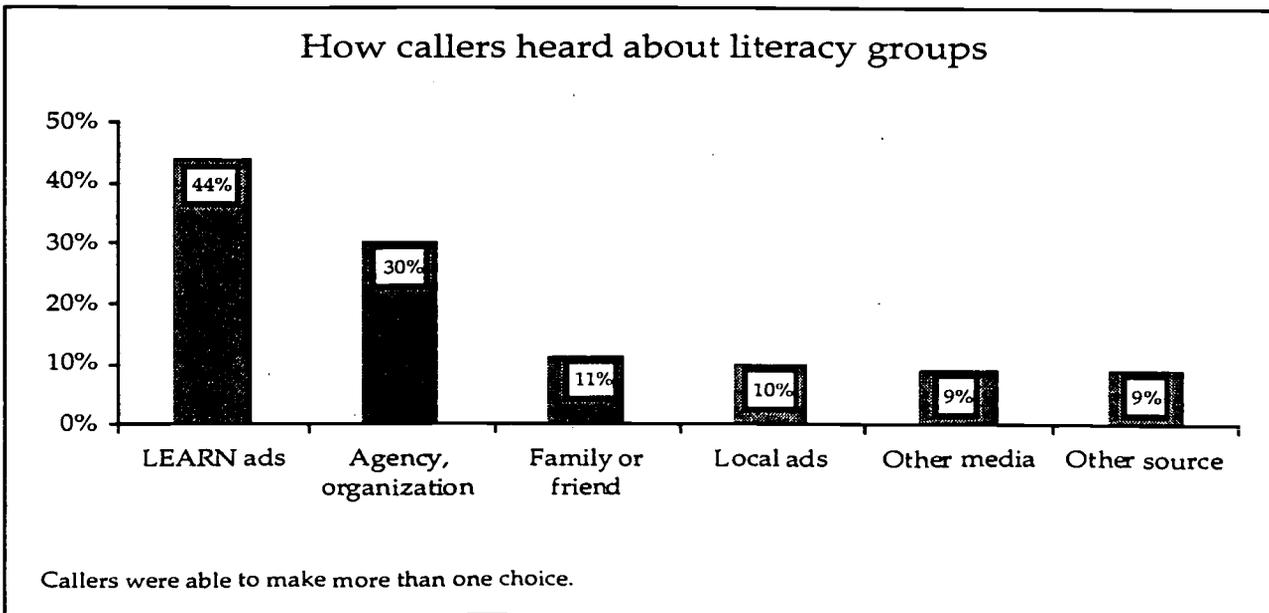
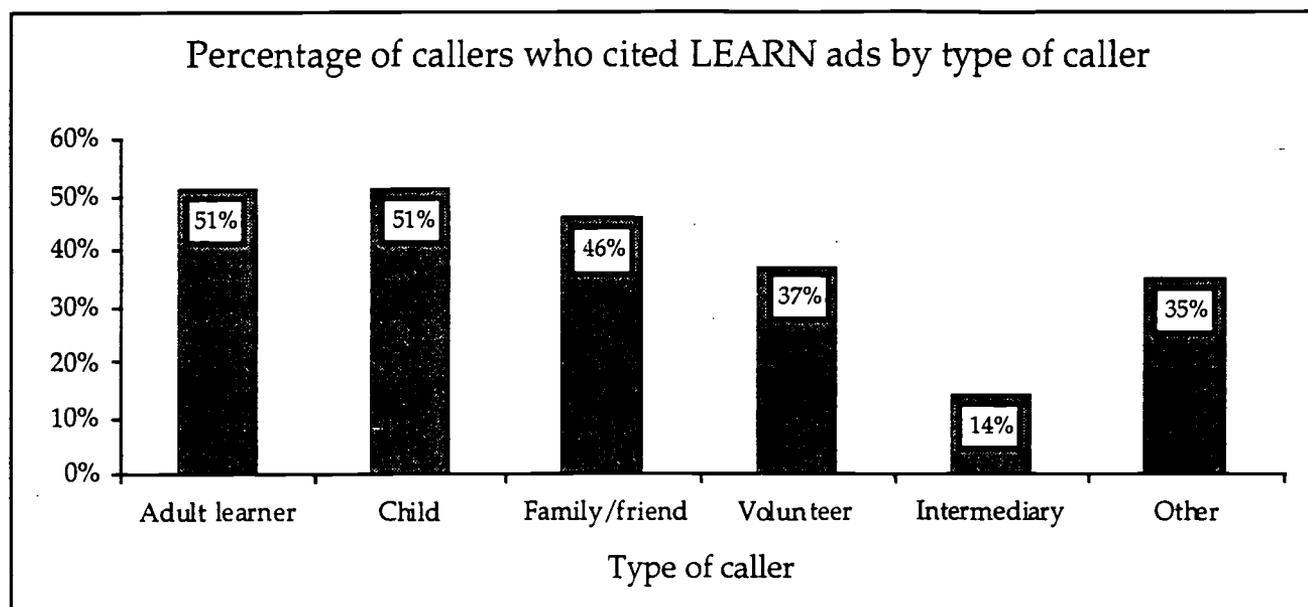


Figure 14 shows what percentage of calls were LEARN-related for different categories of callers. The LEARN campaign was how literacy organizations came to the attention of 51% of all adult learners who called. This percentage, while high, is likely on the conservative side; it does not reflect whether a LEARN source informed the family or friends, who then encouraged the learners to call. Children or people calling on their behalf also mentioned a LEARN source 51% of the time.

Figure 14



Of the family and friends who called on behalf of learners, 46% identified at least one LEARN source as having helped direct them to literacy groups. Potential volunteers identified a LEARN source 37% of the time.

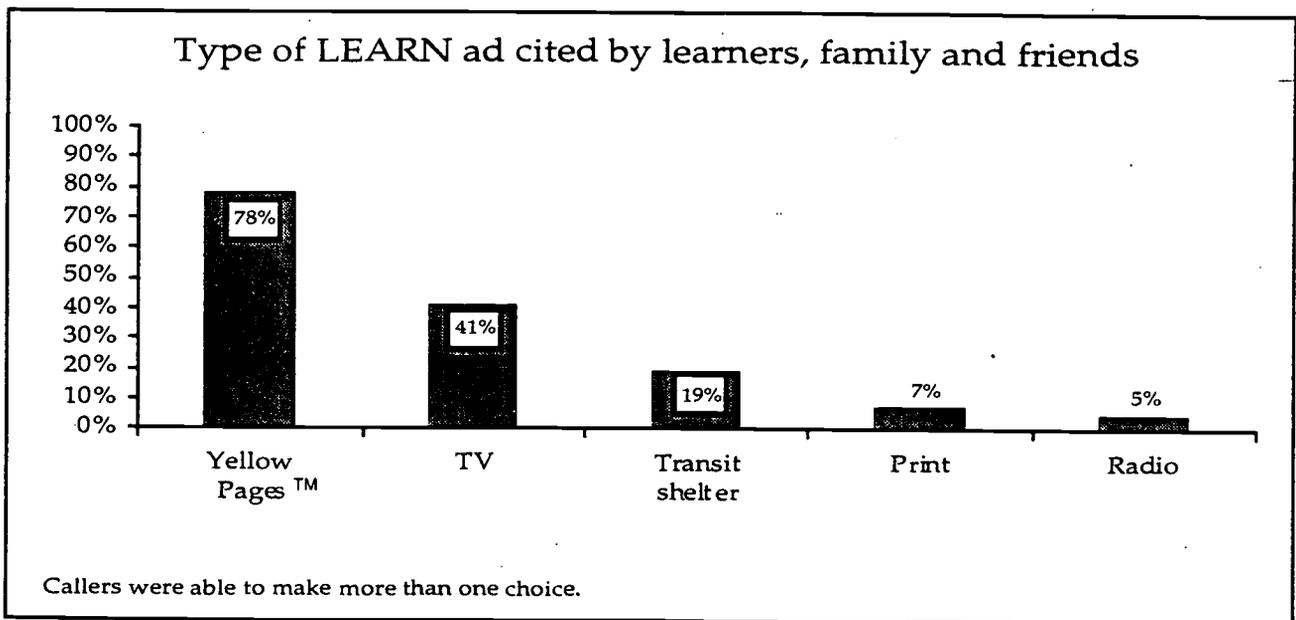
The LEARN campaign is clearly helping to facilitate the ongoing development of the literacy referral infrastructure among various social institutions. Fourteen percent of calls from intermediaries like social workers, teachers, ministers, and counsellors were LEARN-related. A further 35% of other calls were LEARN-related. These calls included teachers seeking resources, people wanting to establish new classes in their communities, and researchers and writers asking for information.

## National impact by type of media

The LEARN ads run through five media sources: the Yellow Pages™, TV, radio, print media, and transit shelters. The Yellow Pages™ provides the critical bridge for people who have seen LEARN ads to actually find the literacy groups.

Figure 15, which shows the types of LEARN media to which learners and their family and friends responded, illustrates the pivotal bridging role played by the Yellow Pages™ ads. Of calls that were LEARN-related, the Yellow Pages™ was cited 78% of the time.

Figure 15



After the Yellow Pages™, the TV ads were the next most common LEARN source identified by learners and their families and friends (41%). Examined separately, more learners (43%) cited TV ads than family and friends (34%).

The transit shelter ads have had a profound impact in a very short space of time. The ads began appearing in selected cities just before the data collection period of this study, and by the end of the three months, accounted for 19% of all LEARN-related learner/family calls nationally. The ads accounted for 23% of calls in those cities which had transit shelter ads.

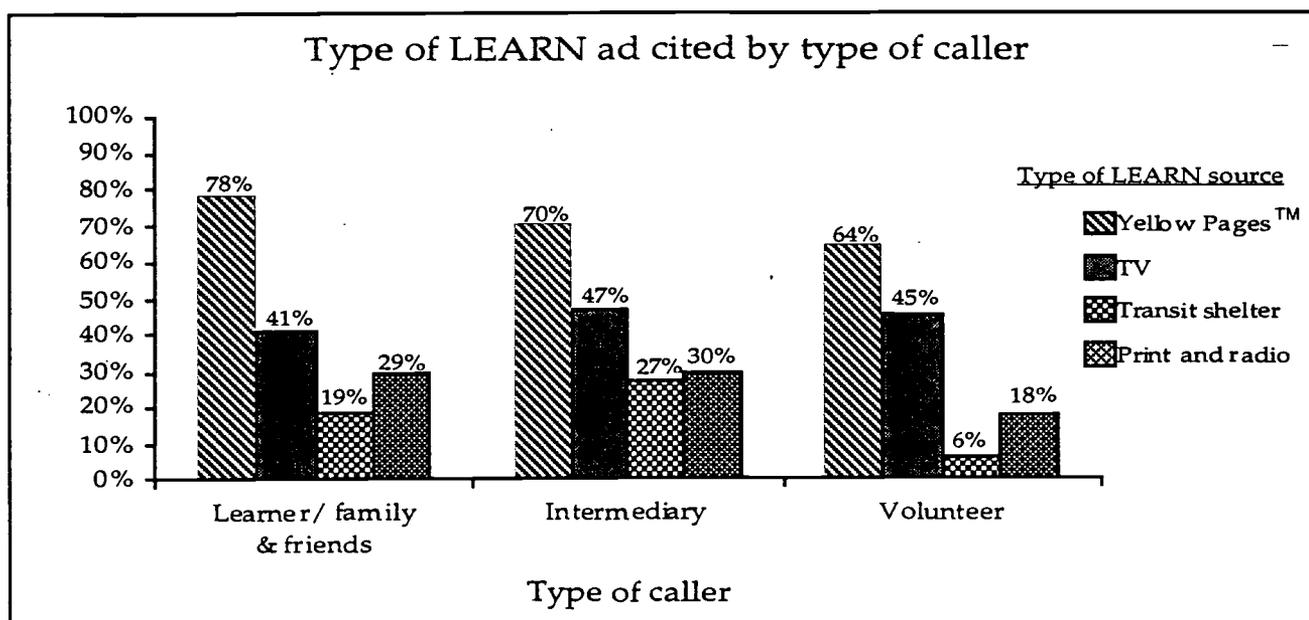
Print media were identified by learners and their family and friends 7% of the time. While this seems low, it should be remembered that not many print ads were running during the data collection period. When the ads did run, they had an impact. For example, in

Toronto, calls related to print ads tripled during the week that a LEARN ad ran in the *Financial Post*.

LEARN ads from the radio were cited 4% of the time. Learners were just as likely as their family and friends to cite transit shelter, print, and radio ads.

Figure 16 reports which media were cited among the LEARN-related calls from professional intermediaries, and volunteers. Some of the information about learners and their families and friends, already reported above, is repeated in Figure 16 for comparative purposes.

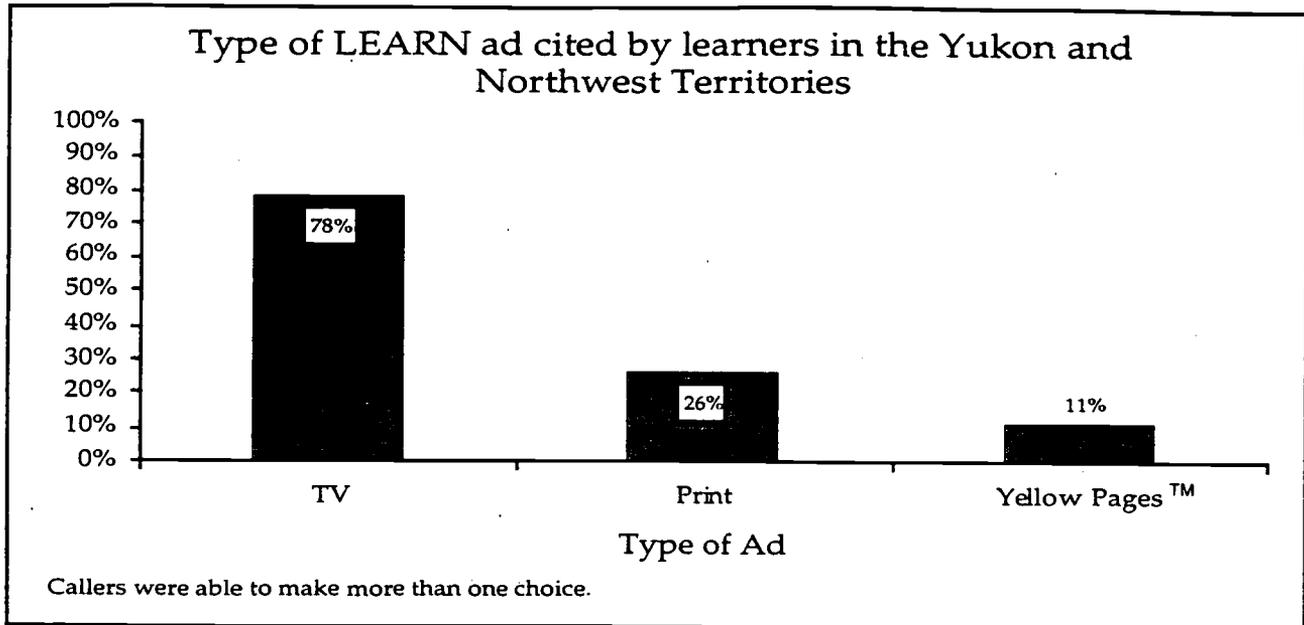
Figure 16



In the Yukon and the Northwest Territories, 38% of the learners have seen at least one LEARN ad. Figure 17 illustrates the type of LEARN sources identified by territorial respondents.<sup>22</sup> Unlike in the provinces, the Yellow Pages™ appears to play a relatively minor role in the territories: 11% of those who had seen a LEARN ad identified the Yellow Pages™. TV ads, on the other hand, were identified 78% of the time. Another difference between the provinces and the territories is that print ads played a far more dramatic role in the territories (26%).

<sup>22</sup> In section 7, the comments of territorial learners indicate that the LEARN ads inspired many to enrol in classes or with tutors.

Figure 17



## Regional, provincial, and territorial impact

The LEARN campaign is having a strong influence on calls to literacy groups in every region of Canada, ranging from 34% of calls on the Prairies to 59% in B.C. (Figure 18). As stated above, 38% of learners from the Yukon and N.W.T. cited LEARN ads.

Figure 18

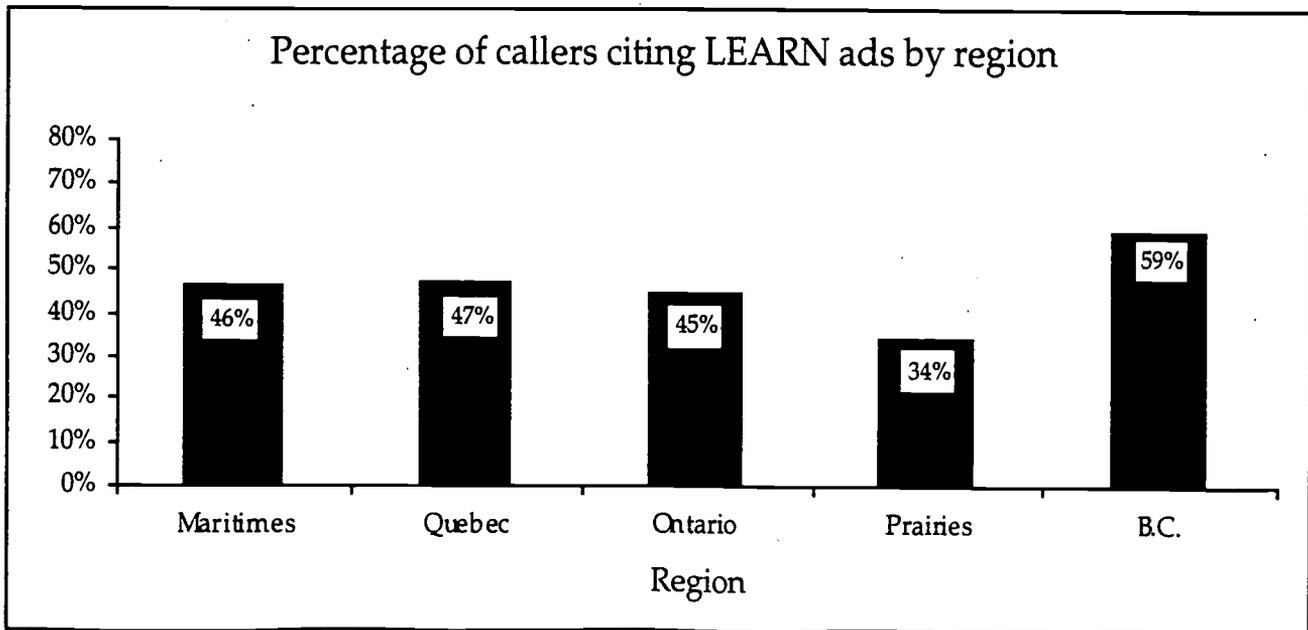
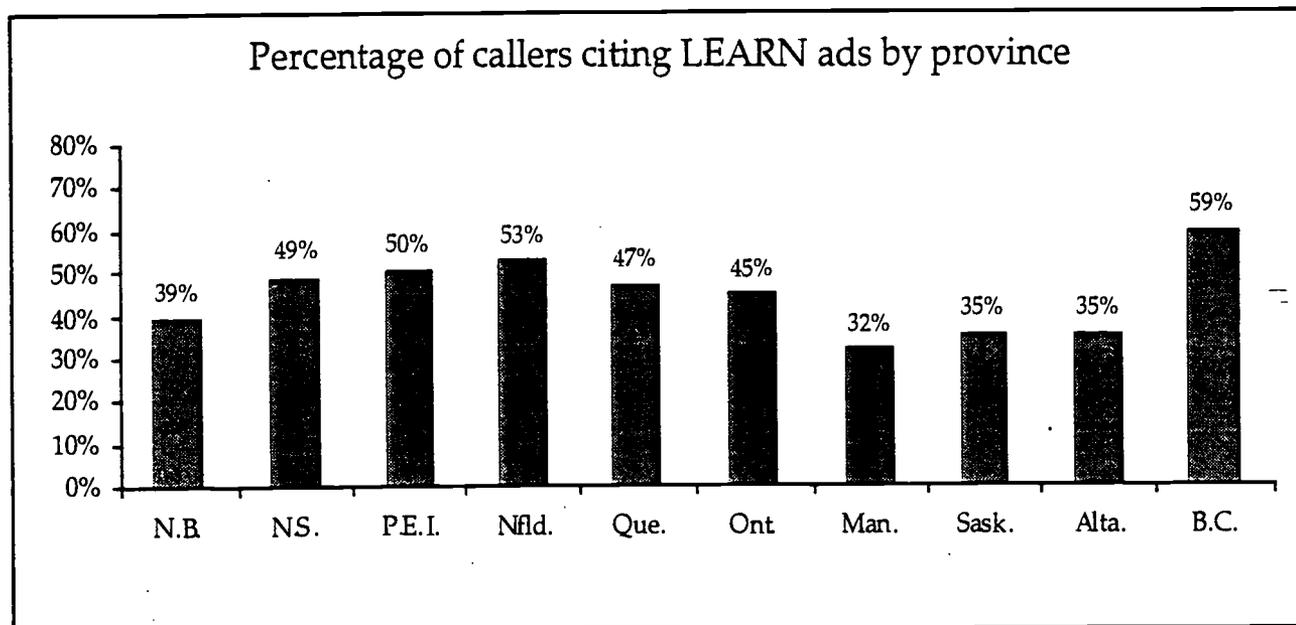


Figure 19 reports the percentage of LEARN citations by province. The lowest percentage of LEARN calls were from the Prairies. Reasons for this variation probably include low population densities.

Figure 19

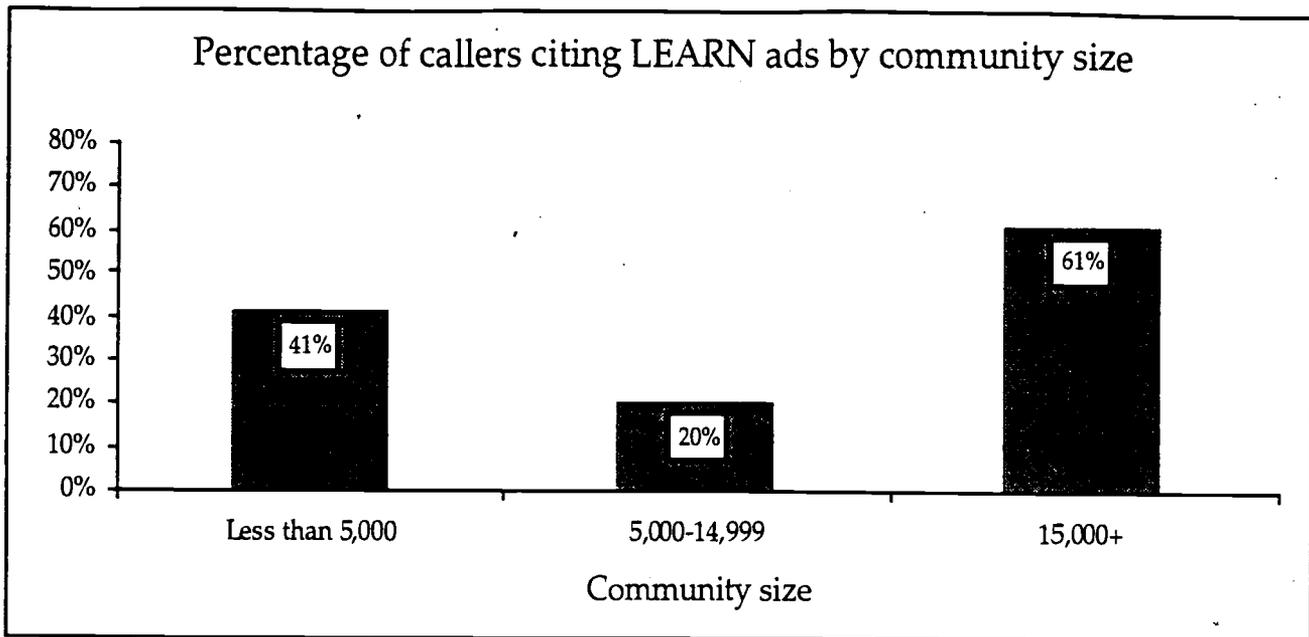


## Urban and rural impact

Some of the regional variations among percentages of LEARN-related calls can be accounted for by different rates of urbanization across Canada.

The LEARN campaign is reaching significant numbers of people in the tiniest of towns and the largest of urban centres (Figure 20). However, community size does exert a strong influence on the percentage of callers who cite LEARN sources.

Figure 20



Population data were examined in relation to communities of seven different size categories, ranging from more than 500,000 to less than 1,000.<sup>23</sup> (The population data relate to where the caller lived, not where the literacy group was located). When percentages of LEARN-related calls were viewed in the context of these seven population categories, three very clear groupings emerged: more than 15,000; 5,000-14,999; and less than 4,999. For the purpose of this report, these groupings will be called large, medium, and small.

The highest percentage of LEARN-related calls (61%) came from large-size communities. One reason for this is likely the concentration of media in larger centres.

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<sup>23</sup> Although approximately 20% of the general Canadian population live in communities of less than 10,000 people, calls from these areas represent only 9% of the total calls in this research study. The study's sampling methodology does not explain this difference; in fact, small town literacy organizations are proportionately over-represented. It would be fair to conclude that there is currently a large untapped group of potential literacy learners in rural areas.

Curiously, the next highest percentage of LEARN-related calls came not from medium-size communities, but from small ones. In a dramatic reversal of what one might expect, small-sized communities received twice the percentage calls (42%) than did medium-sized ones (21%). This general pattern – a higher percentage of calls coming from large and small communities than from medium-size ones – holds among all of the provinces except B.C.

One possible explanation for this pattern is that literacy groups in small towns may have fewer resources to put toward local outreach. If this is true, the LEARN ads are filling a serious gap in these towns. Section 8 of the report talks about the resource shortages faced by literacy groups.

In the territories, the urban-rural trends are somewhat opposite to the pattern among the provinces. For example, in the North, a higher percentage (57%) of learners from small communities cited LEARN sources than did learners from larger communities (26%) (Figure 21).

Figure 21

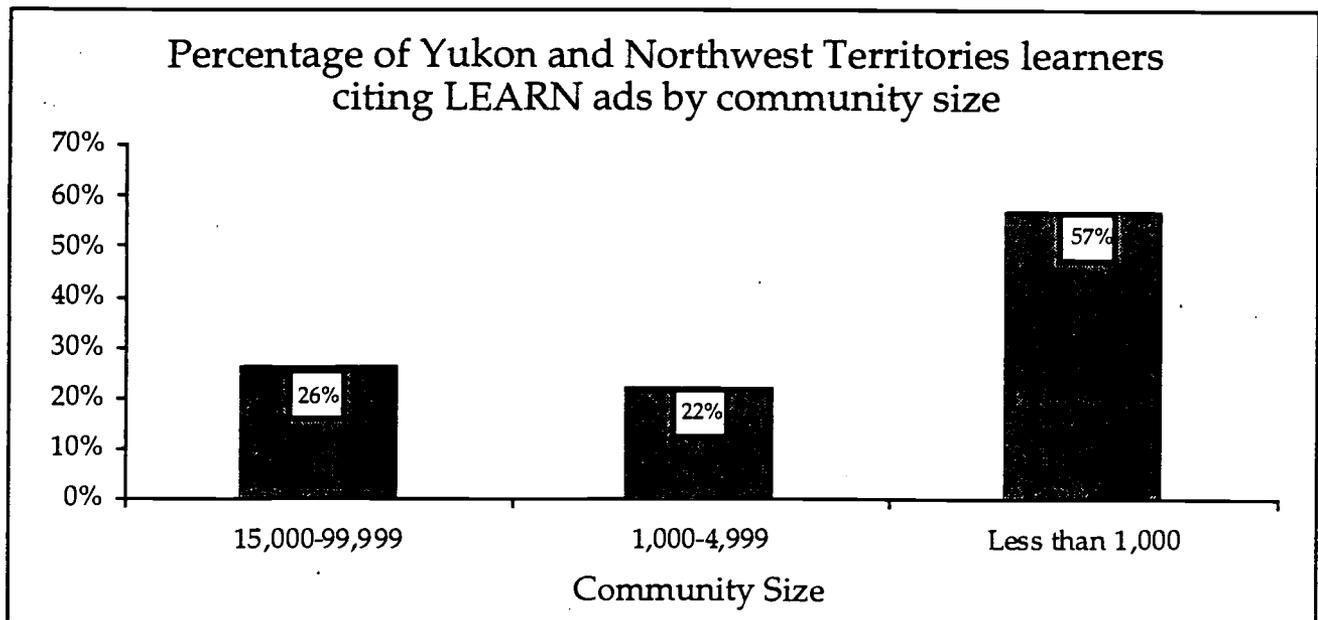
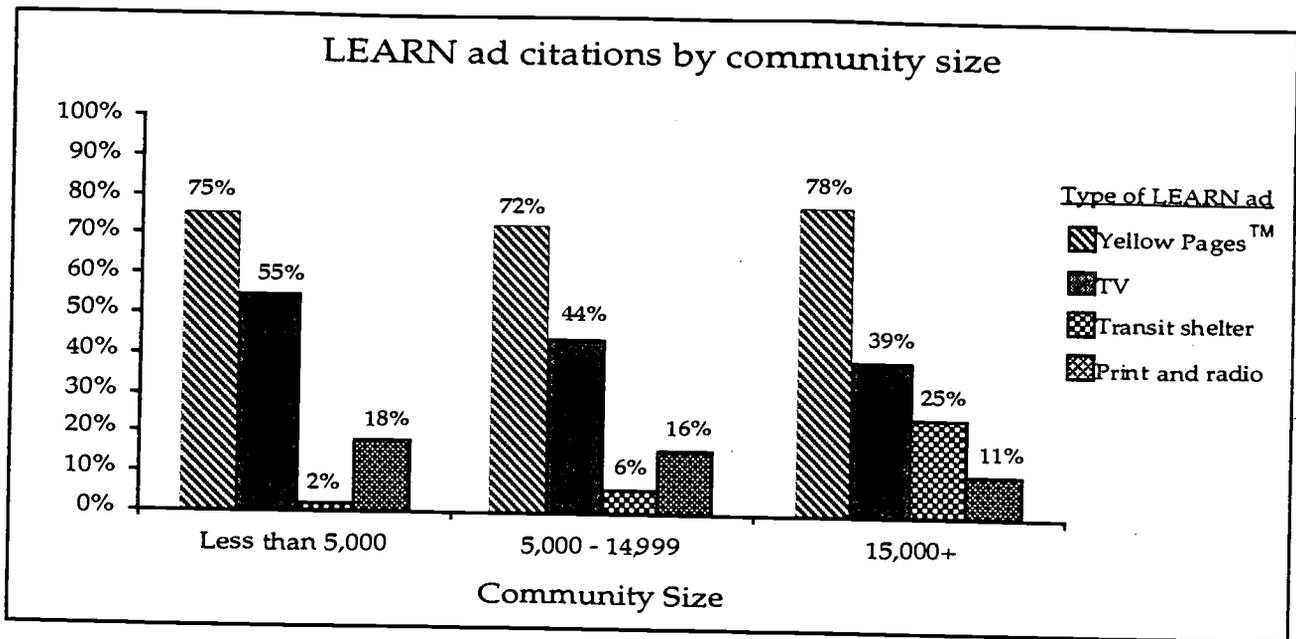


Figure 22 provides a breakdown by population size of the types of LEARN ads cited. The Yellow Pages™ ads played an equally significant role among LEARN-related calls in urban and rural areas.

Figure 22



Citings of TV ads are high among all three population areas, but significantly higher in small-size (55%) and medium-size (44%) communities, than in large ones (39%).

"Other LEARN sources" includes print and radio.

## Impact on selected demographic groups

Overall, the LEARN campaign appeared to inspire women and men in roughly equal numbers; however, women (54%) were more apt than men (46%) to cite the TV ads. The difference can probably be explained by the fact that women generally watch more TV than men.<sup>24</sup>

<sup>24</sup> Statistics Canada, *Social Trends* (Autumn 1989), Catalogue 11-008. Women are reported to watch 4.2 more hours of TV per week than men.

Callers in the paid labour force were more likely to report a LEARN source (61%) than those not in the paid labour force (50%).

There were no differences found in the percentage of LEARN identifications and callers' levels of formal education.<sup>25</sup>

## Section Seven

# What Do People Say About the LEARN Campaign?

This section presents selected comments regarding the LEARN campaign from provincial callers, territorial learners, and the participating organizations. From the hundreds of responses collected we have selected a representative range of responses for quotation. A complete record of quotations appears in Appendices 8 and 9.

## Learners and potential learners

Ninety-five percent of learners who saw a LEARN ad said it helped them decide to call. *That* the LEARN ads work is indisputable, but *why* do they work?

Callers' comments reveal that people are responding strongly both to the form of the ads (the size, the look, and the marketing) as well as to their actual contents.

A large number of respondents commented on the sheer *size* of some of the print ads, most specifically the LEARN pages and the outdoor ads.

The most common comment is that the size of the ads simply makes them easy to locate:

"It's nice and big and easy to see. Most ads you need a magnifying glass."  
*Nanaimo, B.C.*

"A whole page stands out and catches your eye." *Cashier, Winnipeg.*

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<sup>25</sup> This contradicts the preliminary results reported in ABC CANADA's June newsletter, which stated that those with lower grade levels were more likely to identify LEARN ads.

"It's a great big full page. You can't miss it." *Homecare worker, Winnipeg.*

"It really jumped out at me." *Labourer, Kelowna, B.C.*

An ultimate measure of how easy the ads are to find is that a significant number of people stumble upon the ads by accident:

"I found your number in the telephone book. I was looking for something else, then I saw your page. I was happy. I thought maybe you would have something for me." *Scarborough, Ont.*

"I came across it by accident; it was easy to read and friendly." *Health care aide, Kitchener, Ont.*

"I was looking through the Yellow Pages™ to get a lawyer's phone number and I saw the ad." *Labourer, Penticton, B.C.*

Another reason why the large ads are so powerful is that they are easy to decipher:

"I could read it because it was big print." *Retired, Scarborough, Ont.*

"It was clear and easy to read." *Unemployed, Kingston, Ont.*

The LEARN ads also command attention because they are visible in multiple mediums.

"I've been looking for something to help my wife for a long time now. I do what I can to help her at home but I work and she deserves to have more time to learn. These ads are everywhere so I thought 'What do I have to lose?'" *Toronto.*

"Every time I used the Yellow Pages™, I saw the ad. I finally decided to do something about it." *Barrie, Ont.*

"I saw the ads many times on TV over the last two years. I called ABC [CANADA] because I saw an ad in the newspaper." *Homemaker, North York, Ont.*

In addition to the LEARN campaign's form, of big, ubiquitous ads, the actual content of the ads is very influential. Clearly the ads strike a chord, perhaps awakening an unconscious motivation. For others, the motivation was fully conscious, and in some cases, they had already started a search for programs.

Respondents find the ads attention getting:

"If you have a problem and you see that ad, it'll wake you up. It'll make you think twice, 'Oh my God, there is help!' It's a very good commercial." *Leamer in an upgrading program, Toronto.*

...emotionally appealing:

"It made me cry. It really hit home." *Whitby, Ont.*

...personally meaningful:

"I was touched by hearing personal testimonies. Actually having a face to relate to assured me that I wasn't alone." *Homemaker, Barrie, Ont.*

"The way the people talked, it sounded like me." *Homemaker, Woodbridge, Ont.*

...socially meaningful:

"I like that the ads show people of all different ages and ethnic groups." *Leamer in academic upgrading program, Saint John, N.B.*

...positive:

"I found the ad gave a very positive message. It made me want to check the Yellow Pages™." *Retail worker, Hull, Que.*

...hopeful:

"While I was in jail, I thought about it...help is out there... I'd have a place to go after. I passed the number on to others." *Assistant to a traditional Native teacher, Winnipeg.*

"I didn't know there was a chance for me. Low skills have held me back. Things were screwed up when I was a kid. I had no dad. I started working at 10. I'm a good worker. If I could read and write I could have it all. All I need is a chance." *Toronto.*

...pivotally informative:

"I didn't know that programs for adults existed. I really want to learn."  
*P.E.I.*

"I didn't know anyplace to phone for help." *Homemaker, Calgary.*

"It's hard to find anything in a small town." *Tile setter, Cranbrook, B.C.*

...timely:

"I was looking and thinking for a long time where I could improve my reading and writing. . . then I saw the ad in a bus shelter." *Welder, North York, Ont.*

...and just simply motivational:

"It made me pick up a telephone. I looked at the ad and figured, 'Why not?'"  
*Janitor, Kamloops, B.C.*

"It made me want to phone and get someone to tutor me." *Learner, Whitehorse Correctional Centre, Yukon.*

Perhaps unintended, another impact of the ads is to further inspire learners who are already studying in literacy and upgrading programs:

"I was already working on math and reading so I wanted to do more." *Mayo, N.W.T.*

While the content of the ads is encouraging and motivational, many learners and potential learners still struggle with a terrible sense of fear and embarrassment:

"I found the number easily, but I took a long time to think before I called. This isn't easy... I'm embarrassed." *Unemployed, Ottawa, Ont.*

"I saw the ad before but I only recently got up the courage to call."  
*Unemployed, Oshawa, Ont.*

"It took me four days to call you." *Waitress, Princeton, B.C.*

Ultimately the LEARN ads do help people in the long struggle to scale the wall of embarrassment and discouragement:

"It was hard to admit that I can't read. The ad helped me to admit it and make the call." *Unemployed, St. George, N.B.*

## Literacy organizations

The LEARN campaign addresses *the* central problem for more than a third of the organizations in this study: recruitment. This section presents selected comments of people who work in the literacy organizations. A complete list of quotations can be found in Appendix 9.

The comments are in response to two questions: "In general, how would you characterize the impact of the LEARN campaign?" and, "How would you characterize the impact of the LEARN campaign on your organization specifically?" Given the influence of population size on the percentage of LEARN-related calls, the comments have been organized into three subsections representing large, medium and small communities.

### Impact of the LEARN campaign on large communities

Sixty-one percent of calls in large communities are associated with the LEARN campaign.

"Tremendous overall benefit to the help line. The LEARN campaign is polished, professional, and gives a good impression of the students and work involved in literacy. People think ABC [CANADA] is the name of all literacy organizations or that we work for ABC [CANADA]. It's a challenge to explain how literacy works." *Alberta Association for Adult Literacy.*

"Minimal [impact] in this area." *Edmonton YMCA Literacy Program.*

"The campaign has had a very positive impact in B. C. It has been successful in reaching people with low literacy...In the past, ...our [own ads] increased calls more from volunteers. The fact that the LEARN campaign generates *many* more learner calls tells us that [it] is giving the right message to the target group. [When the media ads were running], the campaign more than doubled calls to our office from learners. [The campaign] has significantly increased our workload...and has also given us tremendous satisfaction." *Literacy B.C., province-wide 1-800 number.*

"No one has ever mentioned to us that they learned of us from the Yellow Pages." *Brandon Friendship Centre, Man.*

"WIDE and far reaching! [Calls have] doubled. Increases and heightens awareness of literacy issues. Really gets to the heart of the issue in a clear concise way. Eye opening for some. A real wake up call as to direction and has highlighted the need for more of a public image for our organization. Also drives home the need for staffing levels, i.e., to be there when the call comes in." *Literacy Partners of Manitoba, Winnipeg.*

"In the beginning, the ads had a great impact and there were a number of calls because of ads. Since March, 1995, ads have not been shown....and calls have diminished greatly. In December, 1996, [we] bought air time and aired our own ad [which] also says 'Look under LEARN'. Calls have increased." *New Brunswick Committee on Literacy, Fredericton.*

"Positive impact - with some increase in calls initially when campaign started. Calls would have come through to our field staff regardless." *Nova Scotia Adult Education Section, Halifax.*

"Excellent - many callers refer to TV commercial. [Calls have increased by] 50 to 60%" *Literacy Link Niagara, St. Catharines, Ont.*

"More awareness has been built about literacy in our region....It has increased our 1-800 referral calls by two-thirds." *Literacy Link Eastern Ontario, Kingston, Ont.*

"Very good at directing people to call me. I could not begin to provide advertising of that calibre and coverage. It is instrumental to the hotline service we run." *Sudbury Community Literacy, Sudbury, Ont.*

"[It's] given literacy in Canada a much higher profile. Initially, increase of 50% calls from learners. Right now, it accounts for 40% of calls received." *Ottawa-Carleton Coalition for Literacy, Ont.*

"No impact that we are aware of. Beneficial to keep awareness in community." *Continuing Education Department of Dufferin County Board of Education, Orangeville, Ont.*

"[It's] well received by the Metro Toronto community - it has drawn learners primarily but has drawn others - created an increase in demand - LEARN peaks can be tracked. [Calls have increased by] 50 to 60%. [Many callers think they are calling a school as opposed to a referral line.]" *Literacy Access Network, Toronto.*

"The LEARN campaign is extremely important. It raises the profile of literacy nationally therefore increasing local profile. Approximately half of our calls are due to the LEARN campaign. Please maintain the campaign." *Project READ Literacy Network, Cambridge, Ont.*

"[We've had] fewer calls since the LEARN ads ceased running last spring." *P.E.I. Literacy Alliance, Charlottetown.*

"The number of calls for services has increased by 2.5 times. The impact has been quite amazing. We have built on the success of the ABC [CANADA] campaign by targeting a media campaign as a local project. As a result of the increase in calls we recognized the need to do some research on follow-up and services." *Literacy Partners of Quebec, Montreal, Que.*

"We have not received any calls through the LEARN line." *St. Francis Literacy Council, Sherbrooke, Que.*

"The LEARN campaign has encouraged some people to seek our services but we've also had to advertise in our local media." *SIASST Palliser Institute, Moose Jaw, Sask.*

"The LEARN campaign has had a tremendous impact across Canada. [Our calls have increased by] 50 to 60%. It has brought both awareness to the public and hope for learners." *Saskatchewan Literacy Network, Saskatoon.*

"We are established in the community. Much of our intake comes from word-of-mouth although some have told us they saw the LEARN TV ads; this is a small number." *Saint John Learning Exchange, Saint John, N.B.*

"Ads are excellent. People [here] understand the issues more." *Yukon Learn, Whitehorse.*

## Impact of the LEARN campaign in medium communities

Twenty percent of calls were LEARN-related in medium-size communities. The association, however, was not uniform across organizations. The following comments reflect the uneven impact of the campaign where some groups received many LEARN-related calls, and some received none.

"I believe it has had considerable impact [especially at] a local level. The profile of our single providers was boosted [with] more learners seeking services. Calls coming to the network have primarily originated from currently unserved areas. [Calls have] doubled" *Literacy Northwest, Dryden, Ont.*

"[It's had] very little impact." *Southeast Regional College, Literacy Program, Weyburn, Sask.*

"[I think the impact has been] minimal in rural areas. Most learners come into the programs as a result of local promotion in community newspapers, posters, and word-of-mouth. We are now using LEARN campaign posters to promote our programs." *Interlake Region Adult Basic Education Committee, Arness, Manitoba.*

"The impact is probably larger in the city than in a small town. [This] is a small community and most learners find out about us from family or friends." *Slave Lake Community Reading Project, Slave Lake, Alta.*

"We support LEARN campaign in principle but in reality...the majority hear about us from local sources and often don't connect LEARN ads with the local group. [They] feel it's a Toronto thing." *Midland Reading Area Council, Midland, Ont.*

## Impact of the LEARN campaign on small communities

The LEARN campaign was associated with 41% of calls in small communities. Similar to the comments from medium-size communities, the variations in the LEARN campaign's impact is reflected in these comments.

"The LEARN campaign is extremely professional and effective in its presentation and has had significant impact on public awareness of literacy...[Calls have increased by] 20 to 30%." *Association of Parents and Professionals for Literacy Education, Virден, Man.*

"They were inspirational because they profiled real people's testimonials and showed hope as these people began to believe in themselves again and reach for their dreams. No one has said anything to me about the ads, and our literacy tutor reports that few people have approached her for tutoring." *Fort McPherson Learning Centre, Fort McPherson, N.W.T.*

"It was beneficial in that it addressed many cultures." *Nunavut Arctic College, Kugluktuk, N.W.T.*

"Whenever I go out to do public presentations, a lot of people ask if I'm from 'that group on the TV' I hear this a lot -- kids in schools, seniors groups, [etc.] It happens a lot." *A Learning Program Helping Adults, Wildwood, Alta.*

"Minimal [impact] in this rural area. Most students come and are referred by word-of-mouth. LEARN may have an impact on those who tell the students about us. As a long-time literacy worker, I am personally delighted by the work ABC CANADA does, including the LEARN campaign." *Project Read, Chinook Educational Consortium, Claresholm, Alta.*

"A lot of programs in our area do their own advertising. I think the only LEARN ad that is really visible is the Yellow Pages™." *Quill Network, Walkerton, Ont.*

## **Strengthening the LEARN campaign**

A distinguishing feature of the LEARN campaign is that it is, at once, both national and local: the national ads direct people to their local Yellow Pages™. A number of the participating literacy partners had suggestions for further strengthening the national-local connection.

"Strengthen the campaign by providing more 'locally-based' ads that list the local literacy providers. The Yellow Pages™ ads do this very effectively; perhaps similar ads could be placed in local newspapers, community newsletters, etc." *The Calgary Learning Centre.*

"Greater frequency of ads, as well as the ability for local coalitions to insert their information numbers." *Alberta Association for Adult Literacy, Calgary.*

"Decentralize [by having] more local references; for example, the bus shelter ads should have the local phone number." *Adult Basic Education Association of Hamilton-Wentworth, Hamilton, Ont.*

"Local [references] on TV and radio so clients will know where to look." *St. Francis Literacy Council, Sherbrooke, Que.*

"Local tag lines on the commercials - our phone number listed at end of radio and TV ads." *Project READ Literacy Network, Cambridge, Ont.*

Juxtaposed to the theme of further localizing the LEARN campaign are suggestions for further centralizing it.

"One national number." *Quebec City Reading Council, Sillery, Que.*

"Maybe a 1-800 number could be established and used as directory assistance for learners to find out program information in their area." *Community Headways - Central Manitoba Literacy Association, Portage La Prairie, Man.*

"Learners who have difficulty reading have difficulty looking in the Yellow Pages™. Maybe have a 1-800 hotline [which would give] local program phone numbers." *YMCA of Hamilton/Burlington - Learning Connections Program, Burlington, Ont.*

"In my province, we are moving toward a 1-800 number to maximize the effect." *Literacy Partners of Quebec, Montreal, Que.*

There is a recognition of the need for more advertising:

"Greater frequency of ads." *Alberta Association for Adult Literacy, Calgary.*

"Play commercials during prime time shows." *Literacy Alliance of North Bay, North Bay, Ont.*

"More publicity." *New Brunswick Community College, Bathurst.*

"More advertisement spots on TV and radio. More support from government." *Literacy Link Eastern Ontario, Kingston, Ont.*

"More frequent ads on TV and radio." *P.E.I. Literacy Alliance, Charlottetown.*

Though some of the groups indicated that they were already working with local media to promote LEARN ads, many more were seeking direction about how to accomplish this:

"If LEARN would pay for our local newspaper advertising, we would gladly carry the LEARN logo on it."<sup>26</sup> *Interlake Region Adult Basic Education Committee, Arness, Man.*

"To save time, could LEARN staff contact the [local] media? We could forward a list. It may help in terms of results." *Literacy Link Niagara, St. Catharines, Ont.*

"I would appreciate ABC CANADA...providing us with a letter to send to local media to get them to run ads." *Project READ Literacy Network, Cambridge, Ont.*

There were suggestions regarding the content of the ads:

"Let rural TV viewers know that it isn't just an urban program - it applies to rural communities as well." *Interlake Region Adult Basic Education Committee, Arness, Man.*

"Use follow up-success stories [like] an update of students from the original ads. Also tell people that tutors are often trained volunteers." *Alberta Association for Adult Literacy, Calgary.*

"Some new ads for TV to freshen the campaign." *Ottawa-Carleton Coalition for Literacy, Ottawa.*

"Some ads with Maritime accents." *P.E.I. Literacy Alliance, Charlottetown.*

Finally, there were ideas about marketing the ads:

"Put ads on bus panels. Bumper stickers. Ask large national organizations such as banks to print LEARN information on the back of envelopes." *Southwestern Ontario Adult Literacy Network, Strathroy, Ont.*

"Extend bus shelter ads... to smaller communities outside of Toronto." *Literacy Network of Durham Region, Oshawa, Ont.*

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<sup>26</sup> ABC CANADA encourages literacy groups to approach their local media to run LEARN ads for free, as a public service.

"Put 'adult' on bus shelter ads. The copy could reflect that a waiting list might be involved. [Keep] the full page ad with one number." *Literacy Access Network, Toronto.*

"The Yellow Pages™ could use references from READ to LEARN." *Saskatchewan Literacy Network, Saskatoon.*

"Maybe another reference word like 'Reading.'" *Chateauguay Valley Literacy Council, Chateauguay, Que.*

"More ads. LEARN ads should be in all telephone books [for example, neighbourhood directories]." *Gaspesia Literacy Council, Gaspé, Que.*

## Section Eight

## Meeting the Need

The unmistakable need for literacy services in Canada is what prompted ABC CANADA to start the LEARN campaign. This section examines the other side of the equation: the capacity of literacy organizations to meet that need. One of the impacts of the LEARN campaign noted by a number of literacy organizations prior to the research, was that there were not enough seats (openings) to meet the demand being experienced by these organizations. The research was designed primarily to determine the impact of the advertising on potential learners, but we also added some questions to examine the demand on literacy services.

Participating organizations were asked, "What is the biggest challenge facing your organization at the moment?" and, "Are there enough literacy programs in your area to meet the need?" The answers to these questions reveal that literacy organizations in Canada are struggling (see Appendix 9 for a full listing of quotations).

### Are there enough programs and resources?

Seventy percent of the participating organizations identified funding problems as the central challenge facing their organizations (Figure 23).

Figure 23

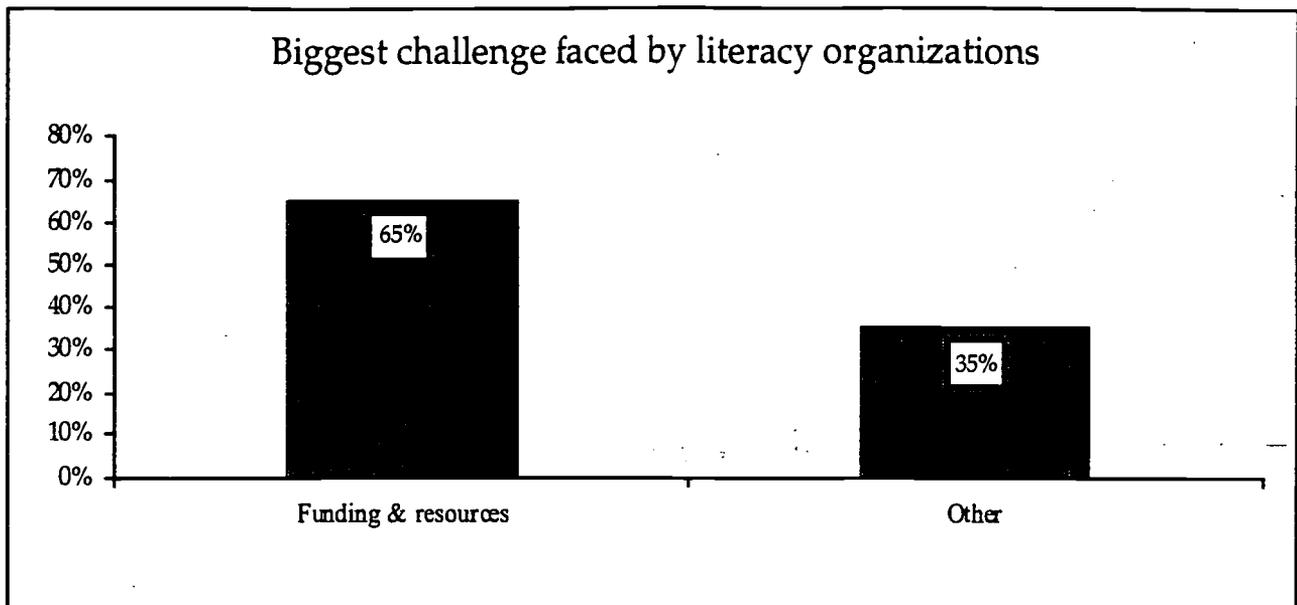
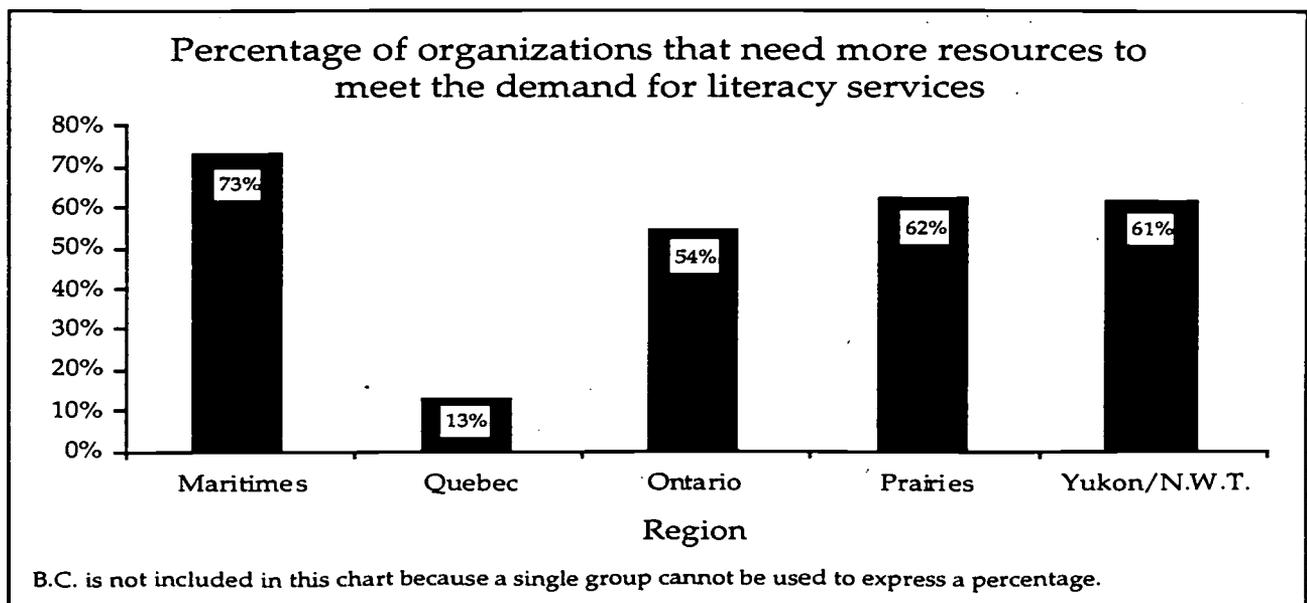


Figure 24 illustrates the percentage of organizations by region that need more resources to meet the demand in their areas.

Figure 24



Funding and related resource issues plague organizations in a way that endangers the provision of literacy services:

"Fundraising to keep going is a major concern. There are over 25 programs in [this area]. Funding cutbacks from two years ago plus forecast cutbacks are having devastating effects. When programs using the LEARN page have to close, they should agree to [refer] calls to the nearest network or program ...so callers will not be facing failure once more." *Ont.*

"Lack of funding and funding cuts have caused program closures and reduction in services." *Alta.*

"Funding cuts have reduced programs." *N.S.*

"Lack of sufficient staff hours. Reduction in telephone service - two lines rather than three. Uncertainty about continued public support for literacy services." *Ont.*

"Our biggest challenge at the moment is that our human resources are too limited to meet our increasing workloads. Simply put, we have too few people to do all the things we need to do." *B.C.*

"We wear ourselves out trying to keep the rent paid let alone the staff (me!) The government gets you out on a limb doing something worthwhile then two to three years down the road starts to 'prune' those same branches. 'Off with their heads.'" *N.B.*

"We are understaffed and underfunded." *Que.*

"Facility not adequate for numbers of students returning to school." *N.W.T.*

The existence of waiting lists is a common problem:

"Most programs [here] have extensive waiting lists of 20 to 40 people." *Man.*

"There are two classroom-based programs in a community of 45,000." *Man.*

"We are unable to accommodate everyone who comes to us." *Alta.*

"There are waiting lists, especially in the free programs." *Sask.*

"In the Lower Mainland, there are long waiting lists. In [some] small towns in remote parts of the province, there are no programs." *B.C.*

Alongside the struggle to maintain existing services, is the pressure to expand the types of programs and to provide programs in previously unserved geographical areas:

"There aren't enough programs. Literacy needs are changing as technology expands. Being literate used to mean being able to read and write. Now it means being able to use a computer, having a diploma, etc." *Man.*

"Flexible enough to respond quickly to the rapidly changing programming needs and constraints." *Alta.*

"Restructuring to meet changing regional needs and incorporating new services as a result of provincial policy changes." *Ont.*

"Expansion into many areas such as community development, family literacy, media literacy, partnerships and multiple new challenges." *N.S.*

"[There are enough programs] but due to insufficient base-funding, they are not open long enough hours and are, therefore, unable to establish the full range of possible activities." *Alta.*

"Flexible hours of instruction for people who work." *N.W.T.*

"Professional resource people for learning disabilities and psychological counselling." *N.W.T.*

"We could use more programs for young people and seniors." *Sask.*

"Limited number of options available for people not on [Unemployment Insurance] or Social Assistance. There are no part-time programs." *P.E.I.*

"We need full-time programs." *Sask.*

"Many people do not 'fit' criteria, e.g., [Unemployment Insurance] runs out before they get into appropriate class." *Sask.*

"It's hard to service sparsely populated areas [and] small communities, and to overcome the difficulties learners have in getting to class - distance, transportation, time, weather." *Sask.*

As critical as the funding and resource issues are, none of the organizations stated that the LEARN campaign should stop. On the contrary:

"Keep up the great work! Perhaps investigate long-term core funding so we will be here to answer the phone and provide the service." *Man.*

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## Appendix 1

# LEARN Campaign Media Supporters

as of June 1996

### YELLOW PAGES™ PUBLISHERS

AGT Directory Limited  
B.C. Tel Yellow Pages™ and Dominion Directory  
DirectWest Yellow Pages™  
ED TEL Talking Yellow Pages™  
MT&T Yellow Pages™ and Island Tel  
MTS Advanced Directory Services  
Quebec Telephone et Les Annuaire du Quebec  
Tele-Direct (Publications) Inc.  
Tele-Direct (Services) Inc.

### TELEVISION

ATV  
Baton Broadcasting System  
CanWest Global System  
CBC, Newsworld & SRC  
CFMT-TV  
CFTO-TV  
Channel 47  
CHCH-TV  
City TV  
CKND  
CTV Television Network  
Discovery Channel  
Global Television Network  
life network  
MCTV  
MuchMusic  
New Country Network  
NTV  
RDS

### TELEVISION, CONT'D.

Showcase Television  
Société Radio Canada  
STV  
TSN  
UTV  
Weather Network  
Women's Television Network  
YTV  
*and many local broadcast affiliates and community cable operators across Canada.*

### RADIO

CFBC-AM  
CFBK-AM  
CFRB News Talk Radio  
CFRY-AM  
CFTK-AM  
CFVR-AM  
CHAS-AM/Q104  
CHML/Y95  
CHUM AM/FM  
CIOI-FM  
CJAD-AM  
CJCB-AM  
CJNS-AM  
CJSB-AM  
CJSD-FM  
CKBG-FM  
CKDK-FM  
CKDM-AM  
CKEK-AM  
CKER-AM

## **RADIO, CONT'D.**

CKGO-AM  
CKKC-AM  
CKLW-AM  
CKRX-AM  
CKSA-AM  
CKSR-FM  
CKST-AM  
CKTA-AM  
K-Lite FM 102.9/Oldies 1150  
Kootenay Broadcasting System  
Mix 99.9  
Mix 105/CICF  
Q107 & Talk 640  
The Fan 1430  
Yellowhead Broadcasting

## **MAGAZINES AND NEWSPAPERS**

Abbotsford Times  
Alliston Herald Courier  
Amherst Daily News  
Amherstburg Echo  
Ancaster News Journal  
Barrie Examiner  
Bow Valley This Week  
Brantford Expositor  
Bridgewater Lighthouse Log  
Broadcaster  
Burnaby News  
Burnaby Now  
Cablecaster  
Calgary Herald  
Calgary Sun  
Cambridge Times  
Canadian Business  
Canadian Computer Reseller  
Canadian House and Home  
Canadian Living  
Canadian Select Homes

Carbonear Compass  
CARP News  
Charlottetown Weekend  
Guardian/Patriot  
Chatelaine  
Cobourg Daily Star  
Coquitlam Now  
Coup de Pouce  
Courtice/Bowanville News  
Dartmouth Metro Weekly and Telecaster  
Duncan Citizen  
Dundas Star  
Edmonton Journal  
Equinox  
Financial Post  
Flare  
Fort Erie Times Review  
Fort McMurray Today  
Georgetown Independent  
Globe & Mail Broadcast Week  
Goldstream News Gazette  
Guelph Mercury  
Halton Hills Week End  
Hamilton Mountain News  
Hamilton Spectator  
Hanover Advertisers News  
Harrowsmith Country Life  
Health Watch  
Huronian Saver  
Images  
Images / Health Watch  
Info Dimanche  
Interlake Spectator  
Journal Le Placoteux  
Kamloops Daily News  
Kamloops This Week  
Kelowna Daily Courier  
Kenora Daily Miner & News  
Kingston Whig-Standard  
Kirkland Lake Northern Daily News  
Kitchener-Waterloo Record  
Kitimat Weekend Advertiser

## MAGAZINES AND NEWSPAPERS CONT'D.

Kootenay Weekly Express

l'Actualité

l'Actualité Medicale

La Presse

La Tribune

Le Devoir

Le Droit

Le Journal de Montréal

Le Journal de Québec

Le Magazine PME

Le Nouvelliste

Le Portage

Le Soleil

Lloydminster Meridian Booster

London Free Press

Maclean Hunter Publishing Ltd

Maclean's

Marketing

Medicine Hat News

Miramichi Weekend

Modern Woman

Montreal Gazette

Nanaimo Daily Free Press

Nanaimo Times

Nanaimo TV Scene

New Glasgow Evening News

New West News

Niagara Falls Review

North Bay Nugget

Northern Daily News

Okanagan Saturday

Orillia Packet and Times

Oshawa News

Ottawa Citizen

Ottawa Sun

Owen Sound Sun Times

Penticton Herald

Peterborough Examiner

Port Hope Evening Guide

Port Perry Scugog Citizen

Portage La Prairie Daily Graphic

Prince George Citizen

Prince Rupert Daily News

Reader's Digest

Real Estate News/Buyer's Guide

Record News EMC

Rocky View/Five Village Weekly

Salmon Arm Shuswap Sun

Saskatoon Star Phoenix

Sault Star

Selkirk Journal

Sherbrooke Record

Sherwood Park News

Simcoe Reformer

Smith Falls Record News

Southam Inc.

Southwestern Ontario Printing

St. Catharines Standard

St. John's Evening Telegram

Stoney Creek News

Sudbury Northern Life

Sudbury Star

Sunday Sun TV Magazine

Telemedia Communications Inc.

Terrace Standard

This Country Canada

Thornhill Liberal

Timmins Daily Press

Timmins Times

Today's Parent

Toronto Life

Toronto Life Fashion

Toronto Star

Toronto Sun

Toronto Sun Publishing

Trail Daily Times

TV Guide

TV Times

Vancouver Echo

Vancouver Province

## **MAGAZINES AND NEWSPAPERS**

### **CONT'D.**

Vancouver Sun  
Vernon Daily News  
Victoria Times-Colonist  
Wellington Advertiser  
Western Living  
Western Producer  
Whitby Free Press  
Windsor Star  
Winnipeg Herald  
Winnipeg Lance  
Winnipeg Metro  
Winnipeg Sun  
Winnipeg Times  
Woodstock Daily Sentinel Review  
Yarmouth Vanguard  
Yellowknife News/North  
Yukon News  
*and many other community newspapers  
across Canada.*

### **OUTDOOR**

3M Media  
E.C. Boone Limited  
Gallop & Gallop  
Key-One Advertising  
Mark V  
Mediacom Inc.  
North Bay Transit  
RM Bus Stop Advertising  
Teron

### **ADVERTISER DONATIONS OF MEDIA**

Amex Canada  
Bell Canada  
Bell Mobility  
Chrysler Canada Ltd.  
Ford Canada

Hudson's Bay Company  
Kraft General Foods  
Lever Brothers  
McDonald's Restaurants  
Molson Breweries  
Procter & Gamble  
Quaker Oats Company of Canada  
Stentor  
Tele-Direct (Publications) Inc.

### **CREATIVE AND PRODUCTION**

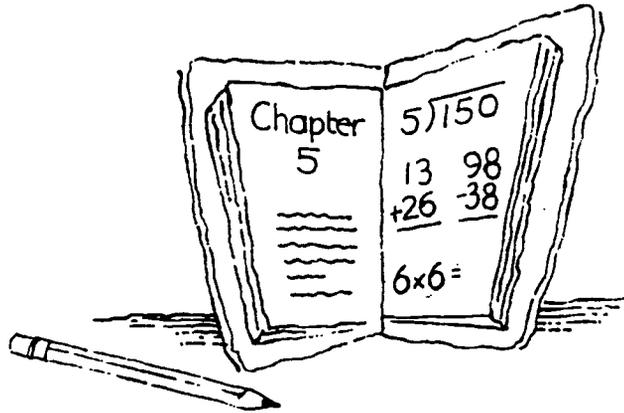
Circle Productions  
Command Post & Transfer  
Cropmarks  
Dr. Music  
Grattonworks  
Harrod & Mirlin  
Hubert Nadeau  
Les Films 24  
Prisma-Light Ltd.  
Sounds Interchange  
The National Captioning Centre  
The Third Floor

### **OTHER SUPPORTERS**

Canadian Advertising Foundation  
Canadian Association of Broadcasters  
Canadian Association of Optometrists  
Canadian Cable Television Association  
Canadian Community Newspaper  
Association  
Human Resource Development (Stay In  
School Program)  
MH Media Monitoring  
National Literacy Secretariat  
Radio Marketing Bureau

LEARN • LEARN • LEARN • LEARN • LEARN • LEARN

# Helping people learn to learn.



Are you an adult who would like to improve your reading, writing or math? If so, call the number at the bottom of this page.

There are people in your community willing to help.  
You'll soon discover that you're not alone.



Organizations listed below are not-for-profit. This advertisement appears courtesy of



Literacy is everybody's business.

## Call ###-####

Appendix 3

ABC CANADA - LEARN Campaign  
Research - Provincial Caller Survey

Organization: \_\_\_\_\_ Province: \_\_\_\_\_ Date: \_\_\_\_\_ 1996

Part I - All calls (Except non-referral related business calls)

1. The caller is a(n)

- 1  Learner
- 2  Family member or friend of learner
- 3  Intermediary for learner (e.g., social worker)
- 4  Volunteer
- 5  Adult calling for child
- 6  Employer
- 7  Other - please specify \_\_\_\_\_

2. What is the call about? Please check as many as apply.

- 1  English literacy (grades 0-8)
- 2  English upgrading (grades 9+)
- 3  French literacy or upgrading
- 4  Aboriginal language
- 5  English as a second language
- 6  Computer courses
- 7  Skills training programs
- 8  High school credits/diploma
- 9  Learning disabilities
- 10  Children's literacy
- 11  Volunteer information
- 12  Media
- 13  General information
- 14  Other - please specify \_\_\_\_\_

3. Ask, *How did you hear about us?* Please probe for as many as apply. Make sure to ask if s/he has ever seen or heard the LEARN ads, and also find out how s/he got the number.

- 1  TV ad - LEARN
- 2  Radio ad - LEARN
- 3  Newspaper ad - LEARN
- 4  Magazine ad - LEARN
- 5  Poster - LEARN
- 6  Bus shelter - LEARN
- 7  Yellow Pages - LEARN
- 8  Local ads - non-LEARN
- 9  TV or radio program, newspaper article
- 10  Miscellaneous publications
- 11  Agency, organization, library
- 12  Family member or friend
- 13  Employer
- 14  Other - please specify \_\_\_\_\_
- 15  Unknown

Part II - Learner-related calls only (Learner or friend/family of learner)

Ask the caller if s/he would mind taking a minute to answer a few questions. Explain that the answers will help us to improve our services. Assure callers that the information is confidential. Rephrase questions if you are not speaking directly to a learner. Feel free to change the order of questions to fit with the natural flow of the conversation.  Caller Refused

4. If applicable, ask, *Do you think the LEARN ads helped you decide to call us?* Please probe; for example, if the caller says "yes it did: I really liked it." you could say, "what about it helped you decide," or, "what did you like about it?"

- 1  yes      2  no      3  N/A      Comments (time permitting): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. If applicable, ask, *Did you find the ad in the Yellow pages easy to use?* Please probe:

1  yes      2  no      3  N/A      *Comments* (time permitting): \_\_\_\_\_

6. *Is the learner female or male?* 1  Female      2  Male      3  Unknown

7. *Where do you live?*

Exact spelling of city, town, village, or country, township, etc. \_\_\_\_\_

8. *Will long distance charges apply to the phone call?*

1  No - 1-800      2  No - Local      3  Yes - Collect call      4  Yes - Caller pays      5  Unknown

9. *Do you mind if I ask for your age?* Probe in a friendly manner, using categories if necessary. If needed, explain that we want to make sure that we are reaching people of all ages.

1  15 and under      4  35 - 44      7  70+  
2  16 - 24      5  45 - 54      8  refused  
3  25 - 34      6  55 - 69

10. *What grade do you have from school?*

1  No schooling or some elementary (grade 1-4)      5  Post-secondary - some (non-university)  
2  Elementary - completed (grade 5-9)      6  Post-secondary - completed (non-university)  
3  Secondary - some (grade 10-12)      7  Other - please specify \_\_\_\_\_  
4  Secondary - completed (diploma)

11. *What is your first language?* If needed, explain that we want to make sure that we are reaching people from many different language groups.

1  English      3  Aboriginal language  
2  French      4  Other language - please specify \_\_\_\_\_

12. *Are you in the paid labour force right now?* If needed, explain that we want to make sure that we are reaching people from many different types of occupations and work situations.

1  Yes - full-time year around      5  No - but looking or given up looking  
2  Yes - full-time seasonal/temporary      6  No - homemaker  
3  Yes - part-time year around      7  No - retired  
4  Yes - part-time seasonal/temporary      8  No - other - please specify \_\_\_\_\_

13. Ask, *What is your present job?* Or. *What was the last job you held?*

Job title/short description: \_\_\_\_\_

**Time permitting:**

**14. What made you decide to call at this time?** Please check as many as apply.

- |  |   |
|--|---|
| 1 <input type="checkbox"/> Job-related (has work)      | 6 <input type="checkbox"/> Found out that the programs existed (LEARN source)     |
| 2 <input type="checkbox"/> Job-related (out of work)   | 7 <input type="checkbox"/> Found out that the programs existed (non-LEARN source) |
| 3 <input type="checkbox"/> For kids                    | 8 <input type="checkbox"/> Other - please specify _____                           |
| 4 <input type="checkbox"/> High school credits/diploma |   |
| 5 <input type="checkbox"/> Self-esteem/confidence      |   |

**15. What were the main reasons that you didn't call before now?** Please check as many as apply.

- |  |  |
|--|--|
| 1 <input type="checkbox"/> Job-related (e.g., hours)   | 6 <input type="checkbox"/> Transportation                          |
| 2 <input type="checkbox"/> Child-care                  | 7 <input type="checkbox"/> Money                                   |
| 3 <input type="checkbox"/> Unsupportive spouse/partner | 8 <input type="checkbox"/> Didn't know that programs existed       |
| 4 <input type="checkbox"/> Negative school experience  | 9 <input type="checkbox"/> Didn't know that adult programs existed |
| 5 <input type="checkbox"/> Fear/stigma                 | 10 <input type="checkbox"/> Didn't know how to find the programs   |
|  | 11 <input type="checkbox"/> Other - please specify _____           |

**16. Have you ever taken an upgrading program before?**

- 1  yes      2  no      **If yes, ask, *How did it go?*** If needed, explain that we just want to get a general idea about literacy services. We don't need specific names of programs, teachers, etc.

---

**That's all. Thank you very much for taking the time to answer these questions.**

# Appendix 4

## ABC CANADA - LEARN Campaign Research - Territorial Learner Survey

Name of community: \_\_\_\_\_ Date: \_\_\_\_\_ 1996

1. Which of these are you studying?

- Aboriginal language
- English language
- Math
- Computers
- Skills training
- Other - please specify \_\_\_\_\_

2. How are you studying?  With a tutor  In a classroom with others  
 Other - please specify \_\_\_\_\_

3. ABC CANADA is a national literacy group that advertises about adults going back to school. The ads run on the TV and radio, and in large and small newspapers. All of the ads tell people to look under LEARN in the Yellow Pages™.

a) Have you ever seen or heard a LEARN ad?

- yes
- no (if you answered no, please go to question 4)

b) Where did you see the LEARN ad(s)?

- TV
- Radio
- Newspaper
- Magazine
- Poster
- Yellow Pages™
- Other - please specify \_\_\_\_\_

c) When you saw or heard the ad(s), what did they make you feel or think at the time?

\_\_\_\_\_  
\_\_\_\_\_

4. What is your first language?

- Aboriginal
- English
- French
- Other - please specify \_\_\_\_\_

5. Are you  Female  Male?

6. What is your age? \_\_\_\_\_

7. What grade did you go to in school? \_\_\_\_\_

8. What made you go back to school at this time? \_\_\_\_\_

Thank you very much for your time.

Appendix 5

**ABC CANADA - LEARN Campaign  
Research - Organizational Profile**

**Note: Please return with your first or second batch of questionnaires. Attach extra paper if needed.**

**1. What is the name and location of your organization?** Please distinguish if you are a department within a larger organization, for example, a literacy department within a college or library. For the purpose of this questionnaire, assume that "organization" means your department.

Name: \_\_\_\_\_ Province: \_\_\_\_\_

**2. Is the address label on the package we sent you correct?**    yes     no

Changes: \_\_\_\_\_

**3. What type of organization is it?** Please check as many as apply.

- |   |  |
|---|--|
| 1 <input type="checkbox"/> Community-based program provider   | 5 <input type="checkbox"/> Community-based referral line |
| 2 <input type="checkbox"/> School Board program provider      | 6 <input type="checkbox"/> Government referral line      |
| 3 <input type="checkbox"/> Community college program provider | 7 <input type="checkbox"/> Coalition/network             |
| 4 <input type="checkbox"/> Library-based program provider     | 8 <input type="checkbox"/> Other - please specify _____  |

**4. Approximately what percentage of your organization's time is spent on the following activities?**

- |  |  |
|--|--|
| 1 <input type="checkbox"/> Program delivery _____%   | 5 <input type="checkbox"/> Coalition/network building _____%   |
| 2 <input type="checkbox"/> Phone referral _____%     | 6 <input type="checkbox"/> Fundraising/proposal writing _____% |
| 3 <input type="checkbox"/> In-person referral _____% | 7 <input type="checkbox"/> Program promotion _____%            |
| 4 <input type="checkbox"/> Advocacy _____%           | 8 <input type="checkbox"/> Other - please specify _____        |

**5. How many full-time, paid staff work for your organization?**

- 1  One                      2  Two                      3  Three                      4  Four+                      5  None

**6. How many part-time, paid staff work for your organization?**

- 1  One                      2  Two                      3  Three                      4  Four+                      5  None

**7. How many volunteers work for your organization?**

- 1  One                      2  Two                      3  Three                      4  Four+                      5  None

**8. How many days a week are you open?** Please note if you close or reduce days worked at any point in the year, for example, June 30 - Labour Day.

- 1  Five+                      2  Four                      3  Three                      4  Two                      5  One

Notes: \_\_\_\_\_

**9. Approximately how many hours a day are you open?**

- 1  Six to seven+                      2  Four to five                      3  Two to three                      4  Less than two

**10. On average, how is your phone answered during working hours?** Consider only the phone line listed in the Yellow Pages.

- |  |   |
|--|---|
| 1 <input type="checkbox"/> Always in person                                      | 5 <input type="checkbox"/> Frequently by answering machine/service (51%-80%)      |
| 2 <input type="checkbox"/> Occasionally by answering machine/service (up to 10%) | 6 <input type="checkbox"/> Almost always by answering machine/service (81%-100%)  |
| 3 <input type="checkbox"/> Sometimes by answering machine/service (11%-30%)      | 7 <input type="checkbox"/> Sometimes the phone is not answered at all (up to 30%) |
| 4 <input type="checkbox"/> Often by answering machine/service (31%-50%)          | 8 <input type="checkbox"/> Often the phone is not answered at all (31%-100%)      |

**11. How is your phone answered if someone calls after hours?** Consider only the phone line listed in the Yellow Pages.

- |  |   |
|--|---|
| 1 <input type="checkbox"/> Answering machine/service - option to leave messages    | 3 <input type="checkbox"/> No answering machine/service |
| 2 <input type="checkbox"/> Answering machine/service - no option to leave messages | 4 <input type="checkbox"/> Other - please specify _____ |

**12. Are there enough literacy programs in your area to meet the need?** Please elaborate.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**13. In general, how would you characterize the impact of the LEARN campaign?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**14. How would you characterize the impact of the LEARN campaign on your organization specifically?**

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**15. How do you think the LEARN campaign could be strengthened?**

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**16. What is the biggest challenge facing your organization at the moment?**

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**Appendix 6**

**ABC CANADA LEARN Research  
Territorial Educator Survey**

Organization: \_\_\_\_\_ Community name: \_\_\_\_\_

1. Please describe the work that you or your group does with learners. For example, do you teach in a classroom or tutor one-on-one? What do you teach?

---

---

2. Are there enough literacy programs in your community to meet the need?

---

---

3. What is the biggest challenge facing adult education in your community?

---

---

4. Have you ever seen or heard a LEARN ad?      Yes    No

If you saw or heard an ad, what did you think of it?

---

---

5. Do you think the LEARN campaign has had an impact on adult education in your community?

Yes. Comments:

---

No or don't know. Comments:

---

Thank you for your time.



## Appendix 7

# List of Participating Organizations

### Alberta

A Learning Program Helping Adults, Wildwood  
Alberta Association for Adult Literacy, provincial 1-800 number  
Alberta Vocational College, St. Paul, Centre éducatif communautaire de l'Alberta  
The Calgary Learning Centre  
Chinook Educational Consortium, Blairmore  
Edmonton YMCA Literacy Program, Edmonton  
Keyano College, Community Education & Upgrading, Fort McMurray  
Medicine Hat College, Adult Basic Literacy Education, Brooks  
Medicine Hat College, Adult Basic Literacy Education, Medicine Hat  
Project Read, Chinook Educational Consortium, Claresholm  
Slave Lake Community Reading Project, Slave Lake  
The Reading Network, Grande Prairie

### British Columbia

Literacy B.C., provincial 1-800 number

### Manitoba

Adult Literacy & Basic Skills Unit, Brandon and Prairie Mountain  
Adult Literacy Basic Skills Unit, Department of Education and Training, Winnipeg  
Association of Parents and Professionals for Literacy Education, Virden  
Brandon Friendship Centre, Brandon  
Community Headways - Central Manitoba Literacy Association, Portage La Prairie  
Community Adult Learning Centre, Flin Flon  
Interlake Region Adult Basic Education Committee, Arness  
Literacy Partners of Manitoba, Winnipeg  
Lynn Lake Adult Developmental Studies Program, Lynn Lake

### New Brunswick

New Brunswick Committee on Literacy, Fredericton  
New Brunswick Community College, Bathurst  
New Brunswick Community College, Campbellton  
New Brunswick Community College, Edmundston  
New Brunswick Community College, Miramichi  
New Brunswick Community College, Saint John  
New Brunswick Community College, Woodstock

Saint John Learning Exchange, Saint John

## **Newfoundland**

The Literacy Development Council of Newfoundland and Labrador, St. John's

## **Nova Scotia**

Nova Scotia Adult Education Section, Halifax

Nova Scotia Adult Education Section, Nautical Institute Campus, Strait Region, Port Hawkesbury

Nova Scotia Adult Education Section, Halifax Campus, Metro Region, Halifax

Nova Scotia Adult Education Section, Kingstec Campus, Valley Region, Kentville

## **Ontario**

Adult Basic Education Association of Hamilton-Wentworth, Hamilton

Barrie Literacy Council, Barrie

Burlington Literacy Help Line, Burlington

Chippewas of (Mnjikaning) Rama First Nation, Rama

Collingwood & Area Literacy Council, Collingwood

Continuing Education Department of Dufferin County Board of Education, Orangeville

Flesherton & Area Literacy Program, Flesherton

Halton Adult Learning Network, Milton

Literacy Access Network, Toronto

Literacy Alliance of North Bay, North Bay

Literacy Council of Brantford & District, Brantford

Literacy Council of South Simcoe, Alliston

Literacy Link Niagara, St. Catharines

Literacy Link Eastern Ontario, Kingston

Literacy Network of Durham Region, Oshawa

Literacy Northwest, Dryden

Literacy Society of South Muskoka, Gravenhurst

London/Middlesex Literacy Network, London

Midland Reading Area Council, Midland

Muskoka Literacy Council, Huntsville

Northeastern Ontario Literacy Network Inc., Sault Ste. Marie

Orillia and District Literacy Council, Orillia

Ottawa-Carleton Coalition for Literacy, Ottawa

Project READ Literacy Network, Cambridge

QUILL Network, Walkerton

Southwestern Ontario Adult Literacy Network, Strathroy

Strathroy Adult Learning Centre, Strathroy

Sudbury Community Literacy, Sudbury

YMCA of Hamilton/Burlington - Learning Connections Program, Burlington

## **Prince Edward Island**

Laubach Literacy Council of P.E.I., Souris  
P.E.I. Literacy Alliance, Charlottetown

## **Quebec**

Chateauguay Valley Literacy Council, Chateauguay  
Gaspesie Literacy Council, Gaspé  
Huntingdon Community Learning Centre, Huntingdon  
Laurentian Literacy Council, Lachute  
Literacy Partners of Quebec, Montreal  
Quebec City Reading Council, Sillery  
St. Francis Literacy Council, Sherbrooke  
Western Quebec Literacy Council, Shawville  
Yamaska Literacy Council, Cowansville

## **Saskatchewan**

Cumberland Regional College, Literacy Department, Tisdale  
Cypress Hills Regional College, Literacy Program, Swift Current  
Lakeland College, LEARN/LITERACY Department, Lloydminster  
The Learning Centre, Regina Public Library  
Parkland Regional College, Literacy Program, Yorkton  
Saskatchewan Literacy Network, Saskatoon  
SIAST Palliser Institute, Moose Jaw  
Southeast Regional College, Literacy Program, Weyburn

## **Northwest Territories**

Aurora College, Yellowknife  
Community Learning Centre, Hay River  
Fort McPherson Learning Centre, Fort McPherson  
Nunavut Arctic College, Kugluktuk  
Nunavut Arctic College, Rankin Inlet

## **Yukon**

Yukon College, Mayo Campus, Mayo  
Yukon Learn, Dawson City  
Yukon Learn, Whitehorse  
Whitehorse Correction Centre, Whitehorse  
Kwanlin Dun House of Learning, Whitehorse

## Appendix 8

## Quotations from Callers and Learners

A large number of respondents commented on the sheer *size* of some of the print ads, most specifically the LEARN pages and the outdoor ads.

The most common comment is that the size of the ads simply makes them easy to locate:

"It's nice and big and easy to see. Most ads you need a magnifying glass."  
*Nanaimo, B.C.*

"It's a good thing. You don't have to fight to find it." *Logger, Black Creek, B.C.*

"A whole page stands out and catches your eye." *Cashier, Winnipeg.*

"It's a great big full page. You can't miss it." *Homecare worker, Winnipeg.*

"I just looked and there it was." *North York, Ont.*

"It really jumped out at me." *Labourer, Kelowna, B.C.*

"I looked it up and it was right there. Just like that." *North York, Ont.*

"The ad just popped out. It was a full page." *Gas station attendant, Coquitlam, B.C.*

The size (and look) of the outdoor ads is compelling enough to bring them to the attention of some curious non-readers:

"I saw the bus shelter ad and asked my friend to help me read it." *Babysitter, Nepean, Ont.*

An ultimate measure of how easy the ads are to find is that a significant number of people stumble upon the ads by accident:

"I found your number in the telephone book. I was looking for something else, then I saw your page. I was happy. I thought maybe you would have something for me." *Scarborough, Ont.*

"I came across it by accident; it was easy to read and friendly." *Health care aide, Kitchener, Ont.*

"I was just flipping through the book and I could see that this would be good for me." *Toronto.*

"I was looking through the Yellow Pages™ and spotted the ad." *Labourer, Peterborough, Ont.*

"I was looking through the Yellow Pages™ to get a lawyer's phone number and I saw the ad." *Labourer, Penticton, B.C.*

"I was leafing through the Yellow Pages™ looking for something to help me." *Toronto.*

Another reason why large ads are so powerful is that they are easier to decipher:

"I could read it because it was big print." *Retired, Scarborough, Ont.*

"I found it easy to read because of its size." *Unemployed, Ottawa.*

"It was clear and easy to read." *Unemployed, Kingston, Ont.*

"The ad was simple and straightforward." *Labourer, Pense, Sask.*

"There was a very clear list of who to call." *Alta.*

"There was a full page right there. The number to call was right out in the open." *Labourer, Winnipeg.*

"It's nice and big and easy to see. Most ads you need a magnifying glass. It made me think you guys could help me." *Nanaimo, B.C.*

"I saw the ad at the bus shelter. It's nice and bright so I thought, 'why not call?'" *York, Ont.*

"The ad was nice and big. I asked my wife to call." *Hamilton, Ont.*

The LEARN ads also command attention because they are visible in multiple mediums.

"I've been looking for something to help my wife for a long time now. I do what I can to help her at home but I work and she deserves to have more

time to learn. These ads are everywhere so I thought 'What do I have to lose?'" *Toronto*.

"Every time I used the Yellow Pages™, I saw the ad. I finally decided to do something about it." *Barrie, Ont.*

"I saw the ads many times on TV over last two years. I called ABC [CANADA] because I saw an ad in the newspaper." *Homemaker, North York, Ont.*

"I saw the bus ad and thought about the TV ads." *Ottawa.*

"I saw the ads in bus shelters when I driving school bus. I looked in Yellow Pages™ and called." *School bus driver, Etobicoke, Ont.*

In addition to the LEARN campaign's form, of big, ubiquitous ads, the actual content of the ads is very influential. For some people, it appears that the ads are a central motivator for calling. Clearly the ads strike a chord, perhaps awakening an unconscious motivation. For others, the motivation was fully conscious, and in some cases, they had already started a search for programs.

Respondents find the ads attention getting:

"If you have a problem and you see that ad, it'll wake you up. It'll make you think twice, 'Oh my God, there is help!' It's a very good commercial." *Learner in an upgrading program, Toronto.*

"Those signs make people pay attention. They say 'Hey you, you should go back to school! Why not call, eh?'" *Armed forces, Brandon, Man.*

"They threw the thought into my head and gave it a push." *Unemployed, Winnipeg.*

...emotionally appealing:

"It makes a person get interested. It makes you kind of excited." *Salesperson, Toronto.*

"It made me cry. It really hit home." *Whitby, Ont.*

...personally meaningful:

"I was touched by hearing personal testimonies. Actually having a face to relate to assured me that I wasn't alone." *Homemaker, Barrie, Ont.*

"The way the people talked, it sounded like me." *Homemaker, Woodbridge, Ont.*

"There were guys giving views on how they couldn't read and write. I thought I would call." *Winnipeg.*

"I saw the ad on TV and thought why should I stay at home? I may be a bit older but I could go out and learn." *Retired, 70+, Toronto.*

"It gave me a sense that anyone can do it no matter what age." *Homecare worker, Winnipeg.*

"The old man on the TV ad said he learned from you guys, so if he could, I could." *Homemaker, Winnipeg.*

"I am trying to improve my reading & writing and those two were mentioned in the TV ad. I thought this program could be for me." *Labourer, Pense, Sask.*

...socially meaningful:

"I think it's beautiful for people...they want to learn." *Construction, Surrey, B.C.*

"People like me always want to do something about it. It's wonderful to feel someone's there. Thank you for being there." *Waitress, Princeton, B.C.*

"I like that the ads show people of all different ages and ethnic groups." *Learner in academic upgrading program, Saint John, N.B.*

"The ads are good because they use normal, everyday people." *Learner in academic upgrading, Saint John, N.B.*

...positive:

"I found the ad gave a very positive message. It made me want to check the Yellow Pages™." *Retail worker, Hull, Que.*

"It seemed inviting." *Homecare worker, Winnipeg.*

"I liked the message, 'helping others learn to learn.' It made me feel it was OK to do it." *Dietary aide, Surrey, B.C.*

...truthful and realistic:

"The ads showed me people that I don't want to be like. I want to take a big step and have a future for myself. It changed my thoughts about everything." *Cashier, Winnipeg.*

"They are smart, truthful ads that will convince kids to stay in school." *Learner in academic upgrading program, Saint John, N.B.*

...hopeful:

"I was pushed on from grade to grade but I never really learned nothing. This LEARN sounds like it might be different." *Unemployed, Scarborough, Ont.*

"While I was in jail, I thought about it...help is out there... I'd have a place to go after. I passed the number on to others." *Assistant to a traditional Native teacher, Winnipeg.*

"I didn't know there was a chance for me. Low skills have held me back. Things were screwed up when I was a kid. I had no dad. I started working at 10. I'm a good worker. If I could read & write I could have it all. All I need is a chance." *Toronto.*

"I'm not doing good enough. But there's help and hope yet." *Ft. McPherson, N.W.T.*

"I saw the ad and thought, 'Let's try again. Maybe there is someplace good for me.'" *Retail sales, Scarborough, Ont.*

"It's the best ad I've ever seen. It made me want to try again." *Accounting clerk, Langley, B.C.*

...pivotaly informative:

"I didn't know that programs for adults existed. I really want to learn." *P.E.I.*

"I didn't know anyplace to phone for help." *Homemaker, Calgary.*

"I've been looking for years. Everybody told me there was no help available."  
*School lunch program helper, Edmonton.*

"I looked everywhere then found LEARN." *Homemaker, London, Ont.*

"It gave me the number to call." *Cashier, Courtice, Ont.*

"It was really good. I had tried hard to find adult literacy." *Restaurant worker, Fredericton., N.B.*

"It's hard to find anything in a small town." *Tile setter, Cranbrook, B.C.*

"We didn't know what to do and the ad made it easy." *Salesperson, Renforth, Alta.*

...timely:

"I've been thinking about it but didn't know how until I saw the ad in the bus shelter." *Nanny, Barrie, Ont.*

"I was looking already and I saw the ad. It looked like help was easy to find."  
*Truck driver, Mount Pearl, Nfld.*

"I saw the ad all the time but I never paid much attention to it. Yesterday it just hit me! It was so forceful." *Scarborough, Ont.*

"I was looking and thinking for a long time where I could improve my reading and writing. Then I saw the ad in a bus shelter." *Welder, North York, Ont.*

"Its been on my mind for some time now. My social worker had given me the number but the ads on TV and radio came at the right time." *Unemployed, Toronto.*

"I've looked at ad many times. I'm calling now because my job is threatened by my reading and writing...my boss talked to me about it." *Secretary, Sudbury, Ont.*

...and just simply motivational:

"It made me pick up a telephone. I looked at the ad and figured, 'Why not?'"  
*Janitor, Kamloops, B.C.*

"I've always wanted to improve my spelling and reading; the ads just got me motivated." *Unemployed, Winnipeg.*

"It's something I've always wanted to do and just never done." *Printer, Winnipeg.*

"It made me want to phone and get someone to tutor me." *Learner, Whitehorse Correctional Centre, Yukon.*

"I would like to go and see what they have to offer me." *Whitehorse.*

"It made me feel I need more education." *Learner, Rankin Inlet, N.W.T.*

"It made me want to go back to school." *Learner, Yellowknife.*

"It make me think I should try it some day in the future." *Learner, Kugluktuk, N.W.T.*

Perhaps unintended, another impact the ads have is to further inspire learners who are already studying in literacy and upgrading programs:

"As I was watching the ad, I thought of how lucky I was to have the literacy program in St. Paul...many people aren't as fortunate." *12 year old boy studying in multi-generational program in St. Paul, Alta.*

"I'm doing it too!! Trying to learn." *Kugluktuk, N.W.T.*

"I was already working on math and reading so I wanted to do more." *Mayo, N.W.T.*

"I feel part of it." *New Brunswick Community College, Miramichi.*

"I know I can do it." *New Brunswick Community College, Miramichi.*

While the content of the ads is encouraging and motivational, many learners and potential learners still struggle with a terrible sense of fear and embarrassment:

"I was watching TV with some friends who know I have a reading problem. I didn't feel very comfortable." *Learner in upgrading class, Toronto.*

"I found the number easily, but I took a long time to think before I called. This isn't easy... I'm embarrassed." *Unemployed, Ottawa, Ont.*

"I saw the ad before but I only recently got up the courage to call."  
*Unemployed, Oshawa, Ont.*

"I saw ads in many places but I was afraid to call. What if they can't help me or what if I don't fit what they need? But I had to call. I had to get better English for my children's sake." *Homemaker, North York, Ont.*

"It took me four days to call you." *Waitress, Princeton, B.C.*

In one case, the caller couldn't complete the questionnaire because of embarrassment:

"I'm desperate. Please don't ask me any more questions. I just want to get help with my reading. I feel ashamed to be talking to you like this."  
*Unemployed, Toronto.*

Ultimately the LEARN ads do help people in the long struggle to scale the wall of embarrassment and discouragement:

"It was hard to admit that I can't read. The ad helped me to admit it and make the call." *Unemployed, St. George, N.B.*

"It made me feel I was not alone and that I could...talk about my problem and no one needs to know." *Supervisor of housekeeping, Golden, B.C.*

"My husband told me I was being silly, but I wanted to call after seeing the ad." *Restaurant worker, Aylmer, Ont.*

"When you do decide to make a phone call, it's there." *Labourer, Coquitlam, B.C.*

**Impact of the LEARN campaign on large communities**

Sixty-one percent of calls in large communities are associated with the LEARN campaign.

"Tremendous overall benefit to the help line. The LEARN campaign is polished, professional, and gives a good impression of the students and work involved in literacy. People think ABC [CANADA] is the name of all literacy organizations or that we work for ABC [CANADA]. It's a challenge to explain how literacy works." *Alberta Association for Adult Literacy.*

"The LEARN campaign has definitely raised the awareness level of Canadians regarding the importance of literacy and education." *The Calgary Learning Centre.*

"Minimal [impact] in this area." *Edmonton YMCA Literacy Program.*

"I think the ads help create an awareness but are probably more effective in larger centres or more urban areas. In our organization there has not been a lot of impact but we still appreciate the advertising in any form." *The Reading Network, Grande Prairie, Alta.*

"Very positive - I believe it would have been much more effective, however, with a 1-800 number. The television commercials are certainly noticed. I have met people who have been in this community longer than the program has existed and they have never heard of it! I strongly believe that the campaign will help the literacy community gain momentum. We can not give up on it!" *Keyano College, Community Education & Upgrading, Fort McMurray, Alta.*

"It plays a significant part in about 15-20% of individuals deciding to contact our program." *Medicine Hat College, Adult Basic Literacy Education, Medicine Hat, Alta.*

"The campaign has had a very positive impact in B. C. It has been successful in reaching people with low literacy...In the past, ...our [own ads] increased calls more from volunteers. The fact that the LEARN campaign generates *many* more learner calls tells us that [it] is giving the right message to the target group. [When the media ads were running], the campaign more than doubled calls to our office from learners. [The campaign] has significantly

increased our workload...and has also given us tremendous satisfaction."  
*Literacy B.C., province-wide 1-800 number.*

"No one has ever mentioned to us that they learned of us from the Yellow Pages™." *Brandon Friendship Centre, Manitoba.*

"We have had more calls wanting referrals to programs. [Calls have increased by] 30 to 40%." *Adult Literacy Basic Skills Unit, Department of Education & Training, Winnipeg, Man.*

"I think it's very beneficial - the Yellow Pages™ service is great - we just need to publicize it better in our local communities." *Adult Literacy & Basic Skills Unit, Brandon, Man.*

"WIDE and far reaching! [Calls have] doubled. Increases and heightens awareness of literacy issues. Really gets to the heart of the issue in a clear concise way. Eye opening for some. A real wake up call as to direction and has highlighted the need for more of a public image for our organization. Also drives home the need for staffing levels, i.e., to be there when the call comes in." *Literacy Partners of Manitoba, Winnipeg.*

"In the beginning, the ads had a great impact and there were a number of calls because of ads. Since March, 1995, ads have not been shown...and calls have diminished greatly. In December, 1996, [we] bought air time and aired our own ad [which] also says 'Look under LEARN'. Calls have increased." *New Brunswick Committee on Literacy, Fredericton.*

"Positive impact - with some increase in calls initially when campaign started. Calls would have come through to our field staff regardless." *Nova Scotia Adult Education Section, Halifax.*

"Fantastic. More people are saying they've seen the ad in the Yellow Pages™. It's picking up upgrading people not just literacy people." *Halton Adult Learning Network, Milton, Ont.*

"I think people are aware of it especially through the TV ads, which are excellent. We have had a few calls from learners wanting to join our program but have not noticed a great increase." *Literacy Council of Brantford & District, Brantford, Ont.*

"Excellent - many callers refer to TV commercial. [Calls have increased by] 50 to 60%" *Literacy Link Niagara, St. Catharines, Ont.*

"More awareness has been built about literacy in our region....It has increased our 1-800 referral calls by two-thirds." *Literacy Link Eastern Ontario, Kingston, Ont.*

"It is the most high profile advertisement available to literacy providers. It has increased public awareness of our organization....[Calls have increased by] 50 to 60%." *Literacy Network of Durham Region, Oshawa, Ont.*

"Very good at directing people to call me. I could not begin to provide advertising of that calibre and coverage. It is instrumental to the hotline service we run." *Sudbury Community Literacy, Sudbury, Ont.*

"[It's] given literacy in Canada much higher profile. Initially, increase of 50% calls from learners. Right now, it accounts for 40% of calls received." *Ottawa-Carleton Coalition for Literacy, Ont.*

"No impact that we are aware of. Beneficial to keep awareness in community." *Continuing Education Department of Dufferin County Board of Education, Orangeville, Ont.*

"Overall, it has been very successful. Literacy programs that do not have the funds for promotion have been able to tap into this resource. [Calls have increased by] 40 to 50%." *Barrie Literacy Council, Barrie, Ont.*

"Great - Increased awareness in the community. We have received many calls from learners who have seen the ad on bus shelters. [Calls have increased by] 30 to 40%." *YMCA of Hamilton/Burlington - Learning Connections Program, Burlington, Ont.*

"This is a very important campaign. With the directions from the TV ads (very important for *non-literate* viewers) and the constant reminders...we have noticed a lot more people are encouraged and able to find us." *Collingwood & Area Literacy Council, Collingwood, Ont.*

"[It's] well received by the Metro Toronto community - it has drawn learners primarily but has drawn others - created an increase in demand - LEARN peaks can be tracked. [Calls have increased by] 50 to 60%. [Many callers think they are calling a school as opposed to a referral line.]" *Literacy Access Network, Toronto.*

"Most clients are referred to us by their social service worker....or other programs." *Literacy Alliance of North Bay, Ont.*

"People told us they don't use the Yellow Pages™ and after I explained the bus ad sign the majority of people remembered seeing it, but not until I talked about it." *Literacy Alliance of North Bay, Ont.*

"LEARN campaign does assist us in outreaching to public and also helps the public realize there are places to get help...our organization is still quite young...recognition from the community has been slow to start but increasing." *Literacy Council of South Simcoe, Alliston, Ont.*

"The LEARN campaign has raised the awareness of the literacy issue which has helped indirectly to encourage students and tutors to come forward." *Literacy Society of South Muskoka, Gravenhurst, Ont.*

"We are most grateful for ABC CANADA and Tele-Direct's help. We are unable to compile daily stats on actual increases - no staff or time. Thank you. The last two people to call had checked Yellow Pages™ - one looking for literacy stumbled on "LEARN." Every bit helps. It is interesting though that they have often thought about [calling only after] seeing a variety of media and it seems to take time to take the first step." *London/Middlesex Literacy Network, Ont.*

"Learners in the community are more aware of learning options." *Orillia and District Literacy Council, Orillia, Ont.*

"The LEARN campaign is extremely important. It raises the profile of literacy nationally therefore increasing local profile. Approximately half of our calls are due to the LEARN campaign. Please maintain the campaign." *Project READ Literacy Network, Cambridge, Ont.*

"We have greatly benefited from the advertising. Calls continue to increase. We benefit from an affiliation with a nationally recognized organization." *Southwestern Ontario Adult Literacy Network, Strathroy, Ont.*

"Thank you for tremendous efforts made by ABC CANADA to promote literacy. Calls have increased significantly [almost double] since the campaign began. Ads [being] in a variety of formats is extremely helpful." *Southwestern Ontario Adult Literacy Network, Strathroy, Ont.*

"Only two or three people in our whole survey had ever heard of ABC-LEARN and none of those three contacted us because of your campaign." *Strathroy Adult Learning Centre, Strathroy, Ont.*

"I think it brings out into the open the literacy problems and awareness. People seem to realize that they are not alone and help is available. More volunteer tutors offered help. Learner who normally won't admit [an] inadequacy came forward for help." *Lakeland College, LEARN/LITERACY Department, Lloyminster, Sask.*

"I know people are responding to it - more so than I would have thought. It brings us more tutors and students. [Calls have increased by] 20 to 30%. We have obtained the [public service announcements] and play them at local fairs, etc." *Yamaska Literacy Council, Cowansville, Que.*

"[We've had] fewer calls since the LEARN ads ceased running last spring." *P.E.I. Literacy Alliance, Charlottetown.*

"We feel that it is a wonderful idea. We do have calls as a result of the TV ads. We have not been able to trace any of our people to the phone book. We are making a point of publicizing its existence by word of mouth." *Chateauguay Valley Literacy Council, Chateauguay, Que.*

"The number of calls for services has increased by 2.5 times. The impact has been quite amazing. We have built on the success of the ABC [CANADA] campaign by targeting a media campaign as a local project. As a result of the increase in calls we recognized the need to do some research on follow-up and services." *Literacy Partners of Quebec, Montreal, Que.*

"Very worthwhile - more individuals are aware of programs in the community. Often used as a lead organization for other educational referrals." *Quebec City Reading Council, Sillery, Que.*

"We have not received any calls through the LEARN line." *St. Francis Literacy Council, Sherbrooke, Que.*

"I think the effect on my long-term students is one of saying, 'It's O.K. to be part of this.'" *Cypress Hills Regional College, Literacy Program, Swift Current, Sask.*

"The LEARN campaign has encouraged some people to seek our services but we've also had to advertise in our local media." *SIAST Palliser Institute, Moose Jaw, Sask.*

"The LEARN campaign has had a tremendous impact across Canada. [Our calls have increased by] 50 to 60%. It has brought both awareness to the public and hope for learners." *Saskatchewan Literacy Network, Saskatoon.*

"We are established in the community. Much of our intake comes from word-of-mouth although some have told us they saw the LEARN TV ads; this is a small number." *Saint John Learning Exchange, Saint John, N.B.*

"I am only familiar with the television ads, and I thought they were well-done. Most students are referrals from other agencies." *Aurora College, Yellowknife., N.W.T.*

"TV ad - good. Phone book ad - good for tutors and those with literacy skills." *Yukon Learn, Whitehorse.*

"[It increases] awareness. People are more open to returning to learning." *Yukon Learn, Whitehorse.*

"Ads are excellent. People [here] understand the issues more." *Yukon Learn, Whitehorse.*

"The LEARN campaign has had an impact on the community at large and thus influences inmates when they become incarcerated to get involved in adult education." *Whitehorse Correction Centre, Whitehorse.*

"It's good to see the encouragement towards literacy. It's made people realize that you're never too old to learn and you shouldn't be ashamed to be involved." *Kwanlin Dun House of Learning, Whitehorse.*

"Most of the ads I've seen or heard give the right message to the right audience, they aren't belittling." *Kwanlin Dun House of Learning, Whitehorse.*

## **Impact of the LEARN campaign on medium communities**

Twenty percent of calls are LEARN-related in medium-size communities. The association, however, is not uniform across organizations. The following comments reflect the uneven impact of the campaign where some groups receive many LEARN-related calls, and some receive none.

"I believe it has had considerable impact [especially at] a local level. The profile of our single providers was boosted [with] more learners seeking services. Calls coming to the network have primarily originated from currently unserved areas. [Calls have] doubled" *Literacy Northwest, Dryden, Ont.*

"I would say the LEARN campaign has had a very positive impact. It reaches everyone - the student, the average person who never thinks about this issue, potential tutors - everyone. We haven't had the impact of big cities, but I believe people have been made aware of our presence by the LEARN campaign - radio, TV, Yellow Pages™. It's a wonderful campaign. Are posters available?"<sup>27</sup> *Muskoka Literacy Council, Huntsville, Ont.*

"[It's had] very little impact." *Southeast Regional College, Literacy Program, Weyburn, Sask.*

"I think that it has been very positive. [Calls have increased by] 20 to 30%." *New Brunswick Community College, Woodstock.*

"I don't know. So far, no one told me they had seen the ad." *New Brunswick Community College, Edmundston.*

"[I think the impact has been] minimal in rural areas. Most learners come into the programs as a result of local promotion in community newspapers, posters, and word-of-mouth. We are now using LEARN campaign posters to promote our programs." *Interlake Region Adult Basic Education Committee, Arness, Manitoba.*

"The impact is probably larger in the city than in a small town. [This] is a small community and most learners find out about us from family or friends." *Slave Lake Community Reading Project, Slave Lake, Alta.*

"We support [the] LEARN campaign in principle but in reality...the majority hear about us from local sources and often don't connect LEARN ads with the local group. [They] feel it's a Toronto thing." *Midland Reading Area Council, Midland, Ont.*

## **Impact of the LEARN campaign on small communities**

The LEARN campaign is associated with 41% of calls in small communities. Similar to the comments from medium-size communities, the variations in the LEARN campaign's impact is reflected in these comments.

"The LEARN campaign is extremely professional and effective in its presentation and has had significant impact on public awareness of

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<sup>27</sup> ABC CANADA will readily supply posters upon request.

literacy...[Calls have increased by] 20 to 30%." *Association of Parents and Professionals for Literacy Education, Virden, Man.*

"The LEARN campaign really encourages people to improve their literacy skills by contacting the local organization. We are the only literacy program in the area so I think it encourages people to come to us." *Cumberland Regional College, Literacy Department, Tisdale, Sask.*

"Was there a LEARN campaign in Hay River?" *Community Learning Centre, Hay River, N.W.T.* [There was!]

"Great message - very real examples for those people who watch TV. If there are posters I'd like some to put up!!" *Community Learning Centre, Hay River, N.W.T.*

"They were inspirational because they profiled real people's testimonials and showed hope as these people began to believe in themselves again and reach for their dreams. No one has said anything to me about the ads, and our literacy tutor reports that few people have approached her for tutoring." *Fort McPherson Learning Centre, Fort McPherson, N.W.T.*

"It was beneficial in that it addressed many cultures." *Nunavut Arctic College, Kugluktuk, N.W.T.*

"Whenever I go out to do public presentations, a lot of people ask if I'm from 'that group on the TV' I hear this a lot kids in schools, seniors groups, [etc.] It happens a lot." *A Learning Program Helping Adults, Wildwood, Alta.*

"I feel that some people see the ads and it has an effect - then they forget they've seen them." *Slave Lake Community Reading Project, Slave Lake, Alta.*

"Very informative. It gets people thinking about their future. I don't think we see the LEARN campaign enough, but for those who do see it, it has had a positive impact." *Nunavut Arctic College, Kugluktuk, N.W.T.*

"Very good and encouraging. More and more adults are asking for the chance to further their education." *Nunavut Arctic College, Kugluktuk, N.W.T.*

"I thought it was well done and thoughtful. I have rarely seen them on TV so suspect most people may have had a similar experience." *Nunavut Arctic College, Rankin Inlet, N.W.T.*

"Minimal [impact] in this rural area. Most students come and are referred by word-of-mouth. LEARN may have an impact on those who tell the students about us. As a long-time literacy worker, I am personally delighted by the work ABC does, including the LEARN campaign." *Project Read, Chinook Educational Consortium, Claresholm, Alta.*

"It all helps. People need to hear about adult education from different sources. The posters have been up so I know it has helped some for people to see them." *Yukon College, Mayo Campus.*

"LEARN ads help some, but local ads help more." *Yukon College, Mayo Campus.*

"I was glad to see the ads for adults to learn. It helps make people aware that there are ways they can keep learning." *Yukon College, Mayo Campus.*

"It's good to have lots of ads, people know it isn't just his or her problem. I know people have seen posters so it helps keep adult learning in front of them." *Yukon College, Mayo Campus.*

"I believe in education so I'm glad to see anything that encourages education." *Yukon College, Mayo Campus.*

"A lot of programs in our area do their own advertising. I think the only LEARN ad that is really visible is the Yellow Pages™." *Quill Network, Walkerton, Ont.*

"Good. [I] like the learners talking about learning. [I] haven't heard anyone talking about it." *Yukon Learn, Dawson City.*

"My impression is that there is not a lot of Yellow Pages™ use in these rural communities." *Chinook Educational Consortium, Blairmore, Alta.*

"Has little impact due to the fact that [this] is a small isolated community." *Lynn Lake Adult Developmental Studies Program, Lynn Lake, Man.*

"Excellent - We need MORE public awareness. I would like to see the [provincial] 1-800 literacy help line promoted [on the TV]." *A Learning Program Helping Adults, Wildwood, Alta.*

## Strengthening the LEARN campaign

A distinguishing feature of the LEARN campaign is that it is, at once, both national and local: the national ads direct people to their local Yellow Pages™. A number of the participating literacy partners had suggestions for further strengthening the national-local connection.

"Strengthen the campaign by providing more 'locally-based' ads that list the local literacy providers. The Yellow Pages™ ads do this very effectively; perhaps similar ads could be placed in local newspapers, community newsletters, etc." *The Calgary Learning Centre.*

"I would suggest that [because] the TV ads reach our target audience the best, the 1-800 literacy help line [should be] promoted there." *A Learning Program Helping Adults, Wildwood, Alta.*

"Greater frequency of ads, as well as the ability for local coalitions to insert their information numbers." *Alberta Association for Adult Literacy, Calgary.*

"Possibly a stronger connection with local groups, i.e., tag-ons informing of literacy groups within the area." *Association of Parents and Professionals for Literacy Education, Virden, Man.*

"Perhaps local trailers on the TV ads regarding where, when, and how [to contact local groups]." *New Brunswick Community College, Saint John.*

"Decentralize [by having] more local references; for example, the bus shelter ads should have the local phone number." *Adult Basic Education Association of Hamilton-Wentworth, Hamilton, Ont.*

"In addition to current efforts, make posters and pamphlets with enough room to add pertinent local information." *Parkland Regional College, Literacy Program, Yorkton, Sask.*

"Local [references] on TV and radio so clients will know where to look." *St. Francis Literacy Council, Sherbrooke, Que.*

"[It's] good to complement local Yukon ads". *Yukon Learn, Dawson City.*

"Must be paired with local advertising. Need community programs advertised in the Yellow Pages™. *Yukon Learn, Dawson City.*

"Local tag lines on the commercials - our phone number listed at end of radio and TV ads." *Project READ Literacy Network, Cambridge, Ont.*

"In Mayo it may be that posters about the Mayo project and information in the monthly paper would do the most." *Yukon College, Mayo Campus.*

Juxtaposed to the theme of further localizing the LEARN campaign are suggestions for further centralizing it.

"One national number." *Quebec City Reading Council, Sillery, Que.*

"Maybe a 1-800 number could be established and used as directory assistance for learners to find out program information in their area." *Community Headways - Central Manitoba Literacy Association, Portage La Prairie, Man.*

"Learners who have difficulty reading have difficulty looking in the Yellow Pages™. Maybe have a 1-800 hotline [which would give] local program phone numbers." *YMCA of Hamilton/Burlington - Learning Connections Program, Burlington, Ont.*

"In my province, we are moving toward a 1-800 number to maximize the effect." *Literacy Partners of Quebec, Montreal, Que.*

These two themes are not necessarily seen as mutually exclusive:

"Add a national 1-800 number that's easy to remember (like 1-800-ABCDEFGH, everyone knows that one!). Make a stronger connection to local programs (i.e., a 1-800 number)." *Keyano College, Community Education and Upgrading, Fort McMurray, Alta.*

There is a recognition of the need for more advertising:

"Increase the play frequency of the ads - more, more, more. I know that means money probably." *Muskoka Literacy Council, Huntsville, Ont.*

"More prime time media coverage might increase the impact; however, we realize this would be very costly." *Barrie Literacy Council, Barrie, Ont.*

"Greater frequency of ads." *Alberta Association for Adult Literacy, Calgary.*

"Play commercials during prime time shows." *Literacy Alliance of North Bay, North Bay, Ont.*

"There is more need for the public awareness and publicity about the adult literacy programs in the North and the rural areas of the province." *Adult Literacy Basic Skills Unit, Department of Education and Training, Winnipeg, Man.*

"More publicity." *New Brunswick Community College, Bathurst.*

"More advertisement spots on TV and radio. More support from government." *Literacy Link Eastern Ontario, Kingston, Ont.*

"More frequent ads on TV and radio." *P.E.I. Literacy Alliance, Charlottetown.*

Though some of the groups indicated that they were already working with local media to promote LEARN ads, many more were seeking direction about how to accomplish this:

"If LEARN would pay for our local newspaper advertising, we would gladly carry the LEARN logo on it."<sup>28</sup> *Interlake Region Adult Basic Education Committee, Amess, Man.*

"To save time, could LEARN staff contact the [local] media? We could forward a list. It may help in terms of results." *Literacy Link Niagara, St. Catharines, Ont.*

"I would appreciate ABC CANADA...providing us with a letter to send to local media to get them to run ads." *Project READ Literacy Network, Cambridge, Ont.*

"Provide local programs with media kits to take to local media or posters that draw attention to the LEARN campaign." *Adult Literacy & Basic Skills Unit, Brandon and Prairie Mountain, Man.*

"I think there needs to be a greater push for air time. When LEARN was first launched, national [media] wrote to their affiliates urging them to air the ads. If this was done again and [we] were aware of the contact person, we could follow up locally." *New Brunswick Committee on Literacy, Fredericton.*

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<sup>28</sup> ABC CANADA encourages literacy groups to approach their local media to run LEARN ads for free, as a public service.

There were suggestions regarding the content of the ads:

"Let rural TV viewers know that it isn't just an urban program - it applies to rural communities as well." *Interlake Region Adult Basic Education Committee, Arnes, Man.*

"Use the arts, especially theatre, as a medium." *Alberta Vocational College, Centre éducatif communautaire de l'Alberta.*

"Use provocative symbols not words." *Flesherton & Area Literacy Program, Flesherton, Ont.*

"Stress a few points: literacy is a problem with a solution, funding is available, you are not alone." *Medicine Hat College, Adult Basic Literacy Education, Medicine Hat, Alta.*

"The learners [in the ads] could talk more about how they felt *before* asking for help." *Yukon Learn, Dawson City.*

"A 'success story' or a 'personal endorsement'." *Collingwood and Area Literacy Council, Collingwood, Ont.*

"Use follow up-success stories [like] an update of students from the original ads. Also tell people that tutors are often trained volunteers." *Alberta Association for Adult Literacy, Calgary.*

"Advertise for tutors." *Project Read, Chinook Educational Consortium, Claresholm, Alta.*

"Use of more audio-visual media rather than the written page may help." *Northeastern Ontario Literacy Network Inc., Sault Ste. Marie, Ont.*

"Some new ads for TV to freshen the campaign." *Ottawa-Carleton Coalition for Literacy, Ottawa.*

"Some ads with Maritime accents." *P.E.I. Literacy Alliance, Charlottetown.*

"Point out that numeracy also offered in many programs." *Midland Area Reading Council, Midland, Ont.*

Finally, there were ideas about marketing the ads:

"Put ads on bus panels. Bumper stickers. Ask large national organizations such as banks to print LEARN information on the back of envelopes." *Southwestern Ontario Adult Literacy Network, Strathroy, Ont.*

"[It] would add credibility and visibility if a celebrity would endorse the campaign." *SIASST Palliser Institute, Moose Jaw, Sask.*

"Extend bus shelter ads... to smaller communities outside of Toronto." *Literacy Network of Durham Region, Oshawa, Ont.*

"Put 'adult' on bus shelter ads. The copy could reflect that a waiting list might be involved. [Keep] the full page ad with one number." *Literacy Access Network, Toronto.*

"New TV ads and additional [phone-book cross-] references, i.e. 'Read', and 'Literacy.' Reference to LEARN should also be listed under 'Literacy.'" *The Literacy Development Council of Newfoundland and Labrador, St. John's, Nfld.*

"The Yellow Pages™ could use references from READ to LEARN." *Saskatchewan Literacy Network, Saskatoon.*

"Maybe another reference word like 'Reading.'" *Chateauguay Valley Literacy Council, Chateauguay, Que.*

"More ads. LEARN ads should be in all telephone books [for example, neighbourhood directories]." *Gaspesia Literacy Council, Gaspes, Que.*

"I think a higher profile is necessary, e.g., placing the ad on the cover of the phone book." *Community Adult Learning Centre, Flin Flon, Man.*

"LEARN could be an advocate with businesses and [government] agencies...LEARN could be put in journals across Canada." *Cypress Hills Regional College, Literacy Program, Swift Current, Sask.*

"Should extend to the school level so that the young people realize the importance of literacy." *Lakeland College, LEARN/LITERACY Department, Lloydminster, Sask.*

"Give our [group] credit in the ads, so people know they are calling a specific body. [The name] 'ABC CANADA' means little in the Maritimes." *Nova Scotia Adult Education Section, Halifax.*

"Send me some posters I could put it in our local *Ojibwe Times*." *Chippewas of (Mnjikaning) Rama First Nation, Rama, Ont.*

## Meeting the Need

Funding and related resource issues plague organizations in a way that endangers the provision of literacy services:

"Fundraising to keep going is a major concern. There are over 25 programs in [this area]. Funding cutbacks from two years ago plus forecast cutbacks are having devastating effects. When programs using the LEARN page have to close, they should agree to [refer] calls to the nearest network or program ...so callers will not be facing failure once more." *Ont.*

"Lack of funding and funding cuts have caused program closures and reduction in services." *Alta.*

"I'll try to participate [in this research project]. I've just gone from being paid staff to being a volunteer. We lost all of our funding." *Ont.*

"Funding cuts have reduced programs." *N.S.*

"Lack of sufficient staff hours. Reduction in telephone service - two lines rather than three. Uncertainty about continued public support for literacy services." *Ont.*

"Quantity of programs is sufficient but lack of funding results in a quality drop due to reduced hours." *Alta.*

"Our biggest challenge at the moment is that our human resources are too limited to meet our increasing workloads. Simply put, we have too few people to do all the things we need to do." *B.C.*

"We wear ourselves out trying to keep the rent paid let alone the staff (me!) The government gets you out on a limb doing something worthwhile then two to three years down the road starts to 'prune' those same branches. 'Off with their heads.'" *N.B.*

"We are understaffed and underfunded." *Que.*

"Total overload." *Sask.*

"Burn out." *Sask.*

"Facility not adequate for numbers of students returning to school." *N.W.T.*

"The lack of space!!! We need a new building." *N.W.T.*

"[We need] childcare facilities." *N.W.T.*

"[We need] a larger area plus a small office for confidential phone calls."  
*Man.*

There is noticeable frustration on the part of some groups:

"We support the [LEARN] campaign but it raises demand that can't be met. [In Toronto], demand has always exceeded supply. There are extensive waiting lists for both upgrading and ESL. People get angry that there are waiting lists; they feel that [we] are holding back." *Ont.*

"More people are aware of services but we have had people say "I thought it was for everyone" and there is not enough services for [Statistics Canada, reading levels] 0-3. We have had to turn away people." *Ont.*

"We have a waiting list of over 60. To advertise our existence is almost unfair because we can't take in all who want to come now!" *Man.*

The existence of waiting lists is a common problem:

"All programs [northern, rural programs] have waiting lists." *Ont.*

"Most programs [here] have extensive waiting lists of 20 to 40 people." *Man.*

"There are two classroom-based programs in a community of 45,000." *Man.*

"We are the only literacy groups within a 75-100 km radius, and unfortunately do not have sufficient funds or manpower to properly serve all communities within the area." *Man.*

"Travel to larger centres often isn't an option." *Man.*

"We are unable to accomodate everyone who comes to us." *Alta.*

"There are waiting lists, especially in the free programs." *Sask.*

"In the Lower Mainland, there are long waiting lists. In [some] small towns in remote parts of the province, there are no programs." *B.C.*

"There are never enough programs to meet the need." *Nfld.*

"We need one or two new programs because we have people waiting." *N.B.*

"[There are not enough programs for] low level learners and students with disabilities." *N.B.*

Alongside the struggle to maintain existing services, is the pressure to expand the types of programs and to provide programs in previously unserved areas:

"There aren't enough programs. Literacy needs are changing as technology expands. Being literate used to mean being able to read and write. Now it means being able to use a computer, having a diploma, etc." *Man.*

"Flexible enough to respond quickly to the rapidly changing programming needs and constraints." *Alta.*

"Restructuring to meet changing regional needs and incorporating new services as a result of provincial policy changes." *Ont.*

"Expansion into many areas such as community development, family literacy, media literacy, partnerships and multiple new challenges." *N.S.*

"[There are enough programs] but due to insufficient base-funding, they are not open long enough hours and are, therefore, unable to establish the full range of possible activities." *Alta.*

"Flexible hours of instruction for people who work." *N.W.T.*

"Not enough types of programs." *N.B.*

"There are gaps in service in many rural areas." *Ont.*

"There is a need for programs for developmentally challenged adults and ESL." *Ont.*



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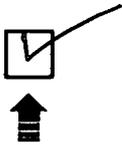
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