

National Adult Literacy and Numeracy Awareness Campaign

September 2016

Summary and evaluation report



SOLAS

An tSeirbhís Oideachais Leanúnaigh agus Scileanna
Further Education and Training Authority

NALA

National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh



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About this report

This report is a summary and an evaluation of a national adult literacy and numeracy awareness campaign that happened in September 2016.

The campaign was funded by SOLAS, the Further Education and Training Authority of Ireland, and it was managed by the National Adult Literacy Agency (NALA).

The research in this report was completed by Coyne Research, an independent market research agency.

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“Literacy, as a gateway to participation in society, is a fundamental right and must be a priority for all who are concerned with human rights and equality.”

Michael D Higgins, President of Ireland

International Literacy Day

8 September 2015

Foreword

As Chair of the Literacy and Numeracy Awareness Raising Committee, it gives me great pleasure to see the many positive outcomes of the National Adult Literacy and Numeracy Awareness Raising Campaign which ran during September 2016.

This campaign builds on the tireless work undertaken by ETBs and NALA, at local and national level, over many years. Preparations for this campaign emphasised a partnership approach with many stakeholders and, for the first time, brought together a National Awareness-Raising Committee to plan and share insights on how best to build the campaign for maximum impact and reach.

The needs of learners with literacy and numeracy needs can be complex and multifaceted. To reflect these needs the campaign used real stories told by real people, stories that would resonate with adults wishing to improve their skills and encourage them to take the first step towards improving those skills.

A successful campaign will raise awareness and prompt the target audience to take action. Encouraging levels of recall for this campaign are outlined in the report, with recall being significantly higher among the target audience. A campaign can also provide insight and learning to stakeholders. Insights from this campaign include how learners value the personalised and positive learning experiences available to them in their local ETB with 91% satisfaction rates reported and much of this attributed to the commitment of the staff in the ETB adult literacy service.

The report sets out a number of recommendations and we look forward to building these recommendations into future campaigns.

On behalf of the Committee, I would like to express sincere gratitude to all the stakeholders who worked to build this successful campaign, including An Post who generously sponsored the TV advertising. I would especially like to thank the learners who featured in our campaign and who gave so generously of their time and experience. Their stories have inspired and continue to inspire adults across Ireland to 'Take the First Step' on their journey to improve their skills in literacy and numeracy.

Nikki Gallagher

Director of Communications and Chair of the Literacy and Numeracy Awareness Raising Campaign Steering Committee



1 in **6** people has a literacy difficulty in Ireland



1 in **4** people has a problem with numeracy

Introduction

Literacy and numeracy skills are crucial to a person's ability to develop as an individual, to live a satisfying and a rewarding life and to participate fully in society.

In 2012, the **OECD Survey of Adult Skills** showed that **one in six** Irish adults are at or below level 1 on a five level literacy scale. One in four Irish adults are at or below level 1 for numeracy, and two in five are at or below level 1 on using technology to complete tasks. At these levels, individuals may not be able to fill in an application form, add up a bill, search the web, vote or help children with homework.

In 2016, **SOLAS, the Further Education and Training Authority** in Ireland, funded a **national awareness campaign** to encourage those with literacy and numeracy difficulties to improve their skills.

The campaign was a key action in Ireland's **Further Education and Training (FET) Strategy 2014 – 2019** which sets out to meet the training needs of Ireland's labour market and society.

The campaign was managed by the **National Adult Literacy Agency (NALA)** and it was supported by a range of stakeholders via a national steering committee.

This report is **a summary and an evaluation** of the national awareness campaign. It is divided into five chapters as follows:

1. **Chapter one** provides a background and rationale for the awareness campaign.
2. **Chapter two** summarises the qualitative research that informed the campaign.
3. **Chapter three** describes the design and implementation of the campaign.
4. **Chapter four** provides findings from an evaluation of the campaign.
5. **Chapter five** provides recommendations for future campaigns.

Executive summary

Background and rationale

- The **OECD Survey of Adult Skills** shows that about 18% of Irish adults are at or below level one on a five level literacy scale. Twenty five per cent of Irish adults scored at or below level one for numeracy.
Unmet adult literacy and numeracy needs have devastating consequences for individuals, communities and the economy. People at the lowest literacy and numeracy levels earn less income, have poorer health and are more likely to be unemployed¹.
- **SOLAS**, the Further Education and Training Authority is responsible for implementing the **Further Education and Training (FET) Strategy 2014-2019**². The **FET Strategy** sets out a three year education and training programme to meet the needs of the labour market and society in Ireland. An improvement in literacy and numeracy outcomes for the adult population is central to this programme.
- As part of the FET Strategy, a **National Literacy and Numeracy Strategy** has been clearly outlined. A key objective in the National Literacy and Numeracy Strategy is to implement a **national awareness raising campaign to elicit higher levels of engagement in the national literacy programme**.
- In 2015, **SOLAS**, asked the **National Adult Literacy Agency** (NALA) to initiate a **National Literacy and Numeracy Awareness Campaign** because of NALA's experience managing similar campaigns.
- NALA is an independent charity set up in 1980 to support individuals with literacy and numeracy difficulties. It has been involved in policy making, tutor training, developing teaching materials, distance education, research and campaigns to raise awareness of literacy services in Ireland.

¹ PIAAC OECD Survey of Adult Skills (2012)

² Department of Education and Skills and SOLAS (2013)

- NALA proposed designing a **national campaign** that would raise awareness of the importance and benefits of having good literacy and numeracy skills for everyday life; reduce the stigma of having poor literacy and or numeracy skills; and promote existing services and stakeholders working in this area.
- NALA advised that **pre-campaign quantitative** research should be done with the target audience to capture awareness of, and perceptions and attitudes towards, adult basic education that would inform the marketing strategy for the campaign. NALA also recommended that **pre and post campaign quantitative research** be done to evaluate the impact of the campaign and provide recommendations for future campaigns.
- In August 2015, NALA undertook **planning, research and development work** for the awareness campaign that culminated in the broadcast of the campaign in September 2016.
- SOLAS also established a **National Steering Committee** of strategic partners to support the roll out of the national campaign.

Pre-campaign qualitative research

- **Qualitative research** was done with the target audience in December 2015 to inform the campaign messaging and the communication channels to be used.
- The research identified **four groups** that could be segmented, each with different motivations, needs and potential messages.
 - Missed opportunity: For young recent school leavers, the priority is to re-engage with education as soon as possible.
 - Career Change: Having reached a plateau, some are looking to improve their skills so they can get a better job.
 - Complex Issues: For people who have limited basic skills as well as problems with attention, concentration, and other ancillary skills, the first step is to address tasks of daily living.
 - Personal Development: Those with less interest in labour market participation are interested in self-improvement and community participation.

- At an emotional level regret is a theme that will resonate with all segments. The campaign can be about the positive impact of education rather than dwelling on the negative effects of early leaving. The focus can be on **not regretting** starting a course.
- Digital literacy is also relevant across all segments and will have a role to play in both employment and life skills development.
- Different levels of motivation will chime with different groups so a segmented campaign was recommended as the best approach. Clear messages on job interview skills, lifelong learning possibilities and the advantages of improving literacy and numeracy were all identified as messages that can address internal barriers to further learning.
- In terms of course awareness and how best to reach potential participants, identifying a single point of contact is important, coupled with a clear call to action - giving NALA's contact details will maximise uptake of courses.
- Mixed messages have been picked up about fees, enrolment dates, levels of qualifications and recognition of qualifications. Messages about course levels and providers should be simplified in order to overcome confusion and assure potential learners of the benefits of taking up courses.
- Facebook was identified as a potent form of communication across almost all segments. A 'Find us on Facebook' tag was recommended to be added to all NALA promotional material based on this finding.
- TV is also an important channel where NALA already has a recognised presence; retaining the character types and narratives of the previous campaign may help maximise the impact of future communications.
- People react best to stories about real people and their experiences of further learning – these will help motivate people across all segments as they identify with the scenarios portrayed. The importance of peer support for starting a new course was also identified as an important factor for many – including messages such as 'bring/tell a friend' when signing up for a course will also help to maximise participation.

The National Literacy and Numeracy Awareness Campaign

- The **National Adult Literacy and Numeracy Campaign** was launched on International Literacy Day (ILD), 8 September 2016.
- Using the findings from the pre-campaign qualitative research, NALA developed a campaign called '**Take the first step**'. It centred around **four people sharing their stories** through a variety of **media channels**. Each person had addressed their literacy difficulties and had benefited from returning to education. The aim was to promote individuals who had addressed their literacy difficulty with the objective of encouraging others to reap the rewards by doing the same.
- The content and message of each individual's story focused on the **benefits of returning to further education**, as well as demonstrating that this issue is **not confined to any particular demographic segment**.
- **Four themes** were also identified as the core elements of the campaign which the creative output was based on. These were promoting family literacy; literacy and numeracy skills for daily life; digital literacy and adult learning opportunities.
- An **integrated campaign approach** was chosen and managed by NALA that included national and regional radio advertising, video and digital advertising, outdoor advertising, posters, leaflets and a great deal of national and regional public relations activity. An Post also supported the campaign by funding national TV advertising.
- The primary call to action in the campaign was based on the pre-campaign research findings: **Free, Confidential, Not alone and Take the first step**.
- All activity encouraged those interested in improving their basic skills to Freephone 1800 20 20 65, Text LEARN to 50050 or log onto www.takethefirststep.ie. Once they called or texted, NALA put them in contact with their local **ETB Adult Education Centre** or told them about other free services that would help them meet their needs.
- Awareness activity during the campaign was increased by NALA working with educational stakeholders such as ETBs, tutors and students as well as members of the Steering Committee promoting the campaign through their networks.

- Awareness was also driven by a national PR campaign and local activity managed by NALA during their annual National Adult Literacy Awareness Week. This included ETB literacy students, tutors and NALA staff promoting local services at stands in shopping centres and at the National Ploughing Championships.
- 450 people contacted NALA in the weeks following the campaign. Initial feedback from callers was that while they had been aware of other literacy awareness campaigns for years, with this campaign they had the courage to take the first step and make the call.

Campaign evaluation

- Four quantitative surveys were conducted to evaluate the campaign and analyse its effectiveness.
 - National survey - Pre advertising benchmark August 2016
 - National survey - Post advertising survey October 2016
 - Campaign responders' survey November 2016
 - Stakeholders survey November/December 2016

National surveys – pre and post campaign

- Thirty four percent of Irish adults recalled the campaign at some level. The campaign performed strongly in terms of recall and reach given its relatively low-weight nature.
- The radio campaign ads registered the highest levels of recall with one in four adults claiming to have heard them; the over 55s had the highest level of recall through this channel. The outdoor and online campaigns were recalled by 15% and 14% respectively; they were more likely to have been recalled by the 18-24 age groups illustrating how different media were reaching different age cohorts.
- The campaign performed very well across a range of evaluation metrics: it was highly rated for being informative, credible and demonstrating real life situations. Indeed the campaign is well in excess of advertising norms on these measures. The campaign performs relatively less well on 'stand out' which is its only

potential weakness. The campaign scores very well for communicating the message that improving skills can bring lots of benefits.

- Overall the campaign has had a positive effect on awareness and attitudes towards adult literacy and numeracy services with awareness of services higher amongst those who had seen the campaign.
- Awareness of where to get help with literacy and numeracy rises from 69% of the total population, to 82% of those who had seen the campaign – underlining its efficacy in telling people how to get help.
- Moreover, awareness that courses are available locally and free of charge rises from 48% of the total population to 63% of those who had seen the campaign – again revealing how key messages are being successfully communicated.

Responders' survey

- One in three responders recall the name of the campaign as 'Take the First Step' - the majority of responders have not connected with the title of the campaign.
- Amongst those who do recall the name of the campaign nine in ten believe it is effective in encouraging people to seek help – the message of the campaign works well but it needs to be highlighted better as part of the advertising.
- There is a lot of recall of the An Post TV ads which are driving 50% of responders saying they heard about the service first on TV; misappropriation of the online video executions may also have a role in this result.
- Other channels have much lower level of claimed recall for first hearing about the service: radio is at twenty two percent, whilst one in ten say they heard about it online.
- Almost half of responders said they were motivated to seek further learning for personal self-confidence reasons; half that number (25%) cited career reasons as their primary motivation. The majority were seeking courses on reading and writing.
- So far the take up of learning opportunities is low amongst responders, just thirty percent of those who had contacted the service were currently pursuing a learning opportunity with an ETB centre or with NALA.
- Lack of time emerges as the main barrier to taking up a course amongst responders, but a significant minority of twenty percent were still waiting for the

learning centre to follow up with them- suggesting that the follow up procedures are not working to their maximum advantage.

- Happily, satisfaction with services is very high amongst those using them, with some nine in ten expressing satisfaction - with staff cited as the main driver of this satisfaction. Clearly the task is to get responders to make the further step of joining a course, as those who have done so are satisfied with the experience.

Stakeholders' survey

- The campaign was considered to be both effective and impactful by circa nine in ten stakeholders who had seen it, reflecting the levels of endorsement given by the total population.
- The stakeholders also overwhelmingly supported the view that the campaign was relevant, credible and informative showing real life people and situations. As with the national sample the key message being communicated is that improving skills can have a lot of benefits.
- Also mirroring the national study is the issue of 'stand out', although this is only a relative weakness compared with the other high scores, it is nevertheless something of a weakness for the campaign amongst stakeholders and the wider population alike.
- Even though the campaign is rated very highly by stakeholders, a significant minority clearly believe there is room for change and improvement; with forty three percent believing some changes should be made.
- Included amongst the key recommendations from stakeholders for changing the campaign are:
 - emphasising the availability of local help and designing more locally targeted campaigns;
 - greater variety of targeting and appeal for younger people, the national sample shows awareness of the campaign highest amongst the over 55s so there is further scope to engage younger cohorts;
 - more information on how to follow-up – which received a relatively low score from stakeholders;
 - other recommendations included providing more detail on course content in a clearer manner.

**"To help my
kids I had to
help myself
first"**

- Eamon, Kilkenny.

Need help with
writing, spelling,
maths or technology?

Take the first step and **Freephone 1800 20 20 65**
or **Text LEARN** to **50050** to see how we can help.

It's free & confidential
[takethefirststep.ie](https://www.takethefirststep.ie)

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Chapter one

Background and rationale

1. Background and rationale

This chapter provides background information on why and how the national literacy and numeracy campaign came about.

1.1 Literacy and numeracy in Ireland – the OECD Survey of Adult Skills³

The OECD Survey of Adult Skills shows that 17.9% or about one in six, Irish adults are at or below level 1 on a five level literacy scale. At this level a person may be unable to understand basic written information.

Twenty five per cent or one in four Irish adults score at or below level 1 for numeracy. At this level a person may have difficulty doing simple maths.

42% of Irish adults score at or below level 1 on using technology to solve problems and accomplish tasks. At this level a person may be unable to search the internet.

Key audiences identified in the survey include low-skilled adults who require support, particularly unemployed people, foreign-language immigrants, older adults and those from disadvantaged backgrounds.

The survey showed that people with the lowest skill levels have low educational attainment, earn less income and are more likely to be unemployed. They also risk being trapped in a situation in which they rarely benefit from adult learning, and their skills remain weak or deteriorate over time.

In all countries surveyed, individuals with literacy difficulties are more likely to report poor health, to believe that they have little impact on political processes, and not to participate in volunteer activities. They are also less likely to trust others.

Taken together, the results emphasise the importance of literacy and numeracy skills for a more inclusive society – in people's participation in the labour market, education and training, and in social and civic life.

See Appendix A for more information about the OECD Survey of Adult Skills.

³ PIAAC OECD Survey of Adult Skills (2012)

1.2 SOLAS and the Further Education and Training Strategy

SOLAS is the Further Education and Training Authority in Ireland. It operates under the control of the Department of Education and Skills and with the 16 Education and Training Boards, is responsible for the integration, coordination and funding of a wide range of further education and training programmes.

SOLAS is responsible for implementing a five year **Further Education and Training (FET) Strategy 2014-2019⁴** for Ireland.

The FET Strategy 2014-2019 is intended to provide a focus for setting investment priorities, and to provide a framework for a strong further education and training sector.

It presents a roadmap and implementation plan to realise the vision of a world-class integrated system of further education and training in Ireland which will:

- support economic development;
- increase social inclusion; and
- meet the needs of all learners, communities and employers who engage with further education and training in Ireland.

In summary, the FET Strategy 2014-2019 sets out a **programme** for change and improvement in further education and training which will meet the needs of the labour market and society in Ireland. This includes an improvement in **literacy and numeracy outcomes** for the adult population. For example, the FET Strategy states:

‘Literacy is not just an end in itself but is regarded as a means to other goals, for example, national economic well-being. The attainment of literacy and numeracy is held to be fundamental to personal fulfilment, active citizenship, social cohesion and employability, by enhancing participation in personal, social and economic life.’

⁴ Department of Education and Skills and SOLAS (2013)

1.3 The Adult Literacy and Numeracy Strategy

In 2013, the Government enshrined an adult **Literacy and Numeracy Strategy** as part of the FET Strategy 2014-2019 to be developed by SOLAS.

There are 12 elements in the Literacy and Numeracy Strategy, the first of which is:

Initiate a **national promotional and awareness-raising campaign** to elicit higher levels of engagement in the national literacy programme. The campaign could include publicity events, awareness-raising through social and other media, and other promotional events aimed at the adult population (over 18) planned and commissioned in 2014 with a view to launch by mid-2015 and establish a national steering committee hosted by SOLAS and including NALA, AONTAS, ETBI, ETBs, DES, DSP, IBEC, ISME, Skillnets, BIM, Teagasc, Failte Ireland, learners etc.

Other elements in the Literacy and Numeracy Strategy include: ensuring increased participation with regard to priority target groups; broadening access routes and range of provision; and prioritising numeracy more strongly and supporting staff through continuous professional development.

See Appendix B for information on the Literacy and Numeracy Strategy.

1.4 Initiating a national promotional and awareness-raising campaign

In 2015, SOLAS asked the **National Adult Literacy Agency** (NALA) to develop a **National Literacy and Numeracy Awareness Campaign** because of its experience in managing similar campaigns. The aim of the campaign would be to contribute to the improvement of literacy and numeracy levels in the adult population over the period of the FET strategy.

NALA wrote a proposal and scoping document for the National Literacy and Numeracy Awareness Raising Campaign and it was agreed by SOLAS in September 2015.

See page 20 for more information on NALA's campaign proposal.

1.5 About the National Adult Literacy Agency (NALA)

The National Adult Literacy Agency is an independent charity committed to making sure people with literacy and numeracy difficulties can fully take part in society and have access to learning opportunities that meet their needs.

Since NALA was set up by volunteers in 1980, it has been a leading campaigning and lobbying force on adult literacy issues. NALA has been involved with tutor training, developing teaching materials, distance education services, policy making, research and campaigns to raise awareness of the causes, extent and responses to adult literacy difficulties in Ireland.

Many individuals and organisations have contributed considerably to adult literacy work in Ireland. For NALA's part, it has put literacy on the political agenda and secured funding for the provision of adult literacy services.

1.6 NALA experience in awareness campaigns

NALA research shows a number of barriers to participation in adult literacy tuition, including the stigma that still exists about the issue. Often people feel too embarrassed to return to learning and go to great extremes to hide their difficulties from their friends and family. Similarly some people had a negative experience of school in the past and associate returning to learning with that experience.

Much of NALA's work involves breaking down these barriers, creating greater awareness of the supports that are available and motivating people to return to education through national awareness campaigns. Over the years this has included producing 14 TV series in association with RTE and more recently a national TV, Radio and Cinema advertising campaign, developed and sponsored by An Post.

During this time NALA has supported thousands of adults learn by posting workbooks to them and providing tutor support over the phone and internet. NALA operates a year round freephone support line and receives thousands of calls per annum from adults enquiring about how they can improve their literacy skills.

1.7 NALA campaign proposal and recommendations

NALA proposed designing a national campaign that encourages individuals to improve their literacy and numeracy skills for everyday life. NALA made the following recommendations in their proposal:

- **The aim:** The aim of the campaign should be to improve literacy and numeracy levels amongst the adult population with a particular focus on providing individuals with the necessary competencies to achieve their personal, social, career and employment aspirations.
- **The objectives:** The objectives of the literacy and numeracy awareness raising campaign should be to:
 - elicit higher levels of engagement in the national literacy programme;
 - raise awareness of the importance and benefits of having good literacy and numeracy skills for everyday life;
 - reduce the stigma of having poor literacy and or numeracy skills; and
 - promote existing services and stakeholders working in this area.
- **The target audience:** Priority target groups should include those identified in the OECD Survey of Adult Skills and FET Strategy, including long-term unemployed persons and low skilled persons in work, particularly those who have yet to achieve certification higher than level 3 on the National Framework of Qualifications.
- **The campaign approach and tactics:** The campaign should be developed from research with the target audience underpinning the approach and tactics used. Overall, it should include a series of awareness raising activities highlighting the importance of having good literacy and numeracy skills. Any proposed activity should promote existing ETB services and provide easy access to resources that allow individuals to direct their own learning.
- **Overarching message:** The campaign should promote an overarching message, rather than one brand or logo. There are already a wide range of statutory and voluntary groups supporting the literacy and numeracy development of adults, most notably the ETB Adult Literacy Service but also community organisations,

workplaces and other settings. Consequently NALA proposed a national overarching and broad based campaign that complements the work already being done locally.

- **An Post collateral – take the first step:** The campaign should continue a stream of activity with **An Post** which delivers a national public awareness campaign aimed at ‘improving literacy and numeracy levels among adults’. NALA proposed building on the significant brand equity which An Post had invested in the ‘Take the first step’ messaging. An Post also made a commitment to support the campaign with further TV advertising during the campaign. See Appendix C for information on An Post campaign.
- **Call to action:** NALA suggested that the awareness campaign should have a clear call to action – something for a person to do next, for example, ring a Freephone or go online for more information. Disadvantaged individuals tend to be less aware of education and training opportunities, and where to go for help. NALA advised providing a combination of easily searchable online information and a Freephone service to help individuals identify and get placed on an appropriate learning programme. They should have different options to pick from depending on what suits them best.

NALA proposed using the NALA Freephone support line as it is the only national referral service, is operational throughout the year and is staffed by experienced operators who can identify learner’s needs and advise them on services available to them.

- **Research:** NALA advised that pre-campaign research should be done with the target audience to capture awareness of, and perceptions and attitudes towards, adult basic education that would inform the marketing strategy for the campaign. Qualitative research could provide a deeper understanding of the target audience and could inform the most suitable marketing tactics and messages to be used in the awareness campaign. Pre and post campaign research should also be done to evaluate the impact of the campaign and provide recommendations for future campaigns.

1.8 SOLAS steering committee

SOLAS established a **Steering Committee** of strategic partners to support the roll out of a **National Literacy and Numeracy Awareness Campaign** in 2016.

The **Steering Committee** membership included representatives of the organisations listed in the first element of the **National Literacy and Numeracy Strategy** and was chaired by SOLAS.

The Steering Committee members consisted of key stakeholders who currently contribute to national policies that support adults improve their literacy and numeracy skills or who had experience and attributes appropriate to overseeing a targeted national promotional campaign aimed at literacy and numeracy development.

The members included representatives from:


- AONTAS
- Teagasc
- Department of Education and Skills
- Department of Health
- Bord Iasciagh Mhara
- ISME
- Department of Social Protection
- Skillnets
- Failte Ireland
- IBEC
- ETBI
- National Adult Literacy Agency
- An Post
- SOLAS
- Libraries

See Appendix D for more information about the Steering Committee.

1.9 National campaign – summary timeline and actions

	Action	Timeline
1.	NALA proposal drafted and agreed by SOLAS	Q3 2015
2.	NALA manage public tender for pre and post campaign research and award contract	Q4 2015
3.	Qualitative research to inform campaign approach and tactics complete	Q1 2016
4.	NALA manage public tender for awareness campaign, media buying and PR, and award contract	Q1 2016
5.	SOLAS set up national steering committee and hold first meeting	Q2 2016
6.	NALA manage development of awareness campaign, tactics and approach proposed	Q2 2016
7.	SOLAS hold second national steering committee, campaign tactics and approach agreed	Q3 2016
8.	NALA manage creative development of awareness campaign assets - advertising, media buying and PR	Q3 2016
9.	Pre-campaign quantitative research to establish baseline data on awareness campaign complete	Q3 2016
10.	Media bought for campaign	Q3 2016
11.	SOLAS hold third national steering committee, campaign assets approved	Q3 2016
12.	NALA manage implementation of the national literacy and numeracy awareness campaign in September 2016	Q3 2016
13.	Post-campaign quantitative research to establish impact of campaign on awareness complete	Q3 2016
14.	Freephone responders research complete	Q4 2016
15.	Stakeholder research complete	Q4 2016
16.	Evaluation report written	Q1 2017

See Appendix E for more detail on the project timelines and actions.



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wanted to
write someone
a letter and
now I can"**

- Chris, Sligo.

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SOLAS
an tseirbhís leasúcháin do chuidiú agus tacaíocht
do na hEaglaisí agus do na hEaglaisí

NALA
National Adult Literacy Agency
An tAidistíocht Náisiúnta do Léamh

Chapter two

Qualitative pre-campaign research

2. Qualitative pre-campaign research

This chapter summarises the methodology and findings from the qualitative research that informed the national literacy and numeracy awareness campaign.

2.1 Research aims and objectives

The OECD Survey of Adult Skills survey identified literacy and numeracy issues among a significant proportion of the Irish population, with one in six scoring at or below level 1 for literacy and one in four for numeracy.

Before the development of the awareness campaign, NALA advised that **qualitative research** be done with the target audience to inform the campaign messaging and the communication channels to be used. This aim of this research was to provide a deeper understanding of what would work for the target audience in an awareness campaign.

The research had the following overall objective:

‘To inform a public awareness campaign on adult literacy and numeracy’

Additional areas of investigation included:

- Exploring attitudes to education, including adult education and lifelong learning.
- Understanding motivations to improve literacy and numeracy, as well as barriers to learning.
- Identifying approaches to literacy and numeracy training
- Establishing course awareness of adult education services.
- Determining the optimal communication channels for the public awareness campaign to reach the target groups.

2.2 Research tender

NALA issued a request for tenders to '**provide market research and analysis that will inform a national awareness and public information campaign**' in October 2015. Coyne Research, an independent market research company based in Dublin, was awarded the tender in November 2015.

2.3 Research methodology

Three focus groups were conducted with the following cohorts:

1. Aged 55+ Dublin
2. Long term unemployed Dublin
3. Parents of school-aged children Dublin

Four **Participatory Action Research (PAR)** interviews were also conducted with:

1. Unemployed people aged under 25 (two interviews).
2. Second generation immigrants (two interviews).

Participants were recruited through a network of recruiters to meet the criteria for each of the target groups. All participants had only completed the **Junior Cert or less**.

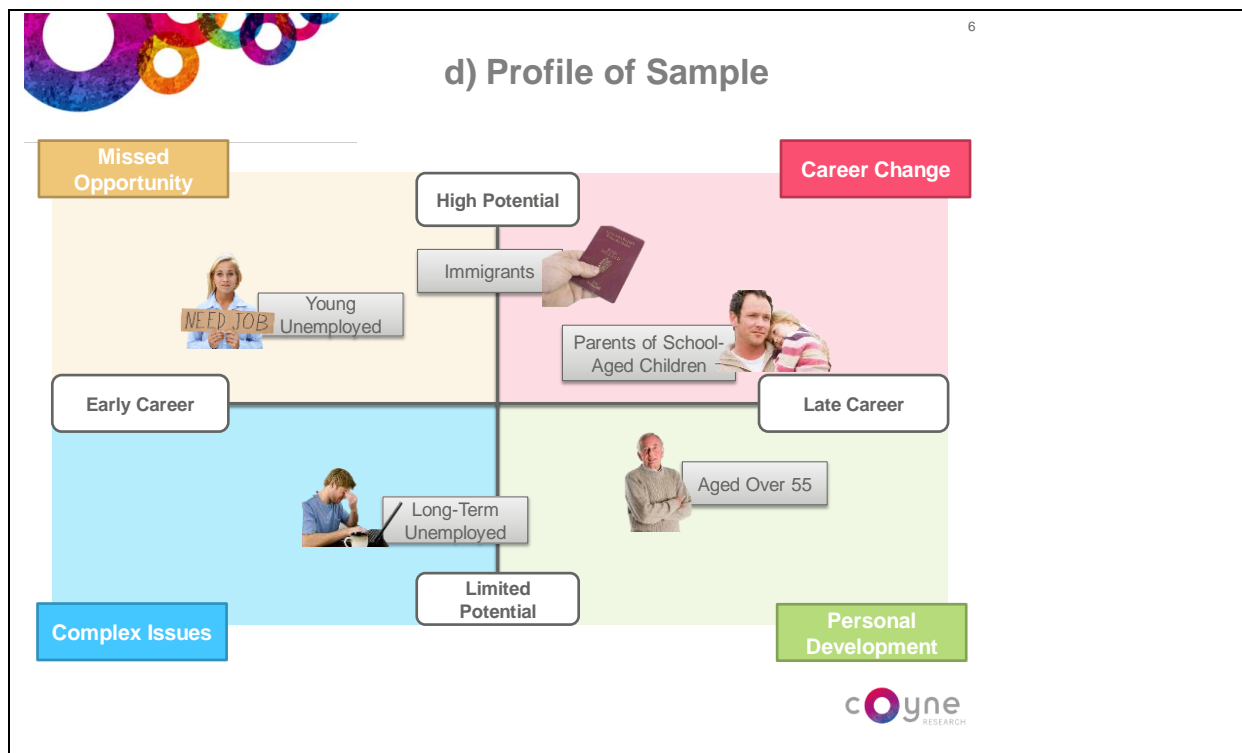
Each lead PAR respondent was asked to interview three of their peers on the subject of education and literacy. The lead respondent then conducted one-to-one or group interviews with their peers and was subsequently debriefed by the research team. Fieldwork was done between the 8 – 7 December 2015.

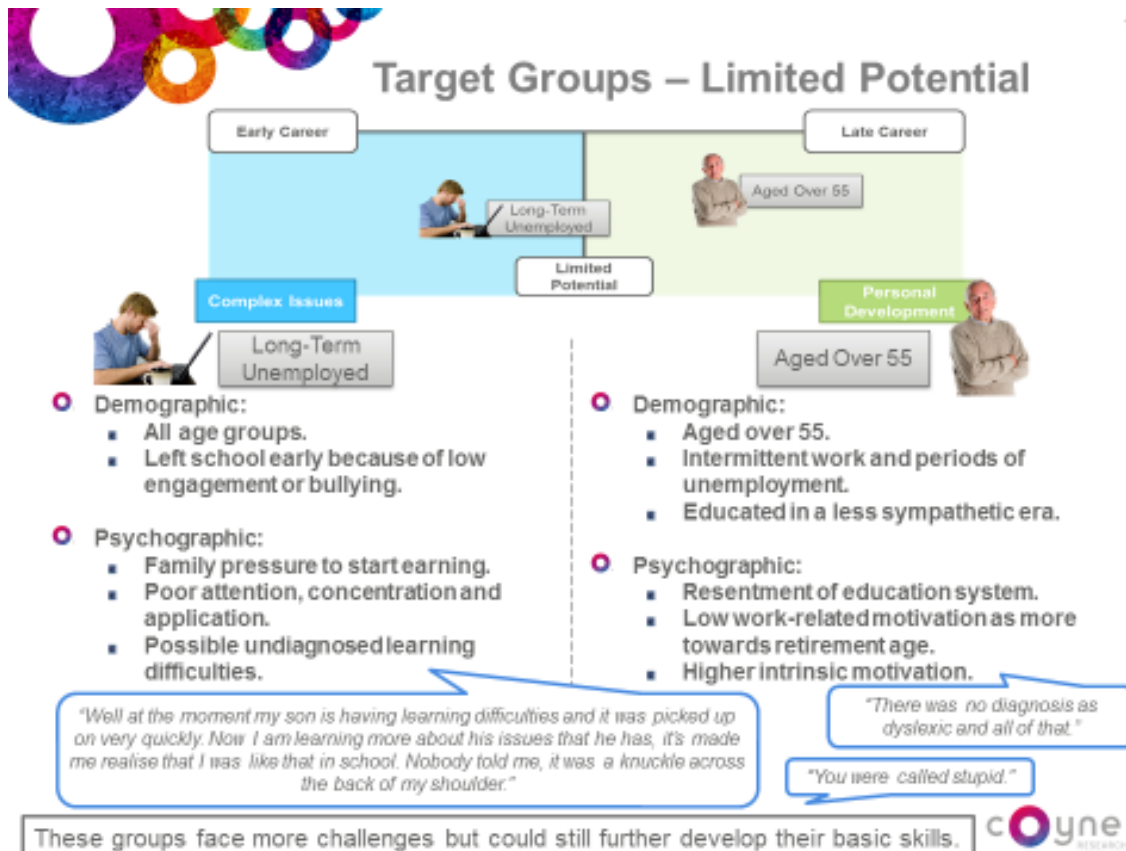
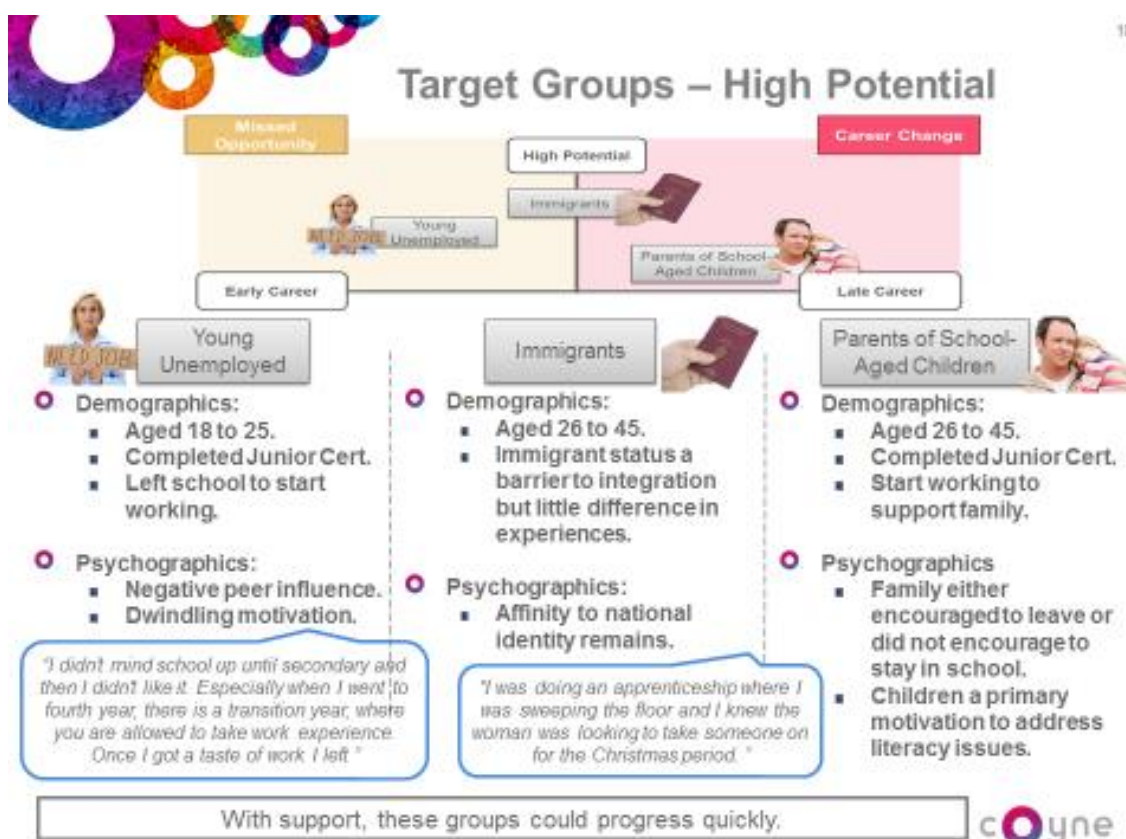
2.4 Profile of user groups

A segmented profile of the research groups allows them to be positioned on a two axis graph based on the variables of 'Potential' and 'Career stage'.

- Those with High Potential and in their Early Career are the young unemployed group – characterised by Missed Opportunity.
- Those with High Potential and in their Late Career are parents of school going children and to some extent immigrants – characterised by Career Change.
- Those in the Early Career and Limited Potential quadrant are the long-term unemployed – characterised by often having Complex issues in relation to learning issues.
- Those in the Late Career and Limited Potential quadrant are those aged over 55 – characterised and defined more by Personal Development.

This visual representation of the key groups under investigation in the research will help you interpret the results in a holistic manner and can be seen as an overview of the research output.

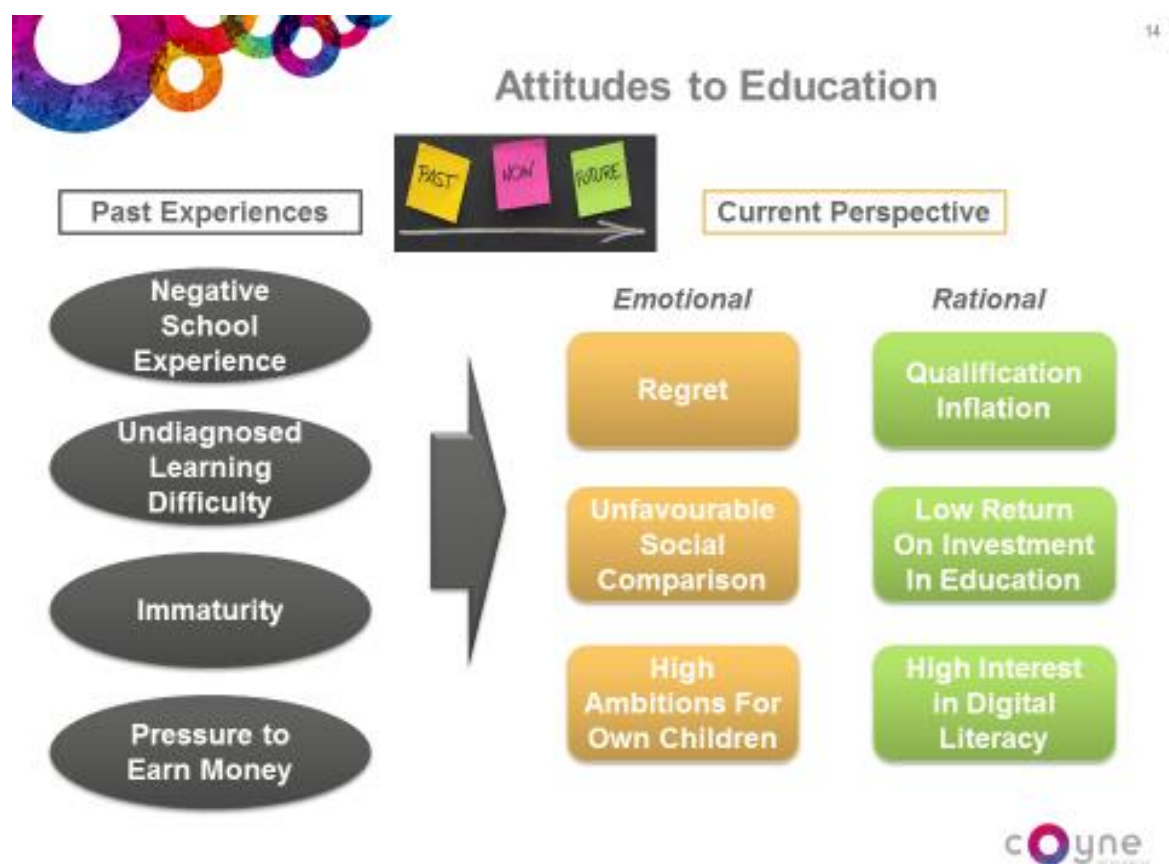




2.5 Attitudes to education

2.5.1 Past experiences

A number of factors in terms of past educational experience emerge among the target groups. Negative school experiences were commonplace and these were often compounded by issues such as undiagnosed learning disabilities and personal immaturity whilst at school. When the need or pressure to earn money was added to this mix it led to an overall reluctance to pursue education further (resulting in leaving school early).



These educational experiences in the past have led to a number **of emotional and rational perspectives** as seen from their current position.

2.5.2 Emotional themes - the issue of regret

Many express regret about their education and see their own immaturity as being a key element in their negative experiences and early school leaving. They now contrast their own life experience with more successful peer groups who remained in education. The result of these reflections is that most want their own children to remain in education and are ambitious for the next generation to engage in education in a way that they did not. However, for some, early school leaving was being passed on to the next generation – perpetuating the lower potential life chances that result.



12

Current Perspective – Emotional

Current Perspective

Emotional

Regret

Unfavourable
Social
Comparison

High
Ambitions For
Own Children

- With hindsight, regret at having left school early was a prominent theme.
- Reflections on own life experience were contrasted with more successful peers.
- Most want their own children to stay in school and go to college but some evidence of inter generational transmission of early school leaving.

"I wouldn't have liked school but hindsight is a great thing. When I am reading a book at home and I look back, I would have issues there and I wouldn't be as well up as other people would be."

"I would love my kids to go to college. My husband delivers to places like Facebook and he said it's a different world out there now. They all have college degrees. They have handy numbers, the work is a doddle as well."

"We don't look down on people either I think the younger generation now because they have a degree they think they are better than you. I live near the IFSC and all the delis that around there. Everyone is there in suits walking around like this."

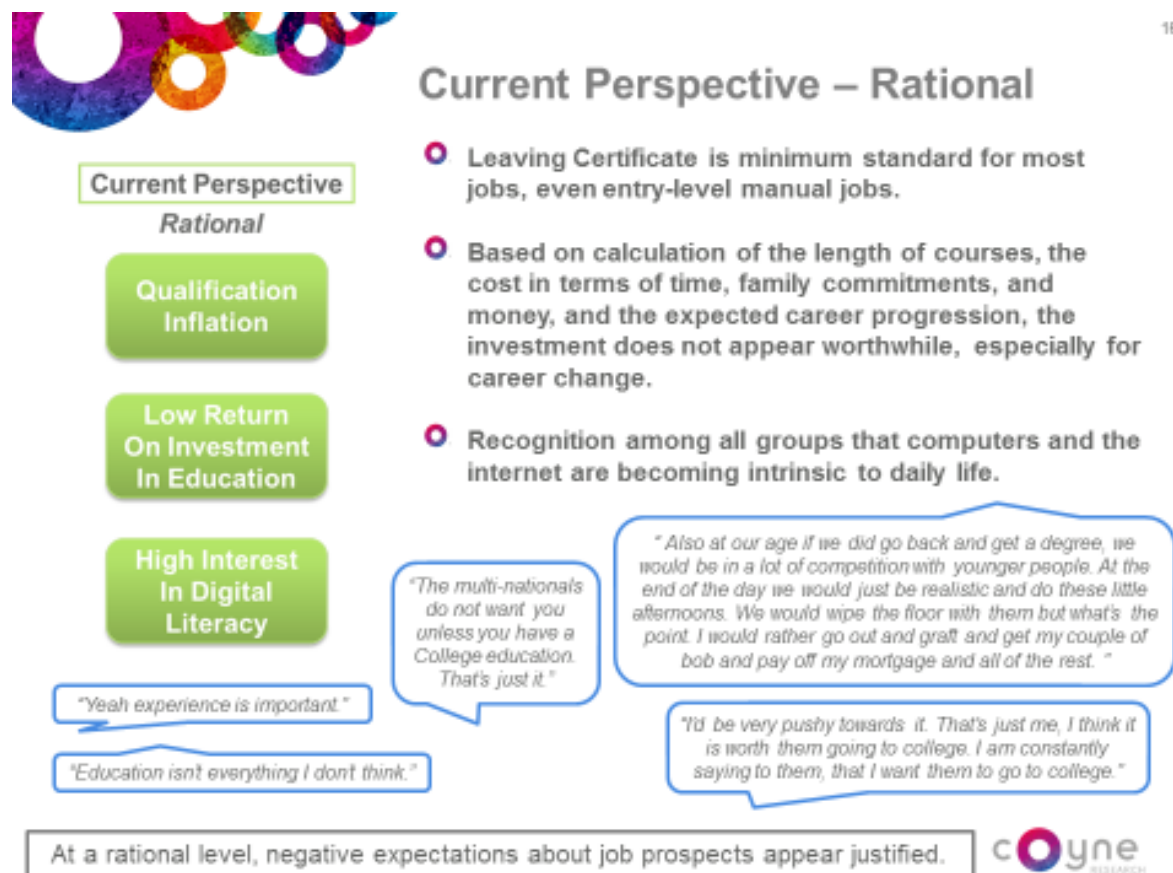
Maturity plays a role in emotional evaluations of educational experiences.

coyne
RESEARCH

2.5.3 Rational level themes

When looking at attitudes to education at a **rational level** a number of themes emerged among the target groups:

- Qualification inflation was keenly felt – the leaving certificate is now seen as the minimum standard even for entry level manual jobs; in the past much lower levels of academic attainment would have sufficed thereby facilitating early school leaving.
- From today's perspective many viewed the prospect of taking up further education with a jaundiced eye. The investment in education, the cost in terms of time, family commitments, money and the actual effect on career prospects do not appear worthwhile. Nonetheless there was a strong view that computers and the internet were becoming intrinsic to all aspects of daily life and that upskilling in this area would have a positive effect.



2.5.4 Opportunity versus motivation

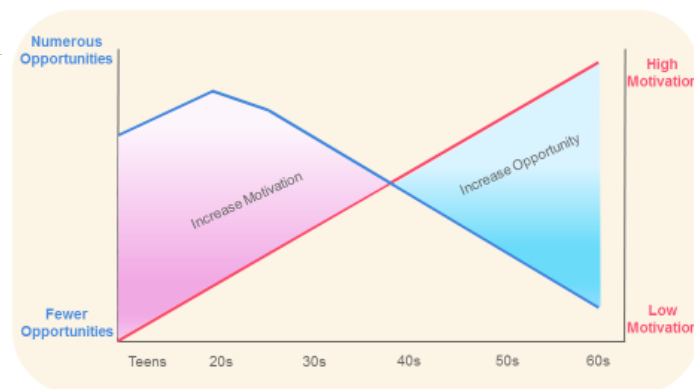
Overall it is evident that opportunities for learning decreased with age whilst motivation for learning increased with age. Matching these two elements of the equation will be crucial to enhancing the learning potential and experiences of target groups – therefore the younger age groups need greater motivation to engage, whilst the older age groups need more opportunities to match their heightened sense of motivation.

Targeting messages at motivation and opportunity will help to underpin any successful campaigns on the issue of further or lifelong learning. Moreover, the concept of delayed gratification is also highly relevant: many early school leavers had favoured a short-term view (in relation to earning) but came to regret their decision. The psychological principle of delayed gratification could therefore be a powerful influencer on the campaign message.



15

Opportunity Trajectory – II

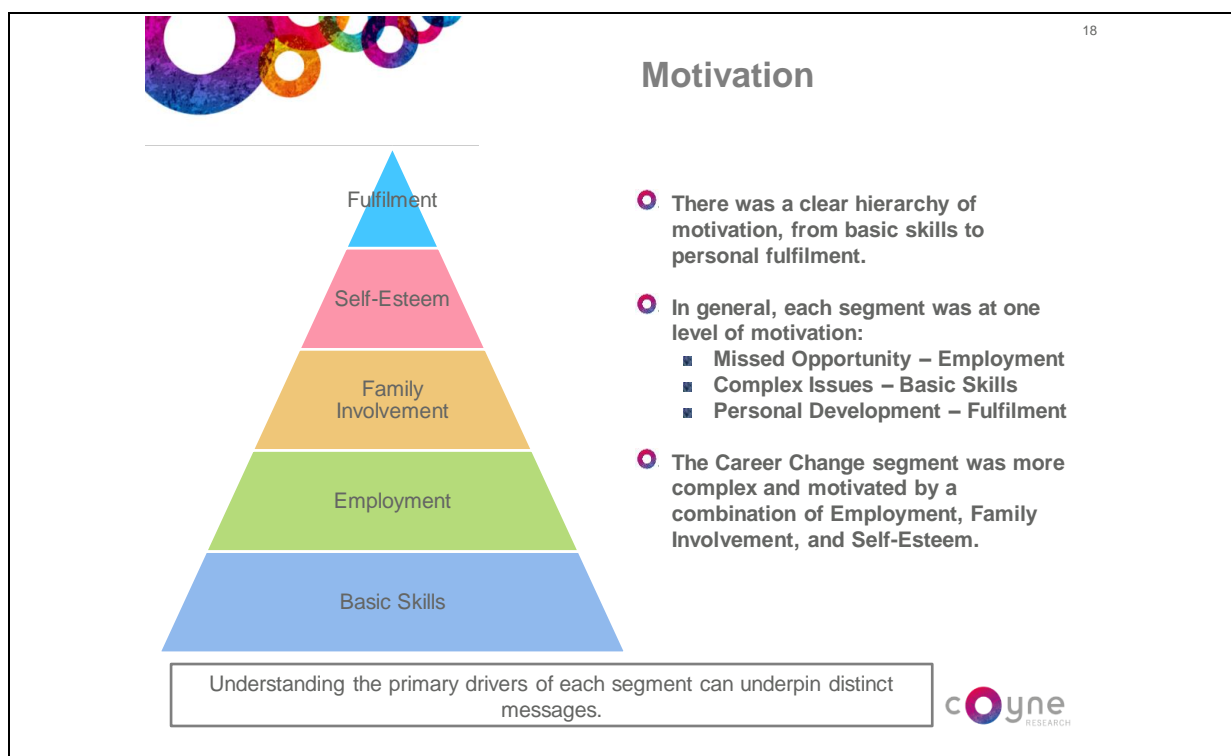


1. In teenage years, the Junior Cert is available for everyone.
2. After Junior Cert, there are more options, including Leaving Cert, Leaving Cert Applied, Post-Leaving Cert, diplomas, certificates, and degrees.
3. It becomes harder to find a suitable course in late 20s and 30s.
4. The mortgage and family life stage restricts opportunity, though motivation is growing stronger.
5. There is less investment for older people though motivation and available time are higher.

The gap between motivation and opportunity can be addressed by increasing motivation among younger people.

2.6 Motivation and barriers to learning

A clear hierarchy of motivations for returning to education presented itself: ranging from acquiring basic skills to seeking personal fulfilment. Each target group could be placed against a level or levels of motivation – the Missed Opportunities group were motivated by employment, the Personal Development group by fulfilment and so on.



2.6.1 Basic skills

For those working in jobs that required little input in the way of literacy or numeracy there was an absence of motivation to improve basic skills. For dealing with difficult documents or certain professions most had worked out coping strategies – such as asking friends or family for assistance, thereby negating any real need for further learning.

2.6.2 Employment

Going to college was the ultimate aim of most in the missed opportunity segment. They tended to realise the opportunities that were foregone by leaving education early. The issue of qualification inflation was acutely felt, with recognition that the Leaving Certificate was now the minimum standard for entry to most employment opportunities. Looking back, most also recognised the greater earning potential of

those with better educational outcomes compared with what they perceived as good wages when they left school early; the concept of delayed gratification is clearly applicable to the experiences of this group.

2.6.3 Family Involvement

For parents, being able to help children with homework was a strong motivator to learn. As homework becomes more complex, literacy issues can come to the fore and highlight the gaps in learning that parents have. For the most part, parents were ambitious for their own children's education – and that it would be better than their own.

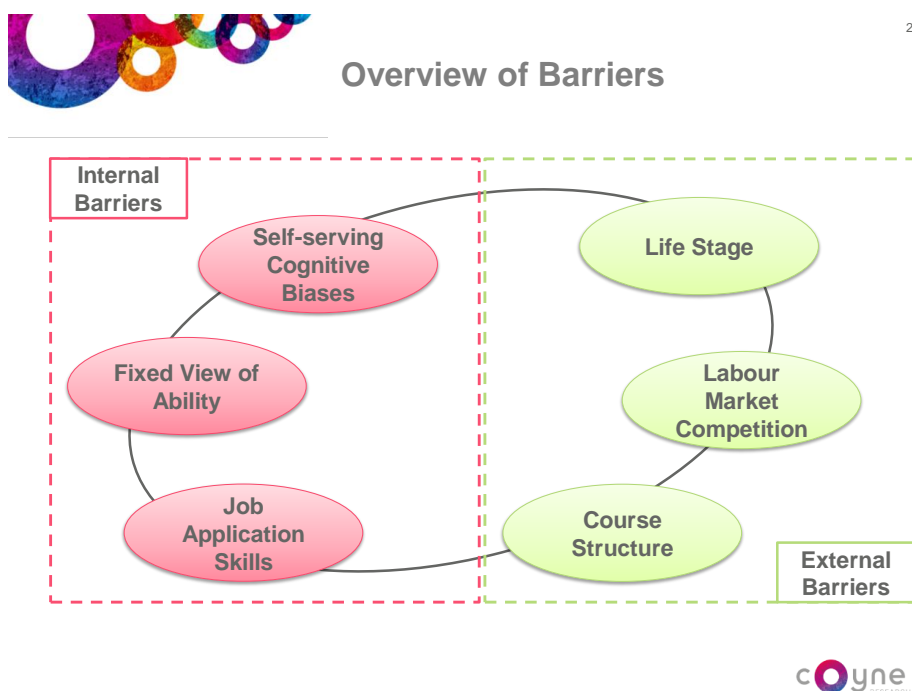
2.6.4 Self-esteem

Issues of stigma presented themselves with poor literacy and numeracy skills, which can lead to problems across employment and other interactions. These can act as a spur to pursuing further education in order to keep up with peer groups and prevent embarrassment and other negative experiences.

2.6.5 Fulfilment

These motivators were less employment related and more focused on the sense of social and personal development that can be achieved by pursuing further education courses. Such intrinsic motivation was more common with older groups who were less focused on career development. At their life-stage there was perceived to be less pressure and people were more open to the personal development that could be achieved by means of further education.

2.7 Internal and external barriers



2.7.1 Internal barriers

A significant barrier to uptake of further education was self-serving cognitive biases that were often in evidence and often minimised the benefits and utility of further education, for example, a view that people who had gone to college but were still unemployed, or that the jobs market was driven by personal contacts not educational attainment.

Fixed views of ability and life-stage are also a significant barrier to educational uptake. For example, there was a clear perception that ability is innate and that people who are 'just not good at maths' cannot improve their skills. Similarly, formal education was perceived as a once in a lifetime opportunity linked to age: If formal education is not attained by certain prescribed age milestones – it can never be achieved. From these findings it was recommended that the capacity of anyone to learn at any age should be emphasised.

Job application and interview skills were often cited as a weakness of early school leavers. The lack of formal qualifications can be perceived as a major handicap and undermines confidence. Aptitude tests can prove a difficulty for some people with limited literacy or numeracy skills.

2.7.2 External barriers

Life stage

Parents of young children claim not to have the time for courses of any kind. In a similar vein people with mortgages are wholly focused on short-term earnings to make their repayments, rather than investing time and money for longer term career ambitions and enhancements. Between these two life stages – young adulthood and middle age, the ability and incentive to make the most of additional educational opportunities appears to decrease. With this in mind it was recommended that high commitment courses would not appeal to these cohorts; but a campaign with bite-sized information would have appeal.

Labour market competition

Early school leavers who go back to education will still always be competing against younger graduates; there is a feeling of being unable to compete with younger prospective employees on this basis. Going back to education could then simply exacerbate the problem – as the early school leaver would then be even older by the time they returned to the jobs market.

There is a perception that the years of experience gained (in lieu of education) tend not to be recognised by employers and put early school leavers at a further disadvantage. Should there be a system where course credits in further education are offered in recognition of actual work experience?

Course structure

Rigid course structures can be off putting for many – a one year course can be too much whilst short courses are not seen as valuable. The lack of flexibility can prove a serious barrier to uptake, with fixed start dates and durations proving a difficulty for those who have struggled in formal education. A modular approach to learning that builds up credits may be the best solution for this cohort of adult learners, with shorter courses and more frequent starting dates.



External Barriers

Course Structure

- Some courses were considered too long for people to commit to completing them. For several, even a one-year course was off-putting.
- Shorter courses have the disadvantage of not being widely valued. However, a modular course structure that builds up credits may be a solution.
- For people who have struggled in formal education, the lack of flexibility in adult education was off-putting. Courses have inflexible start dates and durations.

"You see with healthcare, that is why so many mothers are going into it because of that flexibility to do a few hours here and there."

"I did photography but stopped doing it because there is no work in it. I went into healthcare because I was told there was work there."

"It's always, 'I'll do it next year.'"

The preference is for shorter courses with more frequent start dates.

2.8 Course awareness and suggestions

Information on courses is gained from a number of sources available to the lifelong learner, ranging from friends and family at the personal level to social media at a technological level. Each level of information has opportunities to reach the adult learner.

2.8.1 The Microsystem – peers, friends and family

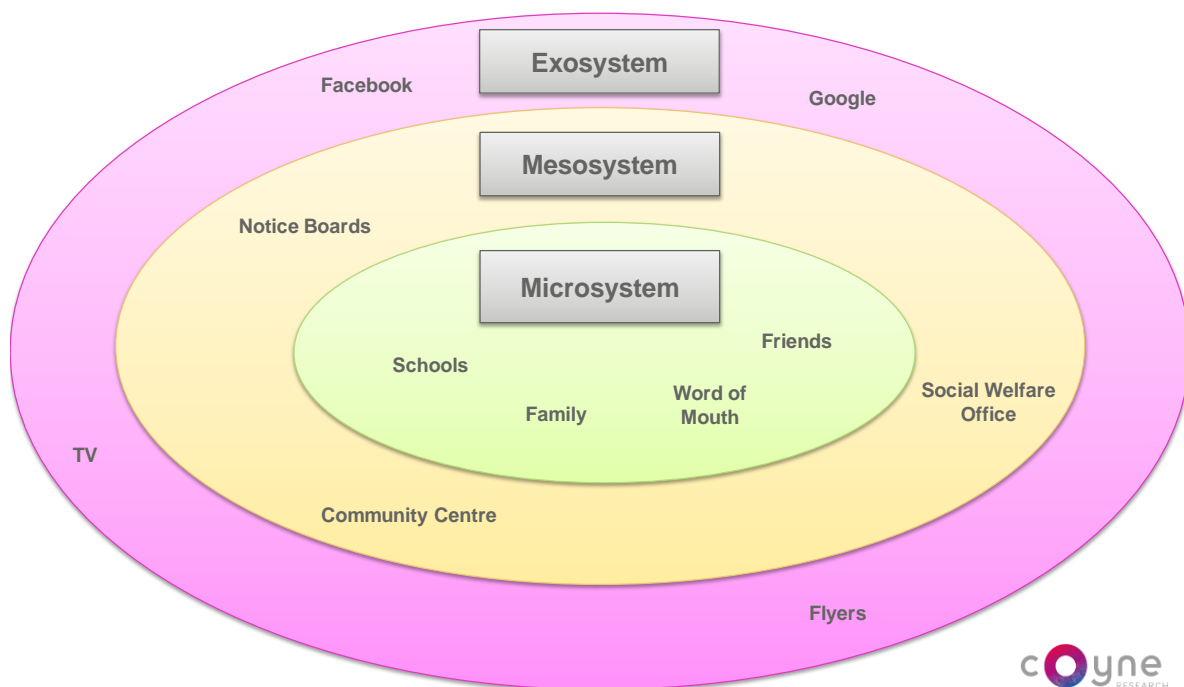
This is a person's immediate group of peers and organisations. Word of mouth can be a helpful draw for those whose peers or family members are attuned to courses or have experience of them and the benefits they can bring. However, for those whose peers are also unemployed this microsystem can be a closed circle – with no real insight into further education courses gaining traction. Other factors include:

- Schools have been very active in promoting adult education.
- A person's microsystem can be a powerful influence on potential course participants – in both positive and negative ways.



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Information on Courses

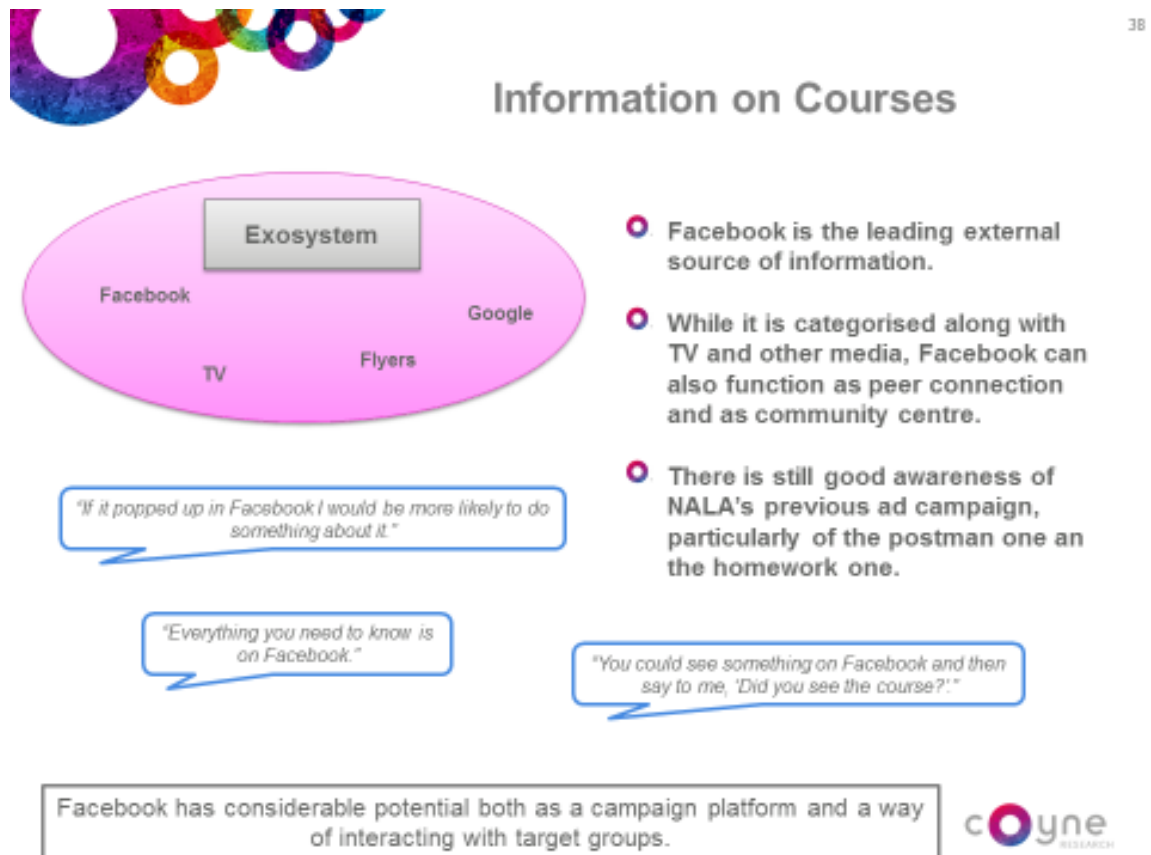


2.8.2 The Mesosystem

The community facilities that potential course participants interact with offer a number of channels of information. These include community centres, sports clubs and libraries which can all offer information on educational opportunities. People may well be more engaged when using these channels and pick up on information as a result. On a more formal basis, social welfare and SOLAS offices also provide information and advice.

2.8.3 The Exosystem – the media and social media

These are external sources of information at another remove from the peer group and the community. Facebook is the leading source of information amongst these channels. It has a dual function of being a link to peers and family as well as to outside sources of information; this makes it a particularly powerful tool for interacting with target groups and as a campaign platform for further education. There is also still good awareness of NALA's previous ad campaign with An Post.



2.9 Approaches to literacy and numeracy services

2.9.1 Learning style

People are becoming increasingly comfortable with online courses and online tutorials, just as they are with using Google and other search engines in a sophisticated way to find out any other types of information. It is felt that face-to-face classes could complement online modules. Age of teachers emerged as an issue for younger and older age groups alike – with a preference for teachers of the same age group or older.

2.9.2 Content

Computer courses and basic maths courses emerged as the most popular content for potential course participants. Transferring existing mobile phone skills to computers was suggested as a possible strategy for some. Demand for digital literacy is certainly high and growing.

2.9.3 Incentives

There was a strong preference for on-the-job training with the costs borne by employers. People were prepared to commit to working for an employer for a period of time if training is provided – examples of such arrangements were spontaneously given.

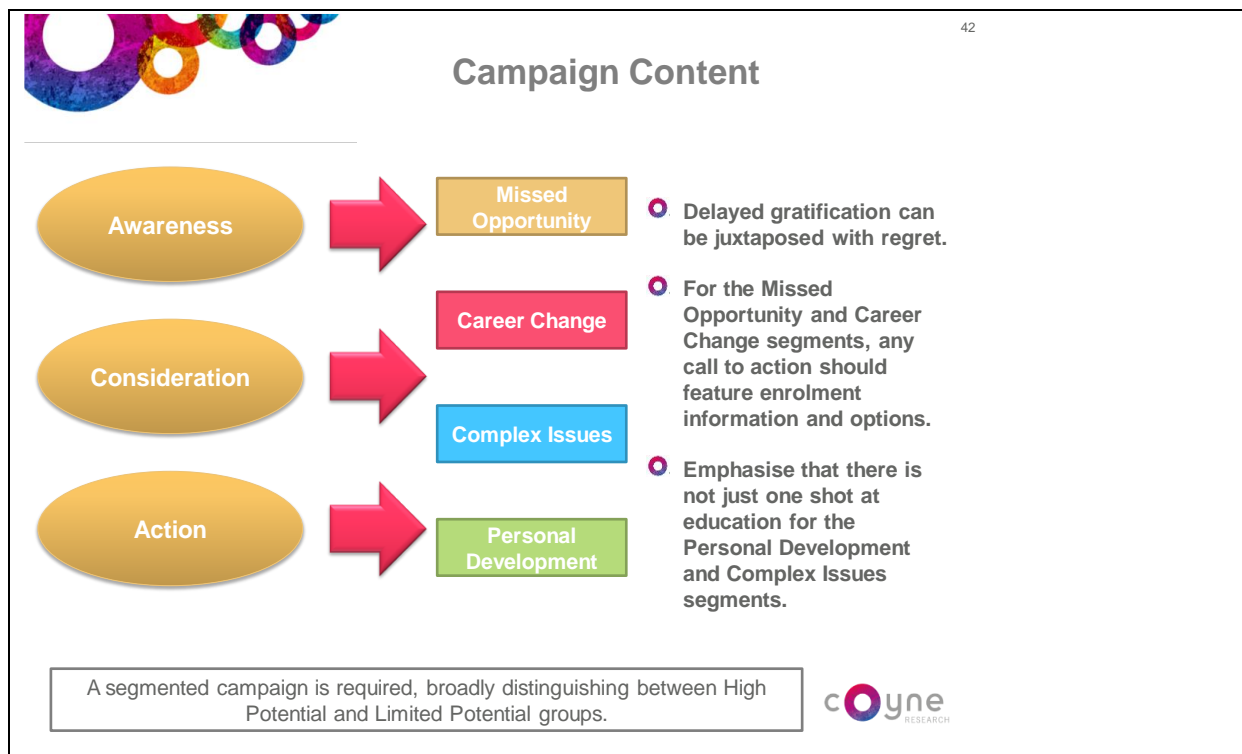
There was considerable resistance to paid-for courses with an expectation that they should be free at the point of delivery. However, there was considerable confusion as to whether courses were free or not – with a wide range of examples and experiences given. The free nature of courses will make them more attractive and should be communicated as a key benefit.

2.9.4 Structure

The term 'course' had widespread usage with little differentiation shown between levels and types. Because of this there was also some confusion as to what was available and to whom. Under the umbrella of the term 'course' came everything from hobby based evening classes to university degrees. Simpler messages about course levels and types are required to cut-through this confusion. There is also a strong desire for a modular approach so that courses can be taken in manageable sizes which will build towards qualifications.

2.10 Campaign content

The research showed that a segmented campaign is required that will broadly distinguish between the high potential and limited potential groups. Key concepts and targeted messages will be required that will prompt, in turn, awareness, consideration and action for each type of potential course. These can be viewed through the lens of the learner matrix shown at the start of this chapter.



- For the missed opportunity group, delayed gratification can be juxtaposed with regret (or don't regret – which emerged as a strong theme for this group).
- For the missed opportunity and career change segments, any call to action should feature enrolment information and options to prompt potential learners to take the next course of action from awareness to consideration and then action.
- For those in the complex issues and personal development quadrants there should be an emphasis that there is not just one shot at education and that it has to be at a particular age or life stage – instead emphasise the aspects of lifelong learning that can form a key motivator for these groups.

In terms of the content of the campaign a number of key elements came to the fore from the research participants.

- Ads should feature ordinary people – not celebrities. The latter would jar with the central message of the campaign which is to reach out to people who have been left behind, that is, not to be condescended to by already successful people.
- Moreover, ads should depict scenarios that reflect busy lives – not some sort of idealised perfection; this is especially true for the career change segment that already have numerous responsibilities to deal with.
- For the missed opportunity segment there was a strong emphasis on peer support as a potential hook for further learning. To reflect this a 'bring a friend message' might be helpful in encouraging uptake.
- This strong preference for narratives that reflect real lives is evident across all groups and underlines the importance of tapping into the feelings and motivations of each target group. By reflecting the pressures that already exist in their lives a more compelling case for future learning can be made.

2.11 Channels

2.11.1 Facebook

A strong message emerged that Facebook was the optimum way to reach the target audiences. Sponsored ads are most likely to be widely viewed. The interactivity of the platform will allow for people to tag others and share posts and a NALA following can be generated. Moreover, Facebook offers an opportunity to curate existing online learning content on a single platform – even if generating new content is not feasible via this channel.

2.11.2 Libraries

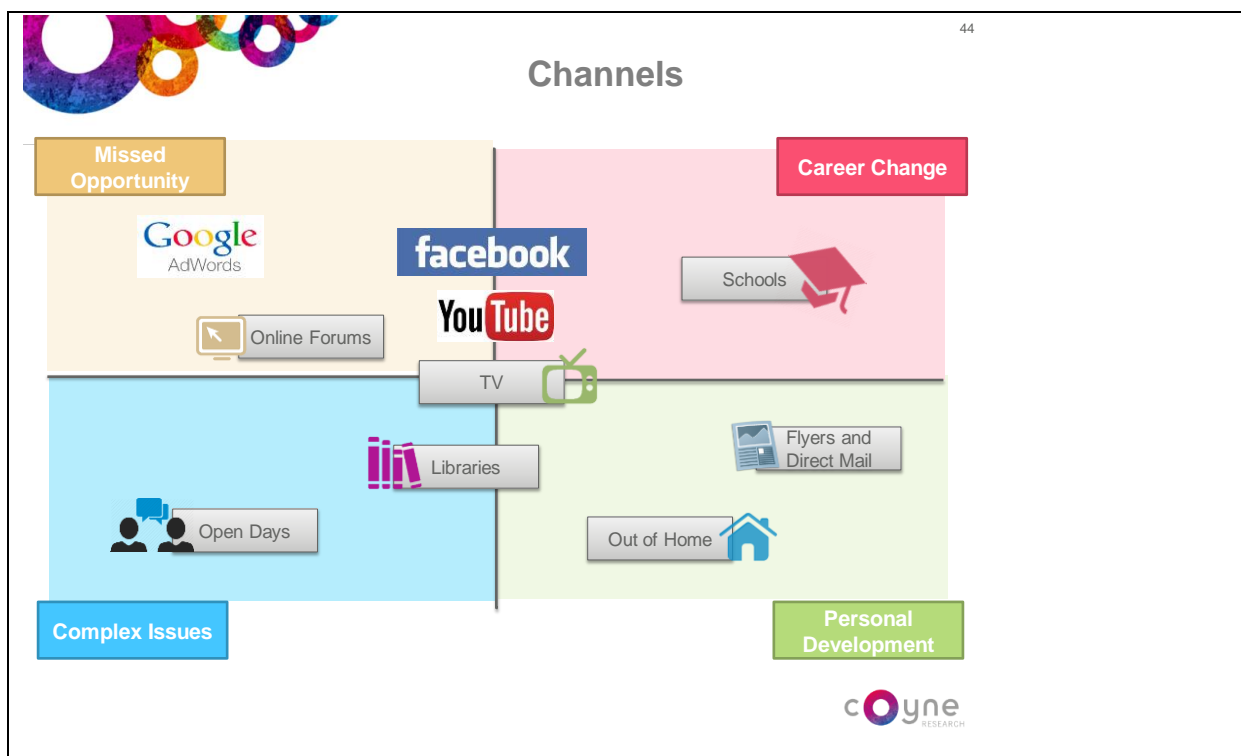
Libraries offer a significant channel within the community – not only to disseminate information on courses but also to host them – with general literacy being an obvious avenue to explore. Digital literacy, in particular, would be a popular option and many libraries may be equipped to offer this functionality.

2.11.3 Direct mail/leaflets

Although these can generate attention for courses they are not considered effective at generating action – other triggers are required to ensure that the information on courses is converted into actual uptake.

2.11.4 TV

TV remains a dominant medium in terms of advertising and can be a key catalyst to further discussion and awareness, indeed residual awareness of the original NALA An Post campaign remains quite high.



2.12 Insights and implications from the qualitative research

2.12.1 Profile of sample – a holistic overview

Four segments with different motivations could be identified, each with different needs and potential messages.

- Missed opportunity: For young recent school leavers, the priority is to re-engage with education as soon as possible.
- Career Change: Having reached a plateau, some are looking to improve their skills so they can get a better job.
- Complex Issues: For people who have limited basic skills as well as problems with attention, concentration, and other ancillary skills, the first step is to address tasks of daily living.
- Personal Development: Those with less interest in labour market participation are interested in self-improvement and community participation.

2.12.2 Attitudes to education

Emotional level

At an emotional level regret is a theme that will resonate with all segments. The campaign can be about the positive impact of education rather than dwelling on the negative effects of early leaving. The focus can be on **not regretting** starting a course.

Digital literacy

Digital literacy is likely to prompt interest across the defined segments; computer courses can be used to develop both literacy and numeracy skills.

- For younger people, the emphasis can be on the digital skills required for the jobs market.
- For older people the communication opportunities presented by IT skills might be the more attractive route to take.

Course length

There is a reluctance to commit to longer courses and the perception that there is no guarantee of improvement is a concern. The benefits of shorter courses or modular programmes should be considered as more popular options.

2.12.3 Motivation and barriers

To address as many barriers and levels of motivation as possible, a combination of general awareness-raising, statistics on literacy and numeracy and targeted employment activation messages are required to address as many barriers and levels of motivation as possible.

- Consideration should be given to a segmented campaign as different levels of motivation will resonate with different groups.
- The campaign can address the internal barriers that presented with clear messages on job interview skills, lifelong learning possibilities and the advantages of improving literacy and numeracy
- A case study approach may be the most appropriate course to take – which can illustrate particular issues to segments in a targeted way.
- External barriers are worth noting but are beyond the scope of a public awareness campaign.

2.12.4 Course awareness and suggestions

Current awareness of courses is at a very non-specific-level so a general campaign needs to be complemented by a clear direction on how to find a course.

- For those who say they would not know where to start a single point of contact will be valuable. The call to action should be retained giving NALA contact details.
- Mixed messages have been picked up about fees, enrolment dates, levels of qualifications and recognition of qualifications. Messages about course levels and providers should be simplified in order to overcome confusion and assure potential learners of the benefits of taking up courses.
- Digital literacy is the most attractive course content across the identified segments: as far as possible computers and digital content should be included in any course title and elements of literacy in any computer course would also be helpful.

2.12.5 Campaign content and channels

- TV remains an important channel and NALA already has a recognised presence in TV advertising. Retaining the character types and narrative elements of the previous NALA campaign would be useful in establishing continuity of scenario and message between the two campaigns.
- People will relate best to stories of real people across the segments. Real life scenarios will be the best vehicle for delivering messages, for the career change segment in particular, narratives should reflect their busy lives.
- Facebook is the best way to reach almost all groups; a 'Find us on Facebook' tag line should be added to all promotional material alongside contact numbers.
- Peer support for starting a new course emerged as an important theme, including calls to action such as 'Tell a friend' and 'bring a friend' when signing up to a course will be useful in maximising potential uptake.

**"I used to dread
filling in forms
but now I don't"**

- Gerardino, Meath.

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Chapter three

The national adult literacy and numeracy awareness campaign

3. The national adult literacy and numeracy awareness campaign

This chapter summarises the creative approach to, and the implementation of, the national adult literacy and numeracy awareness campaign.

3.1 Campaign aims, objectives and target audience

The **aim** of the campaign was to raise awareness of literacy and numeracy issues amongst the adult population with a particular focus on highlighting how improving these skills can help individuals achieve their personal, social, career and employment aspirations.

The **objectives** of the literacy and numeracy awareness raising campaign were to:

- elicit higher levels of engagement in the national literacy programme;
- raise awareness of the importance and benefits of having good literacy and numeracy skills for everyday life;
- reduce the stigma of having poor literacy and or numeracy skills; and
- promote existing services and stakeholders working in this area.

Priority **target groups** were to include those identified in the OECD PIAAC survey and FET Strategy, including long-term unemployed persons and low skilled persons in work, particularly those who have yet to achieve certification higher than level 3 on the National Framework of Qualifications.

3.2 Campaign tender

In October 2015, NALA wrote and managed a request for tenders **‘to design and implement a national literacy and numeracy public information and awareness campaign.**

A consortium of three companies led by DDFH&B, an advertising agency based in Dublin, was awarded the tender in January 2016. The three companies were:

- DDFH&B = Advertising
- Mindshare = Media planning and buying
- The Reputations Agency = Corporate and consumer PR

3.3 Creative approach

The creative approach built on the findings of the qualitative research conducted by Coyne Research prior to the campaign's launch. This included the following elements which were identified as the foundations for the campaign.

3.3.1 Content and messaging

- It was decided that the campaign should feature ordinary people – not celebrities. The latter would jar with the central message of the campaign which is to reach out to people who have been left behind, that is, not to be condescended to by already successful people.
- Moreover, the campaign should depict scenarios that reflect busy lives – not some sort of idealised perfection.
- There should be an emphasis in the campaign that there is not just one shot at education and that it has to be at a particular age or life stage – instead emphasise the aspects of lifelong learning and that it's never too late to learn.
- For the missed opportunity group, that is, those who left school early, delayed gratification can be juxtaposed with regret (or don't regret – which emerged as a strong theme for this group).

3.3.2 Call to action

- It was decided that any call to action should feature enrolment information and options to prompt potential learners to take the next course of action from awareness to consideration and then action.
- A clear call to action should be central in all communications with information on where to go for help, for example, clear Freephone and Freetext numbers and website information.
- The fact that courses are free should also be highlighted as well as that the service is confidential.

3.3.2 Branding

- The campaign should include one overarching message with reference to the local education and training boards, SOLAS and NALA.

3.4 Campaign creative development

NALA worked with DDFH&B to develop a campaign around **real people sharing their stories** through a variety of **media channels**.

The aim was to promote individuals who have addressed their literacy difficulty with the objective of encouraging others to reap the rewards by doing the same.

3.4.1 Profile of individuals who took part in the campaign

Four Education and Training Board (ETB) students agreed to share their story nationally and take part in the campaign. Each student had addressed their literacy difficulties and had benefited from returning to education. Like thousands of people all over Ireland, these individuals had left school early and had struggled with literacy and numeracy difficulties throughout their lives.

The four ETB students profiled were:



Eamon Delaney,
aged 38, from
Kilkenny.



Gerardine Dunphy,
aged 52, from
Meath.



Chris Carthy, aged
53, from Sligo





Tony Moloney,
aged 59, from
Cork.

3.4.2 Campaign content and messaging

The content and message of each individual's story focused on the **benefits of returning to further education**, as well as demonstrating that this issue is **not confined to any particular demographic segment**.

Four themes were also identified as the core elements of the campaign which the creative output was based on. These were:

- Promoting family literacy
- Promoting literacy and numeracy skills
- Promoting digital literacy
- Promoting adult learning opportunities

Individual story	Main message
	<p>"To help my kids I had to help my kids first"</p> <p>"Going back to education was a big step but it's nothing like school so straight away I felt comfortable. I went home every night after the course feeling great. Now I can help the kids with homework."</p>
	<p>"I always wanted to write someone a letter and now I can"</p> <p>"Going back to education has opened up the world. Not a world, the world. It's like being blind and then being able to see again. Now I have confidence, I feel more alive. There's so much to do that I couldn't do before. I feel I can achieve anything now."</p>



“Now I can access all the information I need”

“I started with a basic computer course. Then I got the bug for education and I got the bug for learning. It was absolutely fantastic and it made a different person out of me. Last year I even got a qualification.”



“I used to dread filling in forms but now I don't”

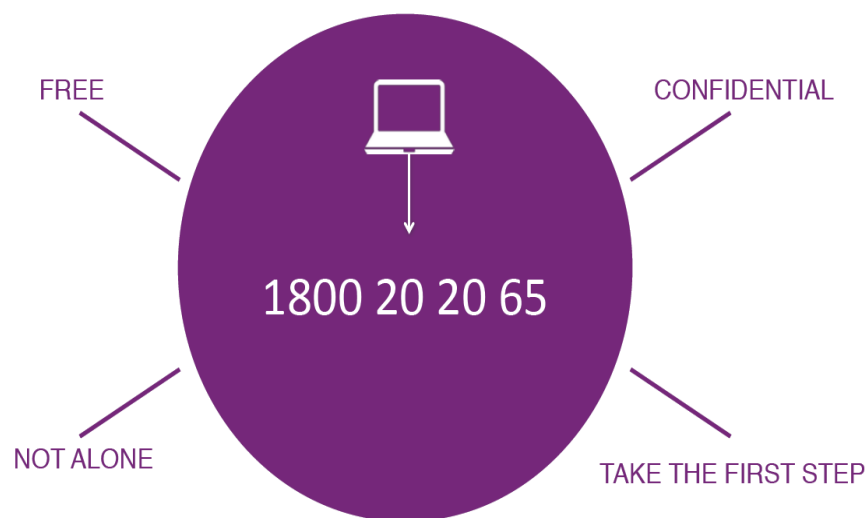
“I left school early so I always wanted to go back to education. It was always there in the back of my head. But I needed to take that first step myself. I'm a happy person but now that I've completed the course I feel even happier.”

3.4.3 Campaign call to action

The primary call to action in the campaign was based on the pre-campaign research findings – a Freephone number and four key elements.

- Free
- Confidential
- Not alone
- Take the first step

The primary call to action



NALA also provided a Freetext and online point of contact:

- Text LEARN to 50050
- Log onto www.takethefirststep.ie

3.4.4 Campaign name

DDFH&B presented various names to reinforce the call to action, for example Get the know-how, Quest, Step On and Learn for Living. DDFH&B along with MindShare, the media buying agency, advised that no name would have ‘cut through’ in terms of raising awareness given the low media spend on the campaign. For this reason it was decided to use An Post’s **‘Take the first step’** name as a call to action as there was significant awareness of the campaign built up over the previous ten years. Equally, it made sense to build on this brand equity as An Post had made a commitment to support the campaign with further TV advertising.

It was also agreed that a tagline mentioning all partners would be included on all campaign assets as follows:

‘Supported by SOLAS, your local Education and Training Board and NALA.’

3.5 Media approach

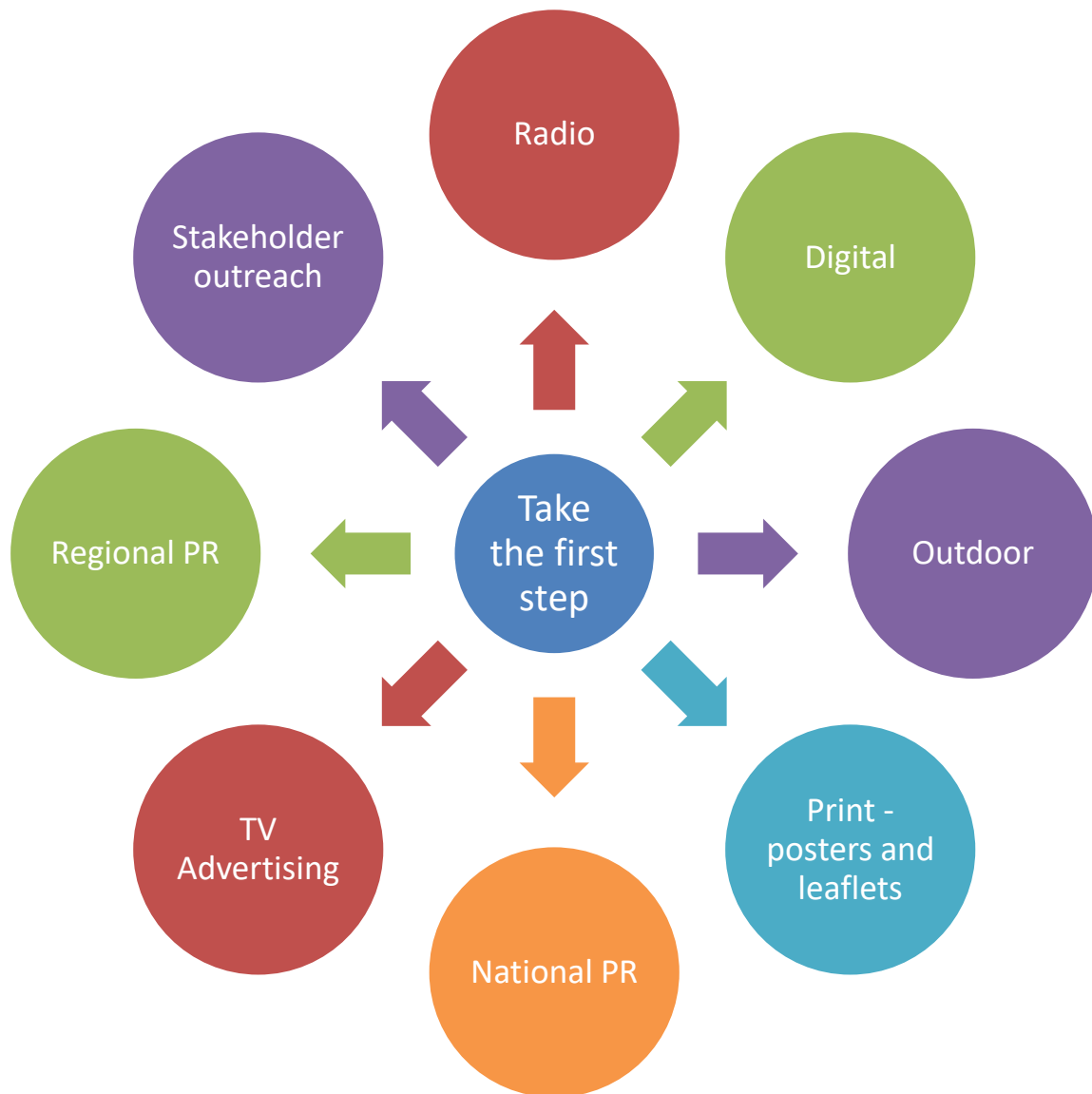
MindShare, the media buying agency, advised that the following media channels should be used for the campaign based on pre-campaign research and expertise in reaching the target audience:

- Radio stations (national and local)
- Video on demand
- Facebook video ads
- Facebook text ads
- Leaflet campaign (Maltese cross)
- Outdoor print
- Posters in local communities
- Business partnerships/stakeholder amplification
- PR campaign
- TV (Repeat existing An Post ads)

See Appendix F for media buying schedule.

3.6 Creative production and media channels

An **integrated campaign approach** was chosen that included radio, video, digital, print and PR, as well as outreach by stakeholders and TV advertising sponsored by An Post.



3.6.1 Radio

Four 30 second radio adverts were produced. These adverts recorded Eamon, Tony, Gerardine and Chris talking in their own words about their literacy difficulty and the benefits of returning to education. The scripts are as follows:

Eamon:

I left school early so my reading and writing was never great...it's like a migraine for the last 16 years – at home – at work – constant – how am I going to get around this? But with the course all that changed. Now I can read to my kids. Reading bedtime stories to the kids, it means a lot to me.

Chris:

I left school I couldn't tell the time. I think I just about knew how to write my name. Because I couldn't read and write I would have lost out on a lot of jobs, good jobs. Good jobs with good money. Going back to education has opened up the world. Not a world, the world. It's like being blind and then being able to see again.

Gerardine:

I was never good at spelling. I could read just fine. But I would be afraid of anyone asking me do anything involving spelling. But since doing the course all that has changed. I am braver. In fact, I feel braver than ever now. You know, you're never too old to learn, never.

Tony:

The fear. The fear of anybody knowing that you couldn't read or write is with you constantly every minute of every day. But since doing the course the fear is gone. And it made a different person out of me altogether. I got the bug for education and learning. Sure I'm on the computer all the time now.

Each advert ended with a voiceover and call to action:

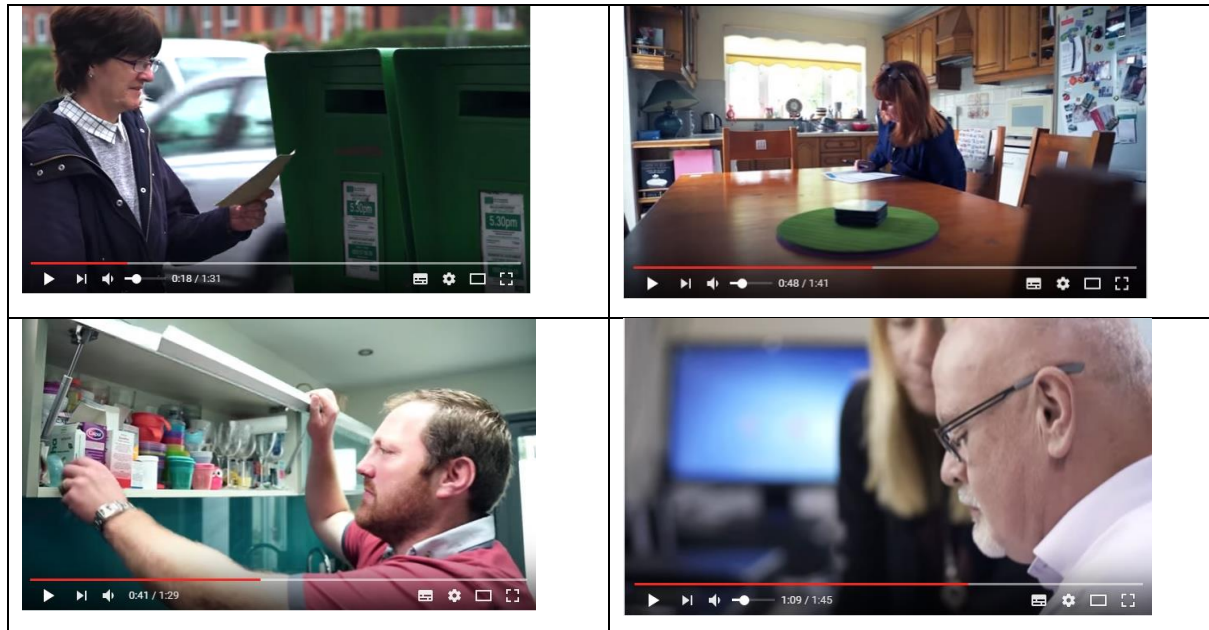
'If reading, writing, maths or technology is holding you back take the first step.
Freephone 1800 20 20 65 or Text LEARN to 50050 to see how we can help.
This free and confidential service is supported by SOLAS, your local ETB and
NALA.'

The radio adverts were broadcast on national and regional radio stations.

3.6.2 Video

Four videos were created based on Eamon, Tony, Gerardine and Chris's stories as well as the four themes of literacy. Each was designed to follow the day in the life of each individual as they interact with things they once found difficult to do – reading, writing, helping kids with homework, spelling, using a computer and form-filling.

The resolve is now a happy person engaging with tasks they once found difficult.



Each video ended with a call to action:

take the first step.ie
Freephone 1800 20 20 65 or Text LEARN to 50050

Supported by your local Education and Training Board



The videos were broadcast on Video on Demand and Facebook.

3.6.3 Print

A visual style that was minimal and impactful was designed, building on the original concept of 'taking the first step'. Using a combination of photography and the step graphics device a clear linkage was made between a positive step and a corresponding positive benefit. People are depicted engaging with a daily task that they previously struggled with.

The four posters depict the following scenarios:

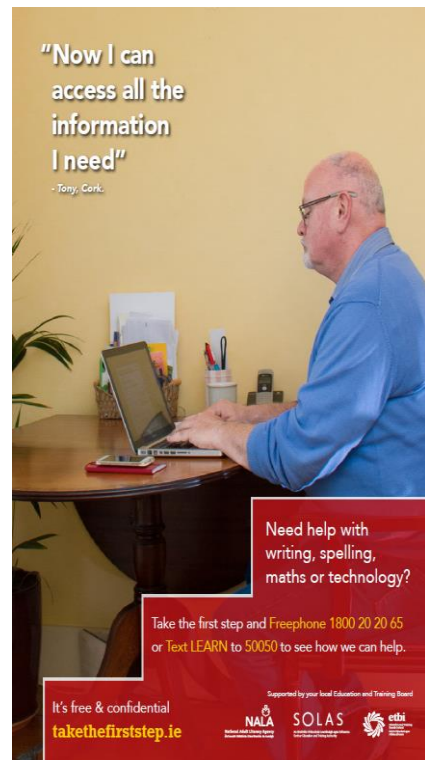
- A father reading to his son
- A mother being able to write a letter
- A woman filling out an application form
- A man being able to access all the information he needs (using a computer)

Each scenario has a main graphic and title with the 'take the first step' and contact information shown in the step graphics underneath.

POSTERS



POSTERS



NALA distributed 2,500 posters to stakeholders and the steering committee nationally.

3.6.4 Outdoor

The key strengths of conducting an outdoor campaign were considered to be that posters can be placed in places where people are waiting and will have time to engage with the story and take down the telephone number.

Outdoor makes the campaign appear bigger than it actually is and therefore can reassure people that it affects a lot more people than they think. It also creates a connection with other printed material for example the smaller posters and Maltese cross. Overall it would help to generate greater recognition and engagement for the campaign.

OUTDOOR



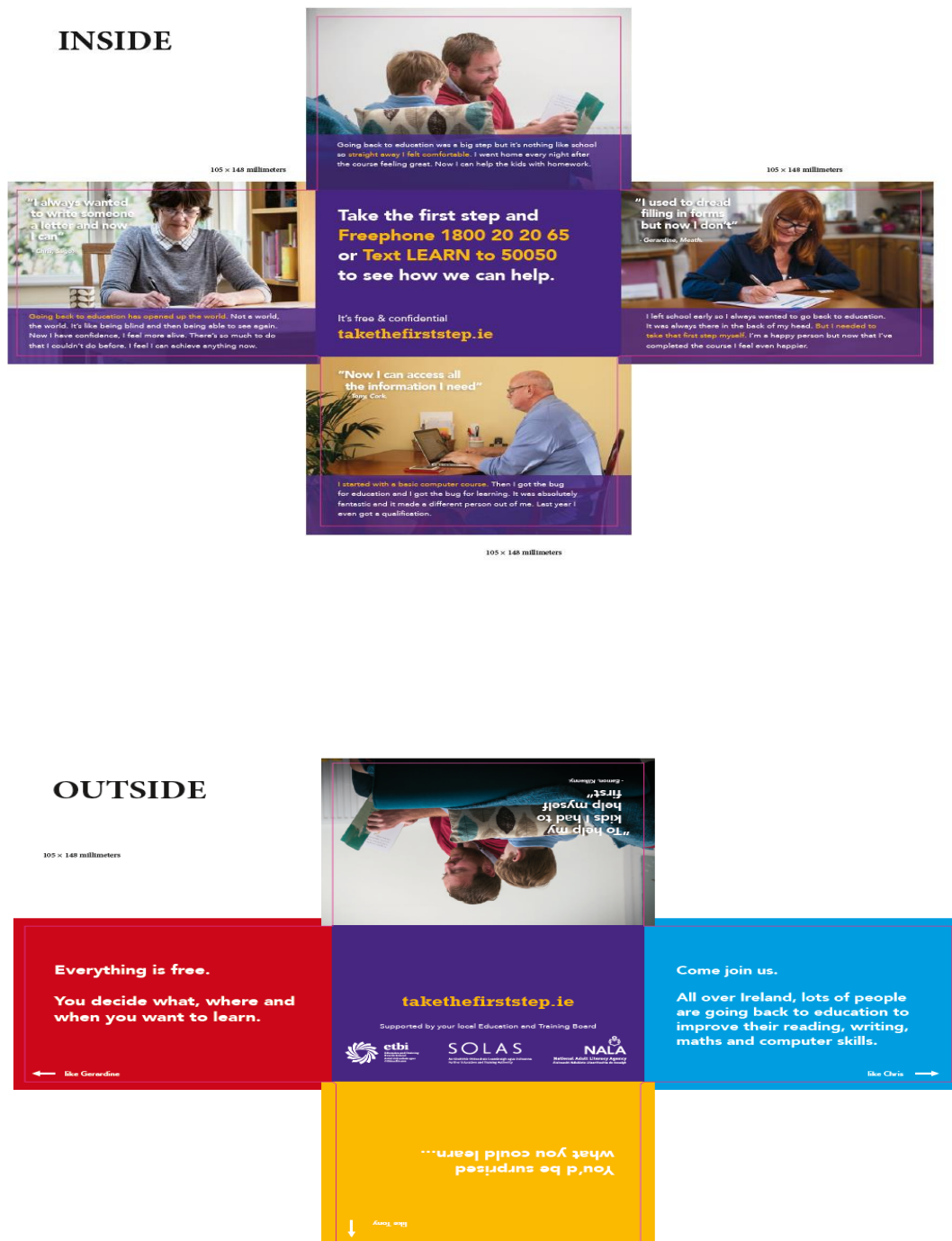
OUTDOOR



Outdoor posters were placed in key 'dwell time' locations, such as train and DART stations.

3.6.5 Leaflet campaign – Maltese Cross

This devise was used as it can effectively highlight four stories and four types of difficulty – these were depicted on the outside of the folds, with contact information on the inside. These were primarily for friends and family of people with literacy difficulties.



NALA distributed 30,000 leaflets nationally.

3.6.6 An Post TV adverts

An Post supported the campaign by funding national TV advertising during the campaign.

The TV suite of adverts were developed with NALA in 2011 and profile three individuals (a father, a brother and an older woman) who have addressed their literacy difficulty. They aim to encourage others to take the first step and reap the rewards by contacting NALA.

The tagline is:

If reading, writing or working with numbers is holding you back call 1800 20 20 65 to get the skills you need.

This free and confidential service is supported by An Post

TV – driving national awareness



- Two week strong campaign targeting All Adults in September
- 75% of All Adults will see the ad Once.
- Opportunity to see (OTS) of 5.3

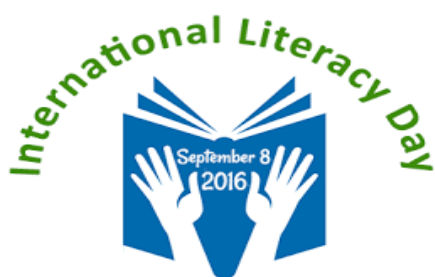
3.6.7 Public Relations – national activity

NALA worked with The Reputations Agency, a corporate and consumer PR agency, who devised a PR campaign to complement and augment the messaging on the awareness campaign.

It included a national launch on International Literacy Day 8 September with the four ETB students and three well known personalities who had a link to literacy issues. They were:

- Johnny Murtagh, champion race jockey and early school leaver
- Brian Murray, actor in Fair City (with literacy storyline)
- Patricia Scanlon, award winning author and former literacy tutor

The PR campaign also included several interviews and features on national and regional TV, Radio and Print.



Launch – International Literacy Day – 8 September

Patricia Scanlon, Johnny Murtagh, Brian Murray and students

Media interviews:

Sunday World
Sean O'Rourke Show
Ray D'Arcy
Today Show
Ireland AM



See Appendix G for PR impact report.

3.6.8 Public Relations – local activity

NALA drove local awareness raising activity working with literacy students and ETBs to promote local services at stands in shopping centres and at the National Ploughing Championships.

- Local open days - ETBs
- Local posters and publicity
- Shopping Centres (Dublin, Cork, Galway)
- National Ploughing Championships



Ilac Centre



Ploughing Championships

3.6.9 Stakeholder outreach

Awareness activity during the campaign was increased by NALA working with educational stakeholders such as ETBs, tutors and students as well as members of the Steering Committee promoting the campaign through their networks.



3.7 National Adult Literacy and Numeracy Campaign

The **National Adult Literacy and Numeracy Campaign** called 'Take the First Step' was launched on International Literacy Day (ILD), 8 September 2016. It was launched at an ILD conference for literacy tutors and students, and included a media photocall with the participants of the campaign.

The campaign ran for **three weeks** and included the aforementioned national and regional radio advertising, video and digital advertising on social media, posters, leaflets and national and regional public relations activity. An Post supported the campaign with national TV advertising.

All activity encouraged those interested in improving their basic skills to Freephone 1800 20 20 65, Text LEARN to 50050 or log onto www.takethefirststep.ie.

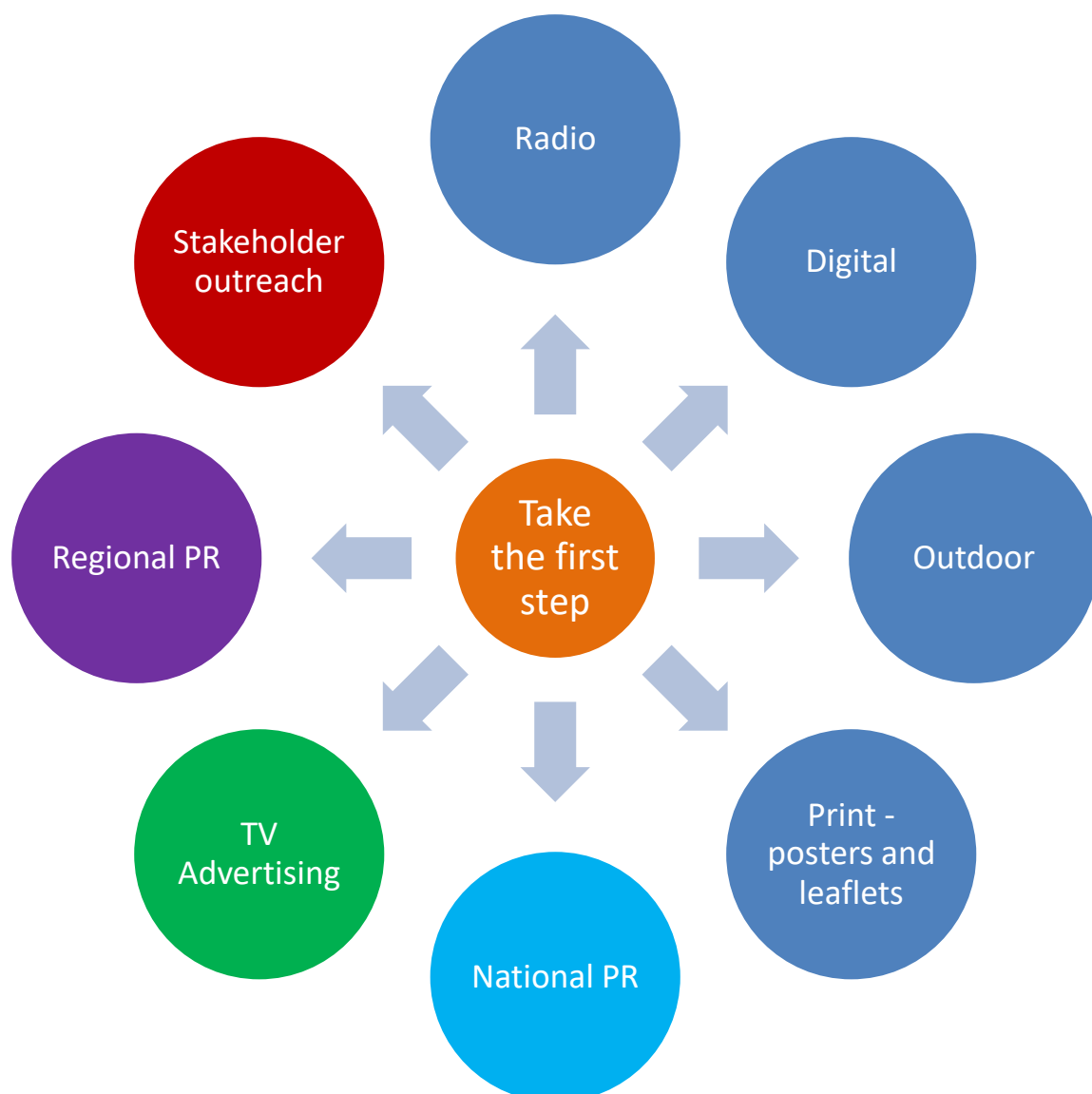
Once they called or texted, NALA put them in contact with their local ETB Adult Education Centre or told them about other free services that would help them meet their needs.



Johnny Murtagh, Gerardine Dunphy, Patricia Scanlon and Chris Carthy at the launch.

This visual shows various elements of the **integrated campaign approach**.

	NALA (DDFH&B and Mindshare)
	NALA (The Reputations Agency)
	An Post (and NALA)
	NALA and ETBs
	NALA and Steering Committee



3.8 Campaign impact at a glance

Channel	Duration	Campaign and impact
Radio	3 weeks	<ul style="list-style-type: none"> • Radio adverts on national and local radio stations delivering both a national and regional plan. • Broadcast across RTE Radio 1, 2FM, Today FM and Newstalk as well as Galway Bay FM, Cork 96FM, Limerick Live FM, WLFM and other regional stations. Regional radio was recommended by the national steering committee as it would extend the campaign both regionally and nationally. • The outcome meant that approximately 75% of the adult population nationally would have an opportunity to hear the adverts 10 times over a three week period. Each specific advert as well as the campaign as a whole would cut through and resonate.
Video (Digital/ VoD and Facebook)	3 weeks	<ul style="list-style-type: none"> • 500,000 impressions delivered on VoD • 40,000+ people watched the online videos of Eamon, Chris, Gerardine and Tony on Facebook • 3,000+ social media interactions - likes, comments or shares
TV	2 weeks	<ul style="list-style-type: none"> • TV advertising broadcast across RTE, Sky, TV3
Print	3 weeks	<ul style="list-style-type: none"> • 2,500 posters disseminated nationally
Outdoor	2 weeks	<ul style="list-style-type: none"> • 50 x 6 sheet outdoor formats in key commuter/ dwell time locations such as Dublin and regional railway stations as well as 144 Dart cards.
Leaflet	3 weeks	<ul style="list-style-type: none"> • 30,000 promotional leaflets were distributed nationally

TV, Outdoor and print		<ul style="list-style-type: none"> • 75% of the adult population would see the adverts on TV or Outdoor.
PR	3 weeks	<p>The overall value of the PR campaign was measured by the Reputations Agency and valued at:</p> <ul style="list-style-type: none"> • Total reach – 1.269 million • Direct advertising value - €128,500 • Total value of PR – €365,000

See Appendix F for breakdown of media spend.

See Appendix G for PR impact report.

See Appendix I for VoD and Facebook report.

3.9 Initial response to campaign

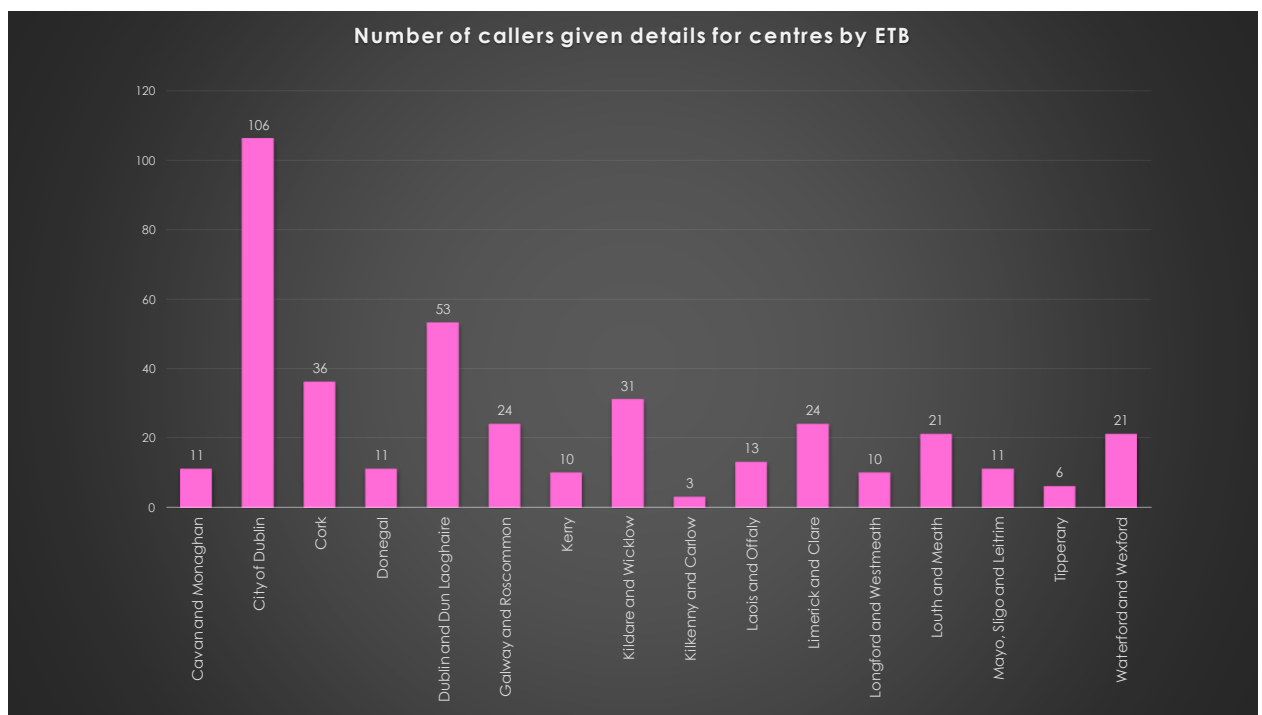
- 450 calls to Freephone
- 5,500 sessions and 8,000 page views on takethefirststep.ie (900% increase)
- 18,000 sessions and 55,000 page views on nala.ie (25% increase)

3.9.1 Freephone feedback from callers

When people called the Freephone number, NALA staff asked if they found the call helpful. Almost **100%** of callers who answered this question said that they found the service helpful. Some callers also said that, while they had been aware of other adult literacy awareness campaigns for years, they never followed up to enquire about getting help. This time, they had the courage to take the first step and make the call.

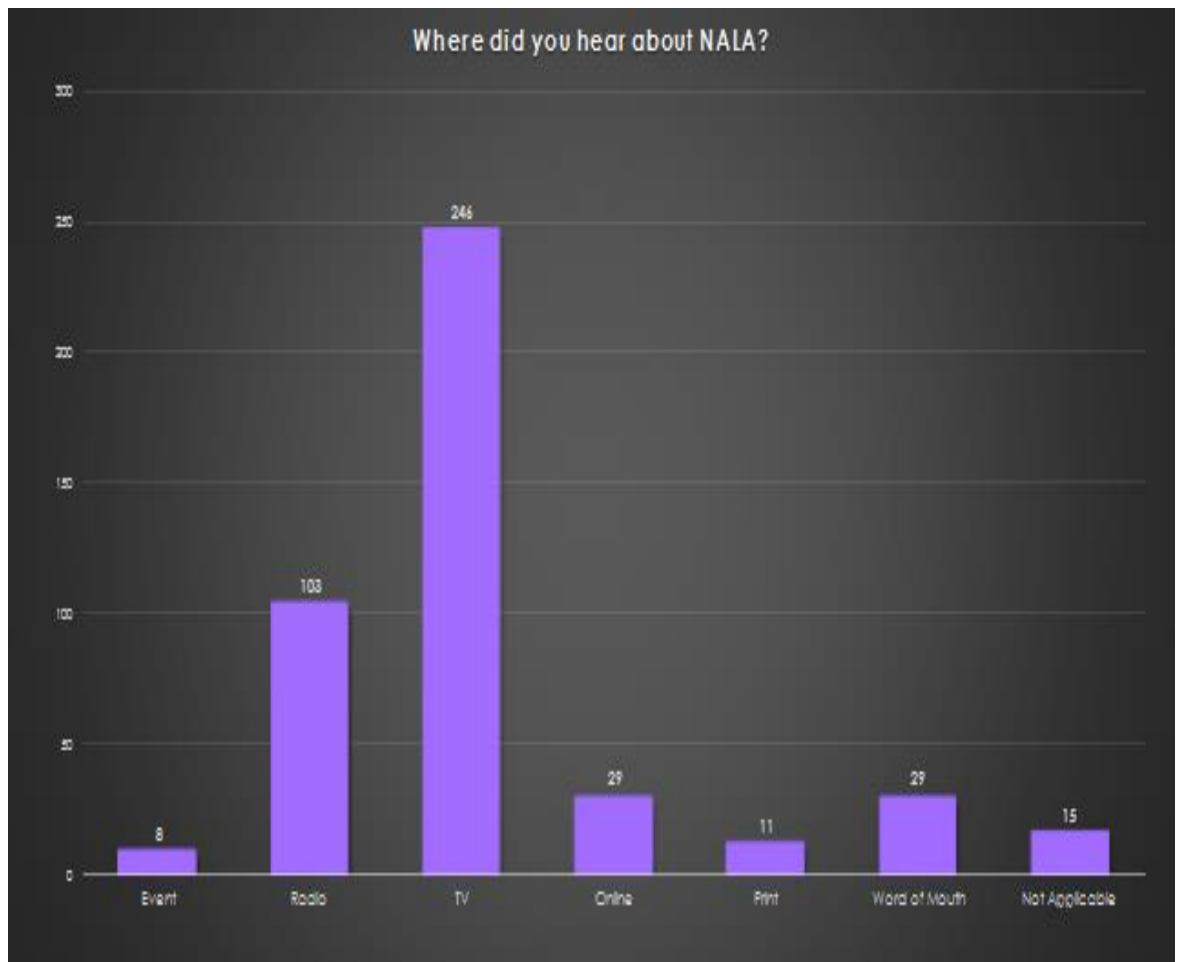
3.9.2 Freephone campaign referrals

The chart below shows the number of responses where callers were given details for centres by ETB by county: activity is predominant in the Dublin area. Other significant areas of call origin are Galway, Kildare and Wicklow, Limerick and Clare and Waterford and Wexford.



3.9.3 Freephone claimed source of awareness

TV still remains the primary claimed source of awareness of the campaign amongst those given information, followed by radio. The An Post campaign clearly still has considerable traction, but misattribution from other channels such as video is also likely.



There is universal concurrence that the service was helpful amongst those who used it and the overall level of unprompted feedback is extremely positive for the campaign overall. There is some feedback from users that they had been aware of NALA previously and had finally been encouraged to take the first step on this occasion – underlining the effectiveness of the campaign’s call to action.

Word cloud visualization of feedback comments for NALA. The words are arranged in a circular pattern, with 'helpful' and 'happy' being the most prominent. Other visible words include 'delighted', 'great', 'thankful', 'information', 'service', 'learning', 'improve', 'support', 'encouraging', 'motivated', 'help', 'pleased', 'brilliant', 'informed', 'provided', 'aware', 'inspired', 'less nervous', 'nervous', 'works', 'highlighted', 'eager', 'fantastic', 'ideal free', 'calm', 'heard', 'reassure', 'prompted', 'opportunities', 'preference', 'good build', 'better', 'talk', 'lovely', 'time', 'dilemma', 'believe', 'trying', 'educational', 'excited', 'first step', 'options', 'interested', 'friendly', 'confident', 'more', 'becoming', 'refreshing', 'excellent', 'know', 'quick', 'satisfied', 'recommended', 'clearer', 'comforting', 'listened', 'practical', 'nice services', 'give lucky', 'Special expressed', 'powerful', 'start', 'helping', 'motivated', 'Enquiring', 'Welfare', 'improve', 'heard', 'responder', 'possibility', 'support', 'less nervous', 'nervous', 'works', 'highlighted', 'eager', 'fantastic', 'ideal free', 'calm', 'heard', 'reassure'.

- “I’ve been wanting to call for the last 10 years but hadn’t the confidence.”
- “It’s so refreshing to be able to text. I can’t believe you responded! I feel so lucky. Thank you so much.”
- “I can’t believe all the help is available for free.”

**"Now I can
access all the
information
I need"**

- Tony, Cork.

Need help with
writing, spelling,
maths or technology?

Take the first step and **Freephone 1800 20 20 65**
or **Text LEARN to 50050** to see how we can help.

It's free & confidential
takethefirststep.ie

Supported by your local Education and Training Board



Chapter four

Campaign evaluation

4. Campaign evaluation

This chapter provides details on research that was done to provide an evaluation of the national literacy and numeracy awareness campaign.

This chapter includes findings from three streams of research:

- **National surveys – pre and post campaign quantitative research:** to do a full evaluation of the advertising executions in terms of how the campaign is rated on a number of key advertising metrics by a nationally representative sample.
- **Campaign responders' survey:** to get feedback from people who contacted the service as a result of the campaign.
- **Survey of stakeholders:** to get an understanding of how the campaign was received amongst stakeholders.

4.1 National surveys – pre and post campaign quantitative research

The quantitative phase of the research was designed to provide a set of figures relating to awareness levels on a numbers of issues related to the campaign objectives before and after the campaign. Two waves of research were conducted – pre campaign research to establish a benchmark of awareness levels and post campaign research to determine any change in awareness levels.

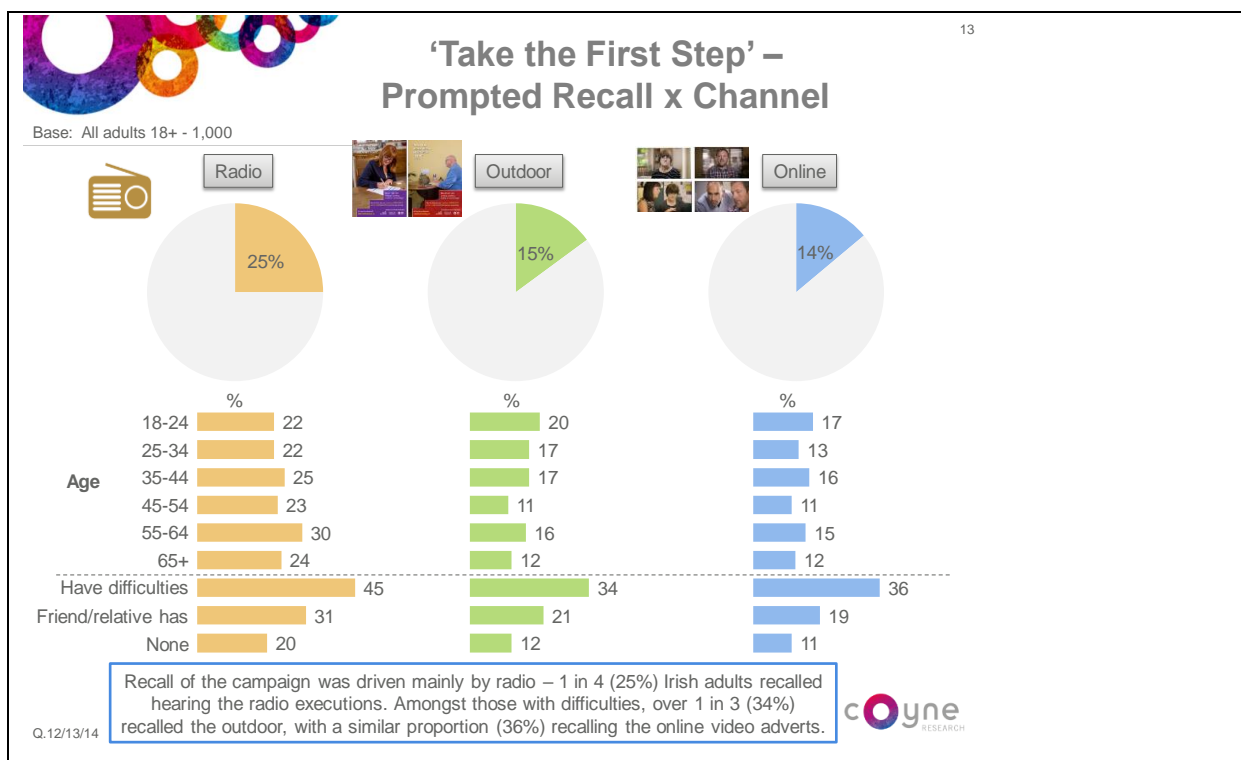
- **Wave 1 – August 2016**
- Campaign launch September 2016
- **Wave 2 – October 2016**

4.1.2 Methodology - Nationally Representative Sample of Irish adults aged 18+.

- Questions were included on the **Coyne Research Omnibus survey** consisting of 1000 online interviews with adults aged 18+.
- The margin of error for the sample is +/-3.2%.
- Quotas were set in terms of age, gender, region and social class in order to ensure that a nationally representative online sample was achieved.
- One third of those surveyed either have or know someone with literacy or numeracy difficulties. Incidence of knowing someone with difficulties is highest amongst younger age cohorts and those educated to Junior Cert Level or less.

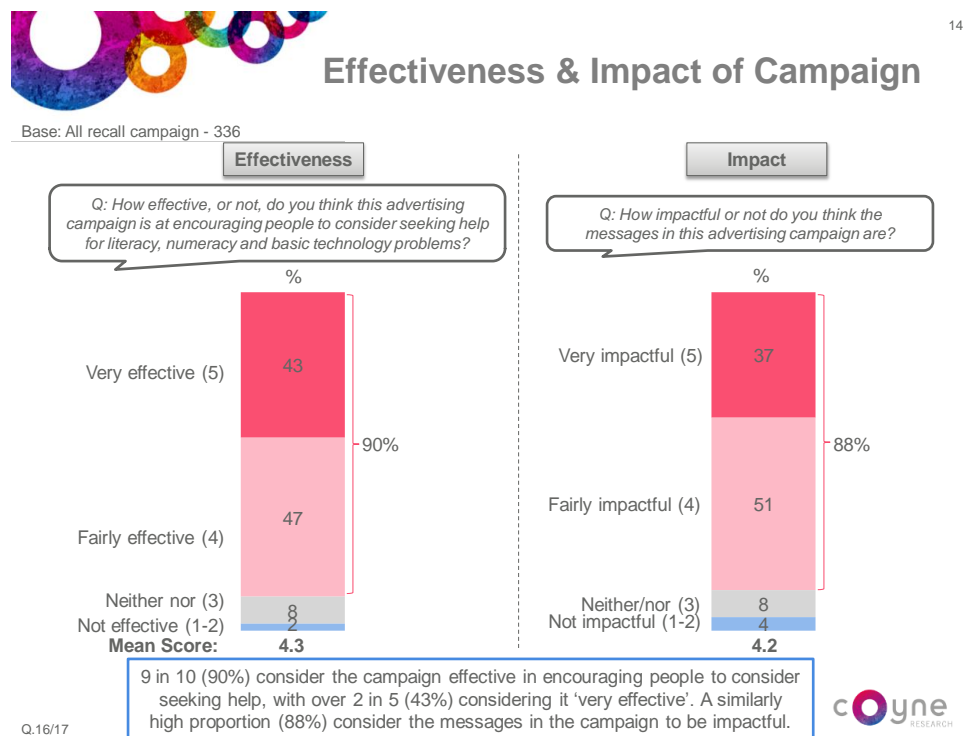
4.1.3 Recall and evaluation

- The 'Take the First Step' campaign was recalled by a total of **1 in 3 adults** (34%).
- The incidence of recall was highest amongst those in the 55-64 age category at 42%.
- Those most affected by literacy or numeracy difficulties (at a personal level, for example, a friend or relative had difficulties) also record higher levels of recall – with over 50% levels being recorded.
- The radio ads had the highest recall at 25%, again peaking amongst the 55-64 age group at 30%.
- There is also a clear uplift amongst those with a friend or relative who has difficulties with literacy or numeracy (31%).
- The outdoor and online versions of the campaign yielded similar levels of recall to each other at 15% and 14% respectively.
- Younger people (18-24) had the highest recall of both media -in contrast to the older age profile of the radio findings.
- Amongst the friend/relative with a learning difficulty cohort, awareness increases by about five percentage points for each media.



4.1.4 Effectiveness and impact

The campaign is well regarded in terms of effectiveness and impact. Ninety percent think it is effective with almost half of that number saying it is 'very' effective. A similar number rate the campaign for its impact (88%), although fewer people (37%) say it is 'very' impactful – which suggests the campaign could have been more impactful in its delivery if it were to match its effectiveness scores.



4.1.5 Advertising Descriptors

The 'Take the First Step' campaign is highly rated across advertising descriptors: some 9 in 10 of those recalling the campaign found it informative, relevant and credible. The score for 'warm' dipped slightly to 84% whilst it was less likely to be seen as 'memorable' with 72% of those recalling the ad endorsing it on this measure. This echoes the slightly lower levels of 'impactful' recorded for the campaign.

The ratings for informative, relevance and warmth are all well in excess of industry norms as measured against the Coyne Research database, which underlines the strengths of the campaign as measured in a wider advertising context.

4.1.6 Message communications

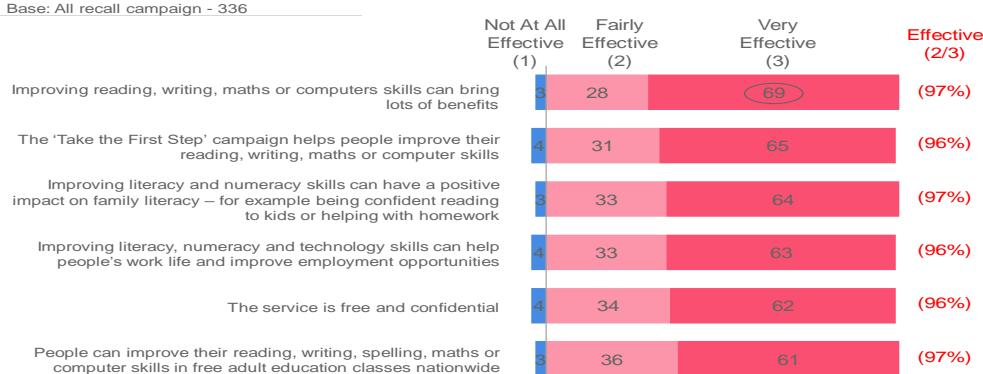
- The messages communicated by the campaign executions, are highly rated with some 9 in 10 agreeing that they clearly indicate what people should do for help; highlight the importance of addressing literacy numeracy and basic technology issues; communicate the benefits of improving skills; and seem like real life situations. The ads are considerably less likely to be rated as 'standing out' from other ads – falling to 63% on this measure, again indicating the relative weakness of the campaign on this descriptor.
- The campaign scores very well on message communication – with results hitting the high 90% for effectiveness. Focusing exclusively on the 'very effective' score (which is the key indicator of respondent endorsement) almost 7 in 10 believe that improving skills can bring lots of benefits.
- Two in three (65%) think the 'Take the First Step' helps people improve their skills. Similar levels of approval are recorded for all the key communication messages with the lowest level of 'very effective' communication being for the fact of free adult education classes (61%).
- The ads scores for 'very effective' are somewhat lower for 'having problems with reading, writing, maths or technology can negatively impact a person's life' and 'it is easy to get help...' both at (54%). Only on the measure of 'lots of people need help with reading, writing, maths and technology' does some negative feedback register with almost 1 in 10 saying the ad is not effective and only 46% saying it is 'very effective'.



Base: All recall campaign - 336

Campaign Effectiveness at Communicating Messages - I

17



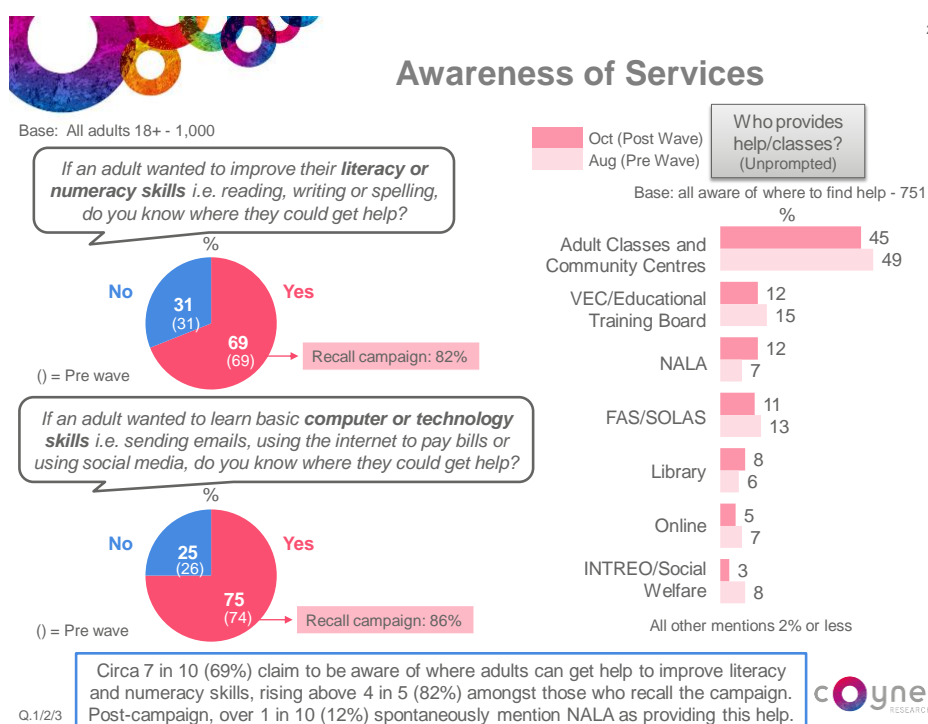
Overall, the campaign is considered effective at communicating each key message. The strongest message being interpreted from the campaign is that "improving reading, writing, maths or computer skills can bring lots of benefits".

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Q.18

4.1.7 Awareness of services and where to get help

- When asked 'if an adult wanted to improve their literacy or numeracy skills...do you know where they could get help', 7 in 10 say 'Yes' – with no difference between the August and October pre and post advertising waves; amongst those recalling the campaign those saying 'Yes' rise to 82%.
- On the issue of learning computer or technology skills, 3 in 4 say they know where help can be got with no significant difference between the two waves of research; amongst those who recalled the campaign the level of positive agreement rises to 86%.
- When asked who provides such literary/numeracy/technology classes, Adult Education Centres have the highest awareness levels with 49% and 45% in the two waves of research. VEC/ ETBs have the second highest awareness again at 15% and 12% in the two waves.
- NALA has an uplift between the two waves – rising from 7% to 12%.
- At a lower level INTREO/Social Welfare falls back from 8% to 3%.



4.1.8 Availability of courses

- When prompted that courses are available free of charge through the local VEC/ETB Adult Education Centre, just fewer than half the total number of respondents were aware in the post campaign wave (48%), a slight but not significant fall versus the pre campaign research wave.
- Awareness in general increases with age from 29% of 18-24 year olds to 64% of 55-64 year olds, again highlighting the campaign's greater salience and impact with older age cohorts.

4.1.9 Advertising recall

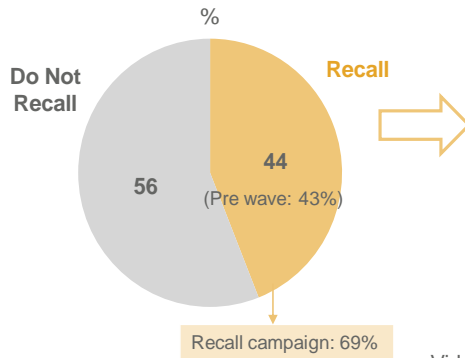
- Awareness and recall of any advertising around literacy/numeracy/technology skills is statistically unchanged between the two waves (43% pre 44% post).
- Much of the recall is attributed to **TV advertising** – as is commonly the case as this is where most advertising exposure still takes place. There is strong recall from the An Post campaign and possible misattribution from the online campaign is also likely to occur.
- One in five of those recalling advertising opt for radio as the channel recalled, with a further 15% recalling any online activity on this topic.
- Strengthening the impact of radio's performance is the fact that those prompted with the advertising material have a 35% level of radio recall – a nine percent uplift compared with just 3% (from 15 to 18 percent) for those recalling online activity when prompted. The outdoor campaign was picked up by 12%, rising to 16% of those prompted with material.
- When prompted with the name, one in three have heard of the 'Take the First Step' with no change registering between the two waves. Although it might have been hoped to see an uplift in prompted awareness between August and October amongst the total population – it is encouraging that amongst those who recalled the campaign, almost 7 in 10 had heard of the 'Take the First Step' initiative.



Awareness of General Advertising

Base: All adults 18+ - 1,000

Recall of any recent advertising/
promotional material around
literacy/numeracy/technology skills

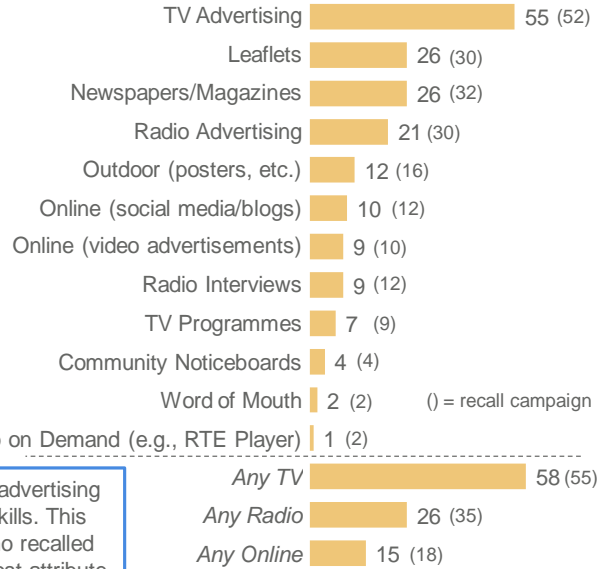


Over 2 in 5 (44%) claim to be aware of recent advertising relating to literacy, numeracy or technology skills. This rises to circa 7 in 10 (69%) amongst those who recalled the campaign when prompted with material. Most attribute the advertising to television; however, attribution of radio increases amongst those who recalled the campaign.

Q.5/6

Channel Recalled

Base: all who recall advertising - 442
%

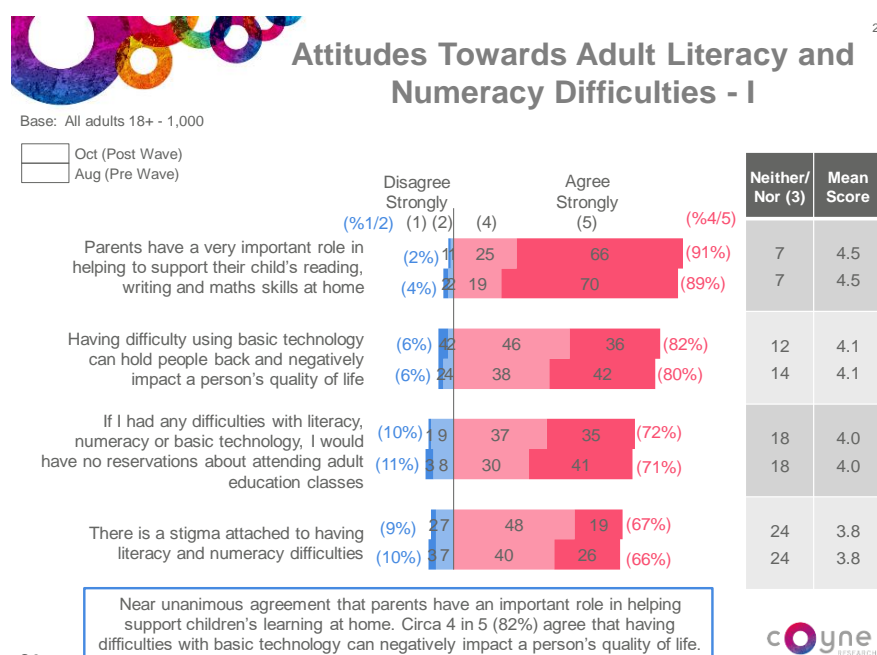


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4.1.10 Attitudes towards literacy and numeracy difficulties.

There is near universal endorsement for the role of parents in supporting their child's reading, writing and maths skills at home, with little change overall between the two waves.

- Although a large majority (8 in 10) agree that difficulty with basic technology can negatively impact a person's quality of life, far fewer people 'agree strongly' with this measure – indicating somewhat less certainty around its veracity.
- A similar pattern emerges when the scenario is personalised: '...I would have no reservations about attending adult education classes': in this instance only 35% agree strongly (down from 41% in the pre-wave). So, although some 7 in 10 endorse this measure on both waves – there is by no means complete certainty in evidence when people project the scenario onto *their own* behaviour.



4.1.11 Stigma around literacy

Two in three people agree there is a stigma attached to having literacy and numeracy difficulties. Although by the post advertising wave in October the 'agree strongly' response is down from 26% to 19% - which again reveals a reduced level of assurance on behalf of the adult population when answering this statement. At an overall agree level there is no difference between the two waves - suggesting there has been little or no overall change in attitudes over the intervening period.

4.1.12 Popularity of adult education

- Some six in ten agree that adult education centres are becoming more popular nowadays – with a slight uplift evident in the post advertising wave – but it is not statistically significant at this stage.
- There is however far less consensus when attitudes towards personal literacy and numeracy in relation to children's homework are addressed. While 4 in 10 agree they would like to improve their skills, 3 in 10 disagree; there is no discernible difference between the two waves of research on this measure.
- The scores are reversed on the statement concerning regularly coming across information about services available to adults to improve literacy, numeracy and technology skills. Here 4 in 10 disagree they come across such information, whilst 3 in ten agree; again there is no shift on this measure between the two waves.

4.1.13 Impact of campaign on attitudes

When the attitudes towards numeracy and literacy are analysed by those who recall the campaign versus the total population three factors stand out.

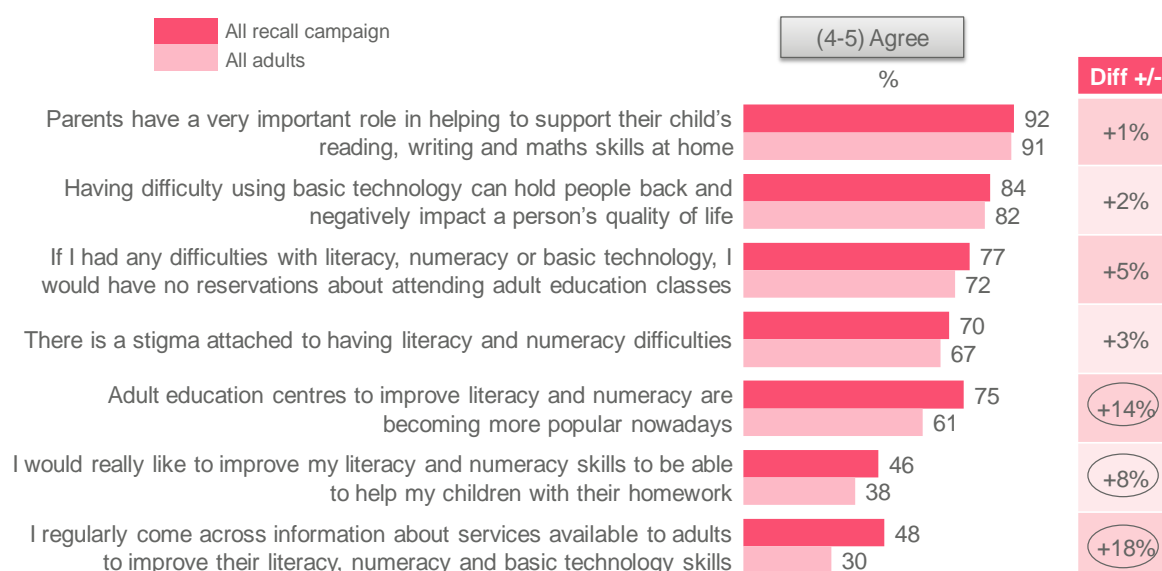
- Those who have seen the campaign are 8% more likely to want to improve skills so they can help children with their homework (46% versus 38%);
- Adult education centres are becoming more popular nowadays (75% versus 61%)
- I regularly come across information about services...’ (48% versus 30%).

It is evident from these differences amongst those who have seen the campaign that its primary efficacy has been in drawing attention to the availability of adult education facilities, rather than changing fundamental attitudes to literacy and numeracy per se. In this respect the campaign has been successful in raising awareness of adult literacy and guiding people towards places where skills can be improved.

Impact of Campaign on Attitudes Towards Literacy and Numeracy Difficulties

27

Base: All adults/all recall campaign – 1,000/336



Those who recalled the campaign were more likely to agree with all attitudinal statements. 3 in 4 (75%) of those who recall the campaign believe that adult education centres are becoming more popular now, whilst circa half (48%) claim they regularly come across information about services for adults to improve their skills.

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Q.9

4.1.14 Government/charity support

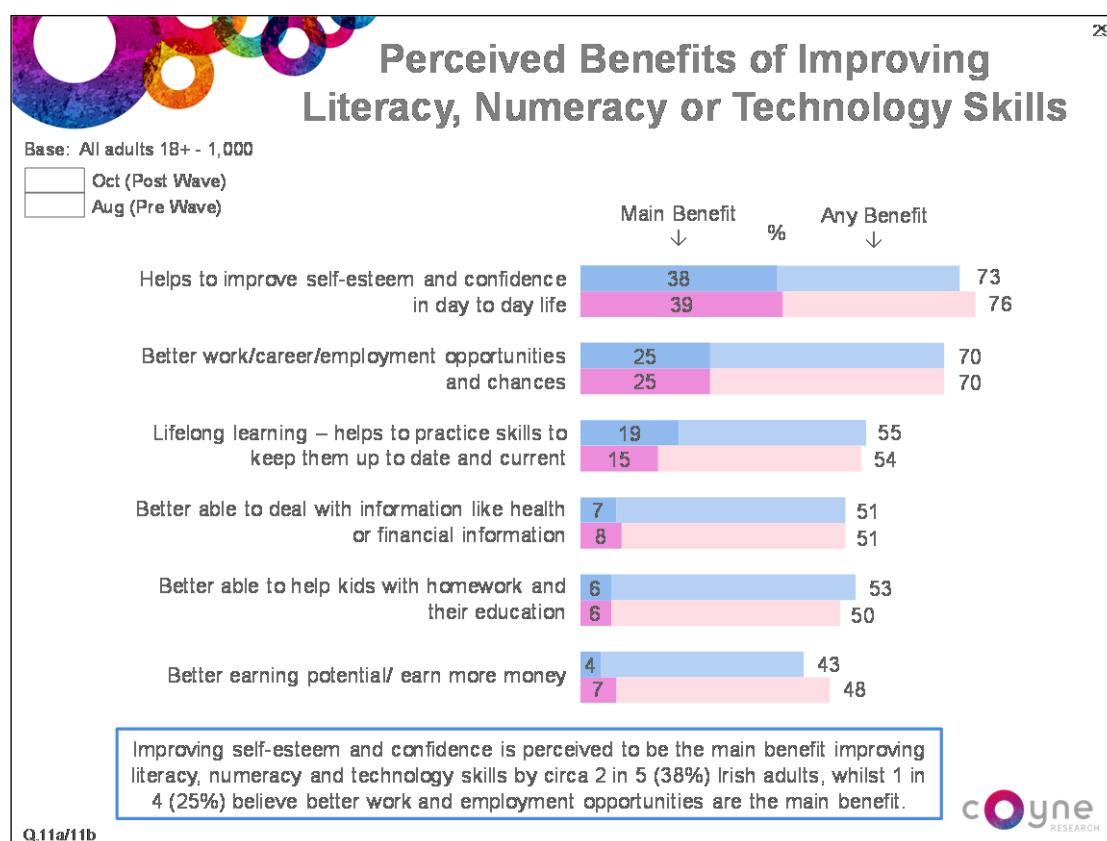
There is little in the way of opposition to government bodies/charities encouraging people with literacy, numeracy and basic technology difficulties in seeking help.

- Indeed, 8 in 10 consider it to be 'very important' and there is no difference between the two waves of research on this measure. The level of endorsement only drops among 18-24 year olds (to 65%) possibly due to their more recent experience of the education system.
- In contrast to them and in accordance with a number of the previous measures shown above, the 55-64 year old age group are the most likely to strongly agree with the statement at 92%.

4.1.15 Perceived benefits of improving skills.

There are perceived to be three main benefits in improving literacy, numeracy or technology skills.

- In primary position is that it helps improve self-esteem and confidence in day to day life – with almost 4 in 10 endorsing this as the main benefit on both research waves.
 - Secondly, it presents better career/employment opportunities – with 25% endorsement as the main benefit on both waves. This is a more specific advantage of adult learning and the one with the highest degree of salience.
 - In third place is 'lifelong learning – helps to practice skills and keep them up to date' with an uplift from 15% to 19% 'main benefit' between the two waves.
- From these results it appears that much of the benefit of improving skills is for less tangible rewards than monetary ones alone and that quality of life issues are equally if not more important.



4.2 Campaign Responders' Survey

This phase of the research involved contacting those who had texted or called the number displayed as part of the new 'Take the First Step' campaign. The aim was to get feedback from people who contacted the service as a result of the campaign and determine what prompted them to contact the service, measure awareness of services available and explore attitudes towards the service.

4.2.1 Methodology and profile of responders

- A quantitative approach was used to harness the feedback of those experiencing literacy and numeracy difficulties.
- Telephone numbers of those who had contacted NALA's service in the weeks following the launch of the campaign were provided.
- These 'responders' were then asked to participate in a 10 minute survey over the telephone.
- A total of 100 interviews were achieved.

The **profile of responders** was predominantly male (61%) and concentrated in the 35-49 (36%) and 50-64 (32%) age groups, there was also a strong bias towards Dublin residents (44%).

Almost four in ten (38%) were not educated beyond primary level with a further 25% educated only to junior certificate standard.

A large cohort of responders (34%) is unemployed and only one in four are working full time.

The most commonly reported literacy or numeracy difficulty reported was with spelling (75%), ranging down to the least commonly reported difficulty with Maths and numbers (42%).

The results of the responders' survey should be seen in light of these underlying demographic trends and reported difficulties experienced.

4.2.2 Initial contact

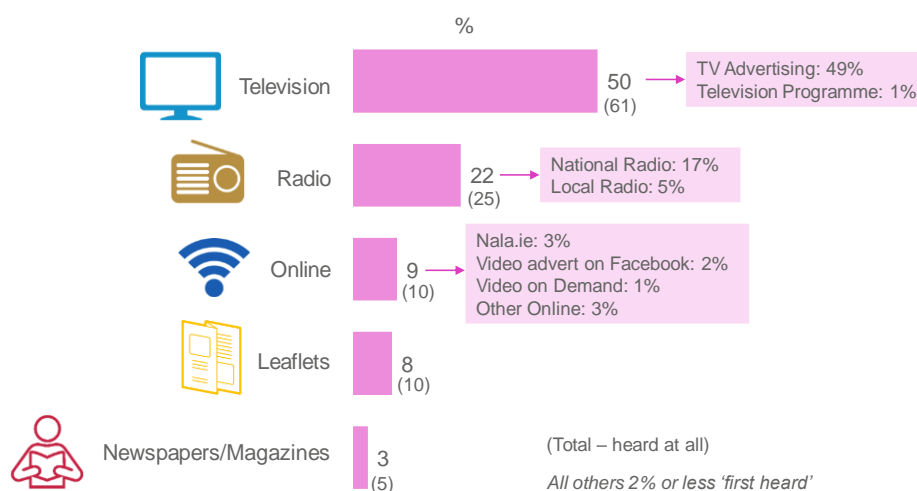
- Television is the most widely believed source of knowledge of adult literacy services with half of responders citing it; this is a function of the dominance of TV as a source of advertising to most people. Misappropriation from the online executions is also likely to be behind this finding. The presence of the An Post campaign over 10 years is also contributing to this phenomenon.
- Radio is the second best recalled media, but at 22% it is at half the level of recall of TV as a source – nonetheless this is a good level of recall amongst the user base.
- Online is much less likely to be nominated as a source of awareness of the service: dropping to 9% overall.



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Where First Saw/Heard About Service

Base: All responders - 100



Half of responders believe they initially heard about the service via television, mainly television advertising. Circa 1 in 5 (22%) claim they heard about it first via radio, with 1 in 10 (9%) claiming to have come across it initially online.

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Q.4/5

4.2.3 Additional information

The great majority of responders (74%) did not look for any more information before contacting the service.

- Of those who did seek more information, most relied on Google (15%), with approximately half that number (6%) turning to a friend or family member to find out more.
- Direct reference to the NALA website is currently at a low level (2%), suggesting there is plenty of scope to grow direct reference traffic to this website as the next step for people seeking out more information about NALA and the services it can offer to them.

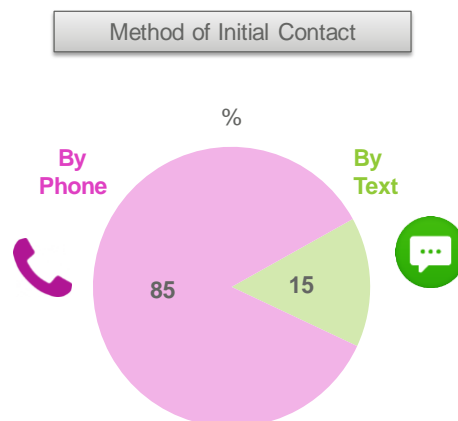
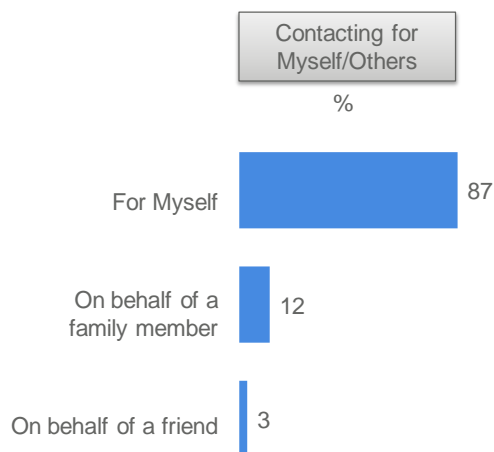
Once contact was made with NALA the vast majority (87%) did so on their own behalf with a similar proportion (85%) doing so by phone; making initial contact via text remains the preserve of a small minority of responders with plenty of scope for further use of this channel.



40

Means of Contacting

Base: All responders - 100



The vast majority (87%) of those contacting the service were doing so for themselves. Just 15% made initial contact with the service via text, with them remainder making a phone call.

Q.2/3

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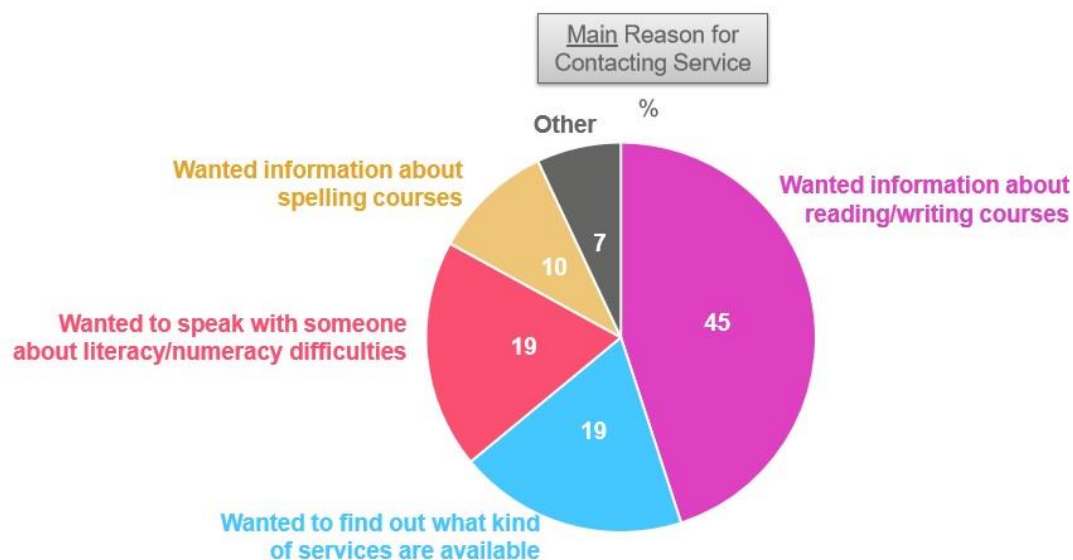
4.2.4 Reasons for contacting NALA

The predominant reason for contacting the NALA service was to find out more information about reading/writing courses (45%). One in five (19%) wished to speak to someone about literacy/numeracy issues with exactly the same number just wanting to find out what kind of services are available – combined, these less exact enquiries made up a significant minority of the main reasons for contacting the service.



Reason for Contacting Service

Base: All responders - 100



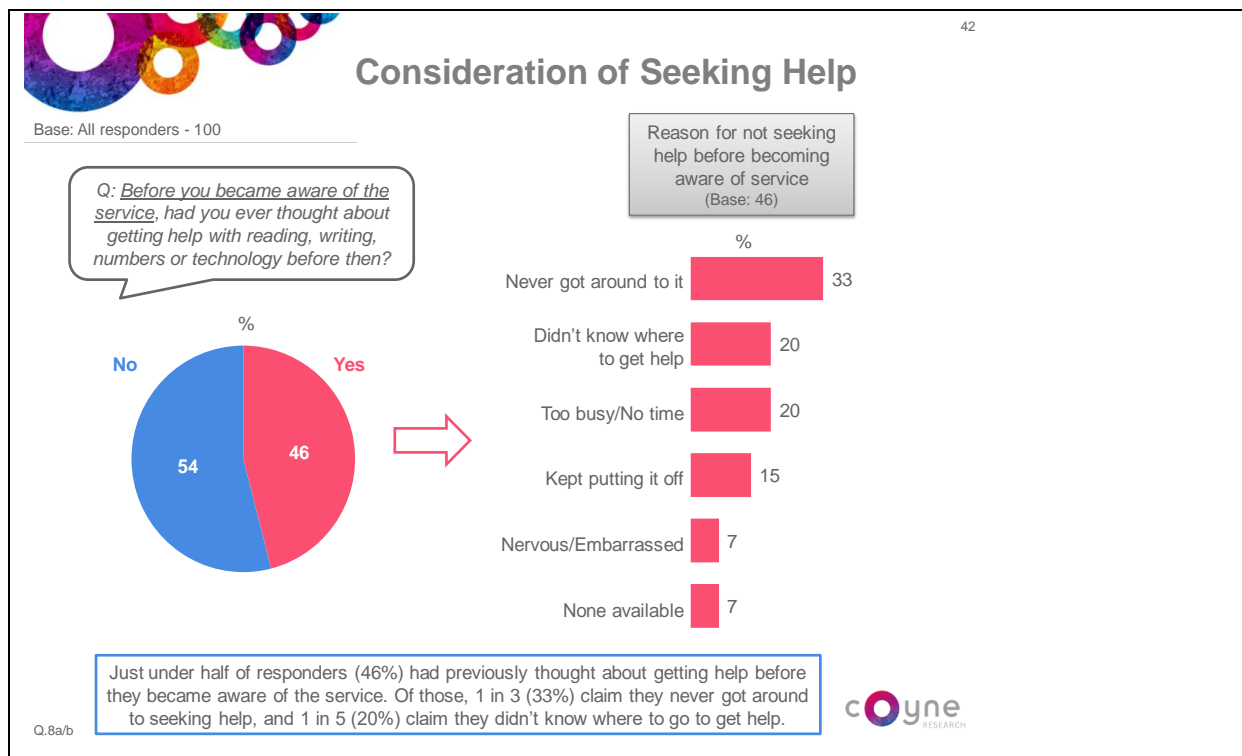
Over 2 in 5 (45%) of responders claimed main reason they contacted the service was to get information about reading/writing courses. 1 in 5 (19%) wanted to find out what kind of services were available, and an identical proportion wanted to speak with someone about literacy/numeracy difficulties.

Q.7

4.2.5 Reasons for not seeking help beforehand

When asked whether they had thought about getting help prior to becoming aware of the service, 54% of respondents said they had not – suggesting that about half of responders had been triggered to seek help only when they became aware of the service. Of those who had thought about seeking help, but had not done so prior to becoming aware of the service, inertia was the main factor holding them back.

- One in three say they had not got around to it – with a further 20% saying they were too busy/no time; these cohorts indicate a large section of responders for whom positive motivations were required to prompt the initial contact with NALA.
- Another 20% reported not knowing where to get help – pointing to an additional group who were looking for help and needed to be pointed in the direction of NALA to make first contact.
- ‘Kept putting it off’ is also a significant phenomenon, these form another cohort for whom positive messaging and a call to action are required to prevent further procrastination.
- Being nervous or embarrassed about seeking help does not register as a major barrier to initiating contact – with only 7% of those who had not sought help heretofore stating this to be a problem for them.



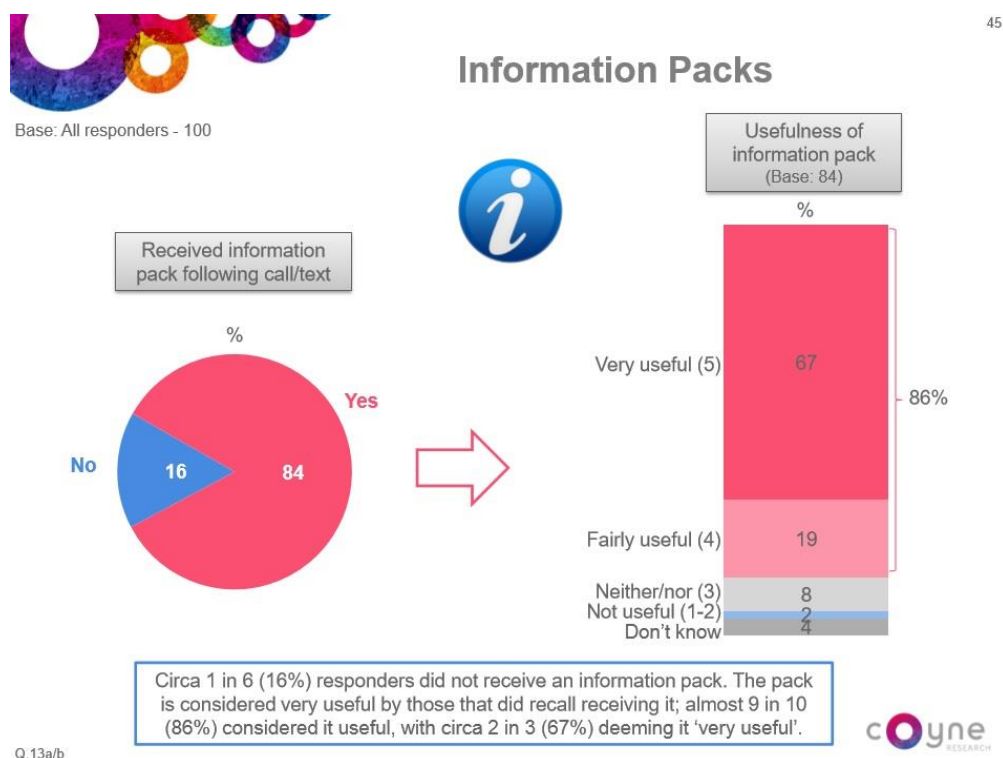
4.2.6 Whether heard of services previously

One in three responders had heard of the service previously before they made contact, whilst the remaining two thirds had contacted the service soon after they first became aware of it. These conversion rates suggest that for the majority the message to contact NALA had been convincing as they had not been aware of the service before.

- The primary motivation for contact were for personal/ self-confidence reasons – with almost one in two (48%) giving this as the main reason.
- Only half this number (25%) cites work as their main reason for initiating contact.
- Other reasons are at lower levels and ‘adverts inspired me’ yields only 8% as the main reason. Nonetheless they were prompted to make the call so the adverts clearly played a role in successfully targeting people’s genuine motivations for wanting to make contact.

4.2.7 Aftermath of contact – receipt of information pack

Following contact with NALA, the great majority (84%) report receiving an information pack and encouragingly almost all of those recipients found the information pack useful. Indeed, two in three (67%) say that the information pack was ‘very useful’ which is a very high score for this type of measure and reflects very well on the user experience of the information pack.



4.2.8 Contact with ETB.

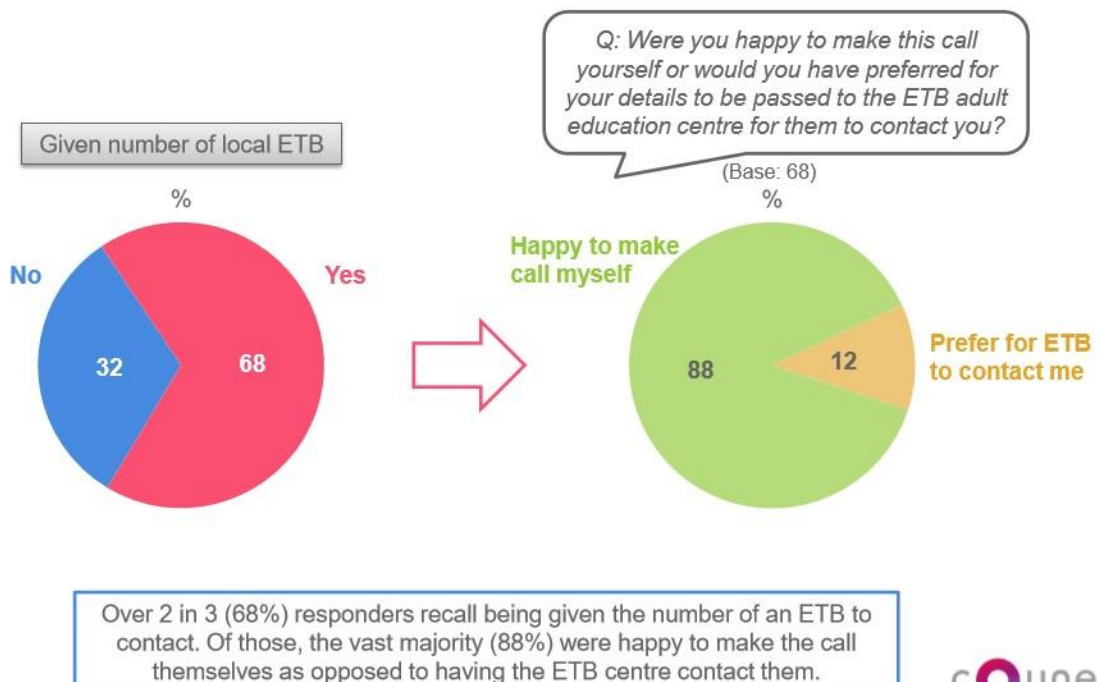
- In relation to the ETB – some two in three responders state that they were given the number and 88% of them say they were happy to make the call themselves. This would suggest that the contact mechanisms in place are well regarded and do not constitute a barrier to further contact.
- Indeed the overwhelming preference for making the call themselves indicates an encouragingly proactive attitude to interacting with the local ETB – rather than waiting for them to call.



Base: All responders - 100

Preference for Calling/ Being Called by ETB

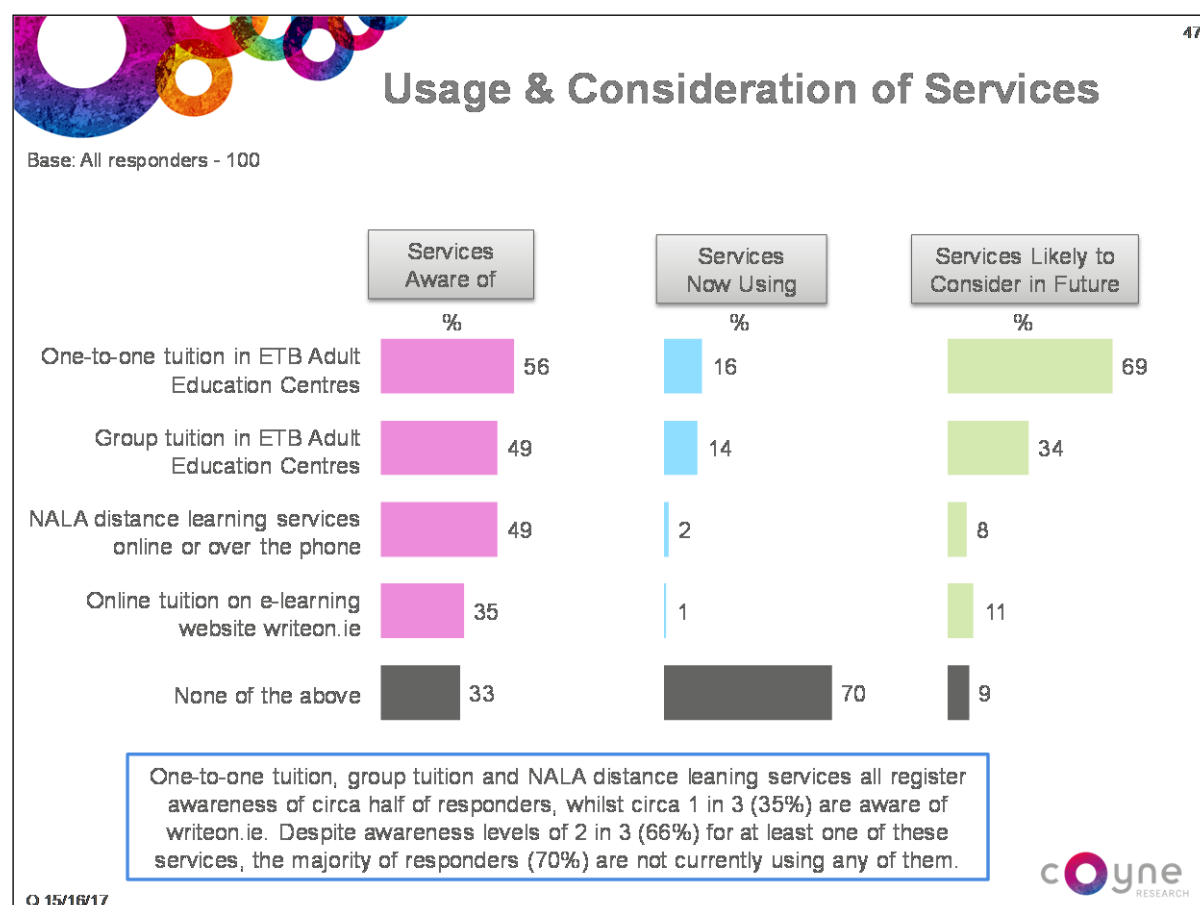
46



Q.14a/b

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When prompted with the available services the most well-known are the one-to-one tuition in ETB Adult Education centres (56%), this is also the service that is most likely to be currently used (16%) and by some distance the service most likely to be considered using in the future (69%). Currently, seven in ten responders are not using any of the services – but one-to-one or group tuition in ETB centres are the most popular potential choices for future usage.



4.2.9 Barriers to usage

Of the 70% of responders not currently using a service, the main barriers to usage are a lack of time – 33%, and not getting around to following up - 24%.

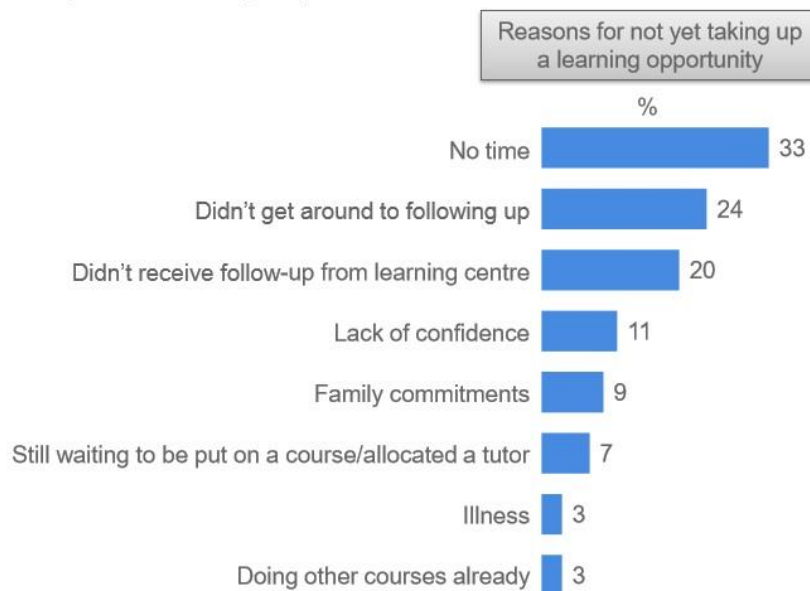
- These are both passive reasons for not continuing the interaction – follow up reminders from NALA may be required in order to prompt responders on to the next step.
- In contrast, one in five responders say they are not currently using a service because they did not receive follow-up from a learning centre and a further 7% say they are waiting to be put on a course/allocated a tutor. Again there is scope here to ensure follow up interaction is initiated by the centres to ensure as many responders as possible remain within the system and move into a learning environment. Other barriers are more circumstantial – such as lack of confidence and family commitments.



48

Barriers to Using Services

Base: All responders not currently using a service - 70



Lack of time is the most-cited reason for not yet taking up a learning opportunity, with 1 in 3 (33%) claiming they have no time, and a further 1 in 4 (24%) claiming they haven't gotten around to following up yet.

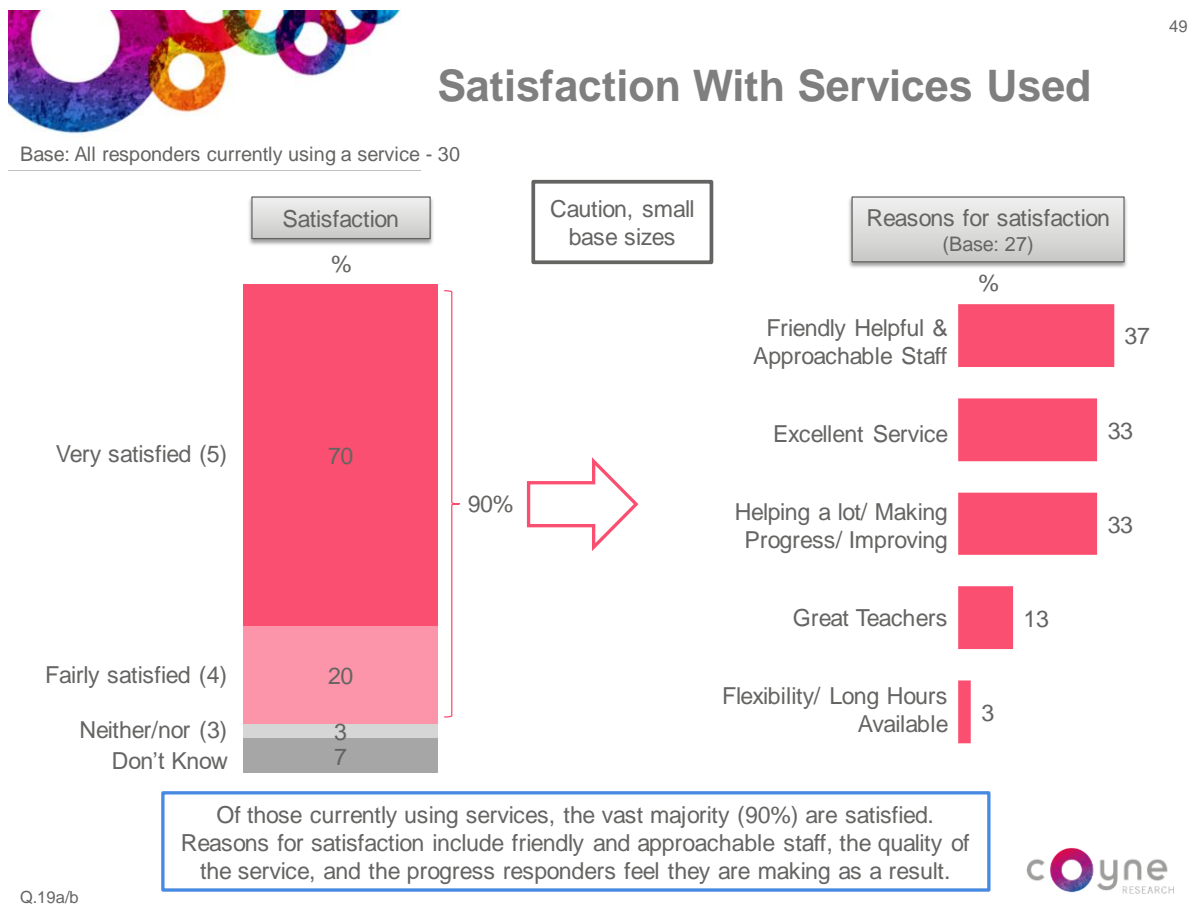
Q.20

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4.2.10 Satisfaction with service

Amongst those responders currently using a service (30%), satisfaction is very high which is extremely encouraging for the ETB centres.

Indeed, 70% say they are 'very' satisfied with the services used, which is a high measure of satisfaction on a scale of this sort. Although base sizes are small, amongst this cohort the reasons for satisfaction are indicative of a quality service with friendly staff and good progress being made.



4.2.11 Usefulness of service

In terms of usefulness of the services, one-to-one tuition is easily the highest ranked with 66% saying it is very useful – twice the number giving the same rating to Group tuition. Attitudes towards distance learning and towards the e-learning website are more divided, with significant numbers of responders saying these services would not be useful. As these responders have literacy or numeracy difficulties many are not convinced that they can be successfully addressed without face-to-face contact with a tutor.

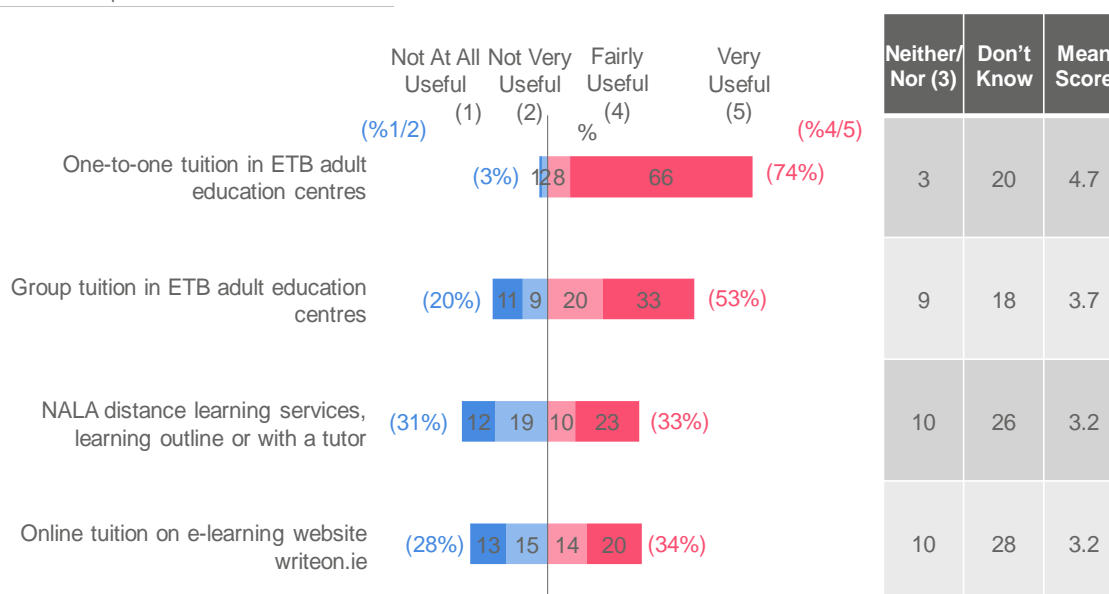
As we saw in the national survey the main benefits of improving skills are primarily for self-esteem and lifelong learning and then for better career/employment opportunities.



50

Perceived Usefulness of Services

Base: All responders - 100



One-to-one tuition in ETB centres is perceived to be the most useful service, with 2 in 3 responders (66%) deeming it 'very useful'. Meanwhile, distance learning and online tuition is perceived to be less useful overall.

Q.21

4.2.12 Campaign awareness

- One in three responders were aware that the recent campaign was called 'Take the First Step'.
- Just over a quarter of responders attributed the campaign to NALA (27%), with the Department of Education also registering some recall (17%).
- Residual recall for the former An Post campaign is now at a minimal level with just 3% believing it to be responsible for the campaign.
- The majority though still don't know who was responsible for the campaign (52%).
- As this sample of people had actually responded to the campaign it is not surprising that NALA gets the most recognition – well in advance of what it garnered in the national survey.

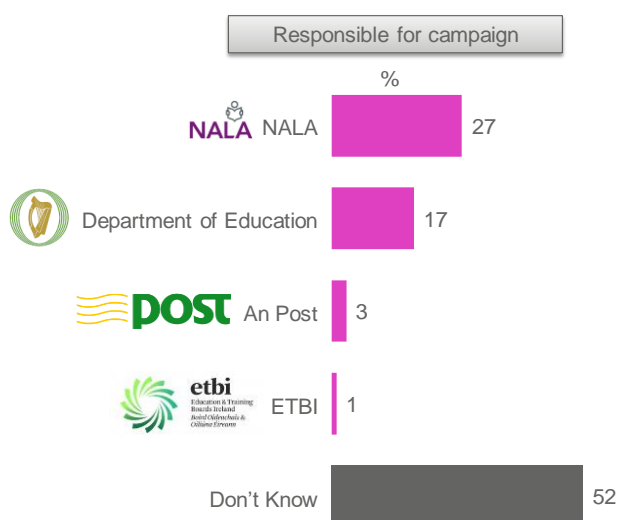
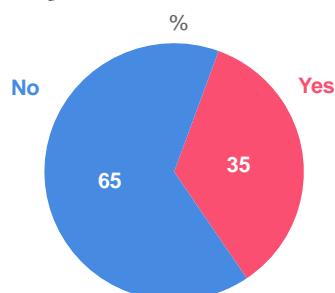


Base: All responders - 100

Campaign Awareness

53

Q: Were you aware that the recent advertising campaign encouraging people to contact the service is called 'Take the First Step'?

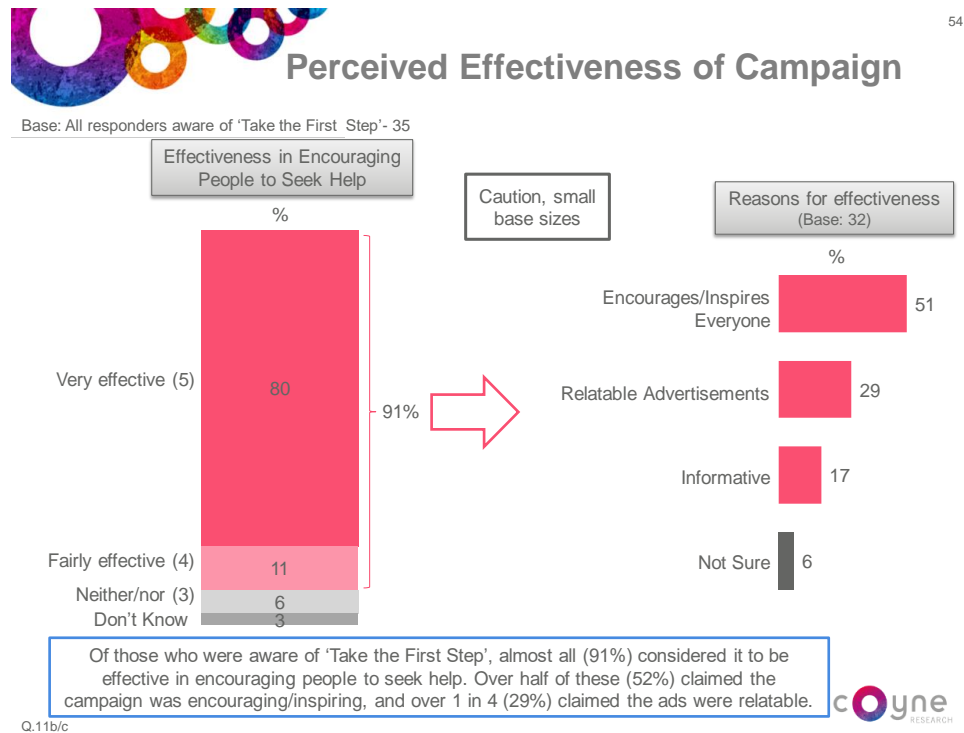


Just 1 in 3 (35%) responders were aware that the campaign was called 'Take the First Step'. Just over 1 in 4 (27%) believe NALA was responsible for the campaign, whilst over half (52%) claim to be unaware of who is responsible.

Q.11a/12

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- Amongst the minority aware of 'Take the First Step' it is highly rated in its effectiveness – with 80% saying it was 'very' effective, the main reason for this is that it encourages/Inspires everyone (51%) and is relatable (29%).



4.3 Stakeholders' survey

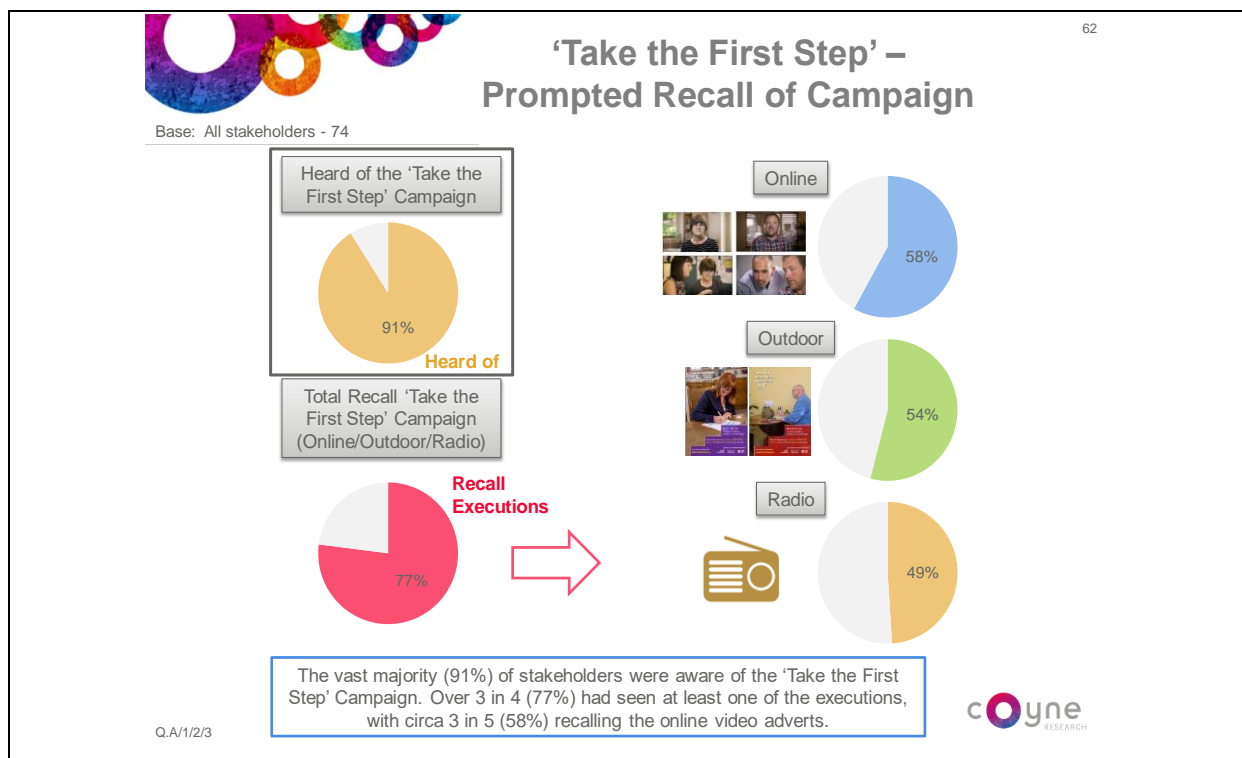
This phase of the research would take in account feedback from key stakeholders, including members of the steering committee and people working in the ETB Adult Literacy Service. The aim was to gather information on awareness, impact and recommendations for improvements for future campaigns.

4.3.1 Methodology

- A short online survey was sent via email to members of ETB Adult Education Centres and members of the steering committee for the National Awareness Campaign.
- Participants were sent an email containing an invite to take part and a link to complete the survey online. Reminders and follow-up emails were then distributed to maximise the response rate.
- A total of 74 interviews were achieved.
- The achieved sample was strongly female in profile (85%) and over-indexed in the Munster region (35%). The great majority of respondents were members of an ETB/Adult Education Centre.

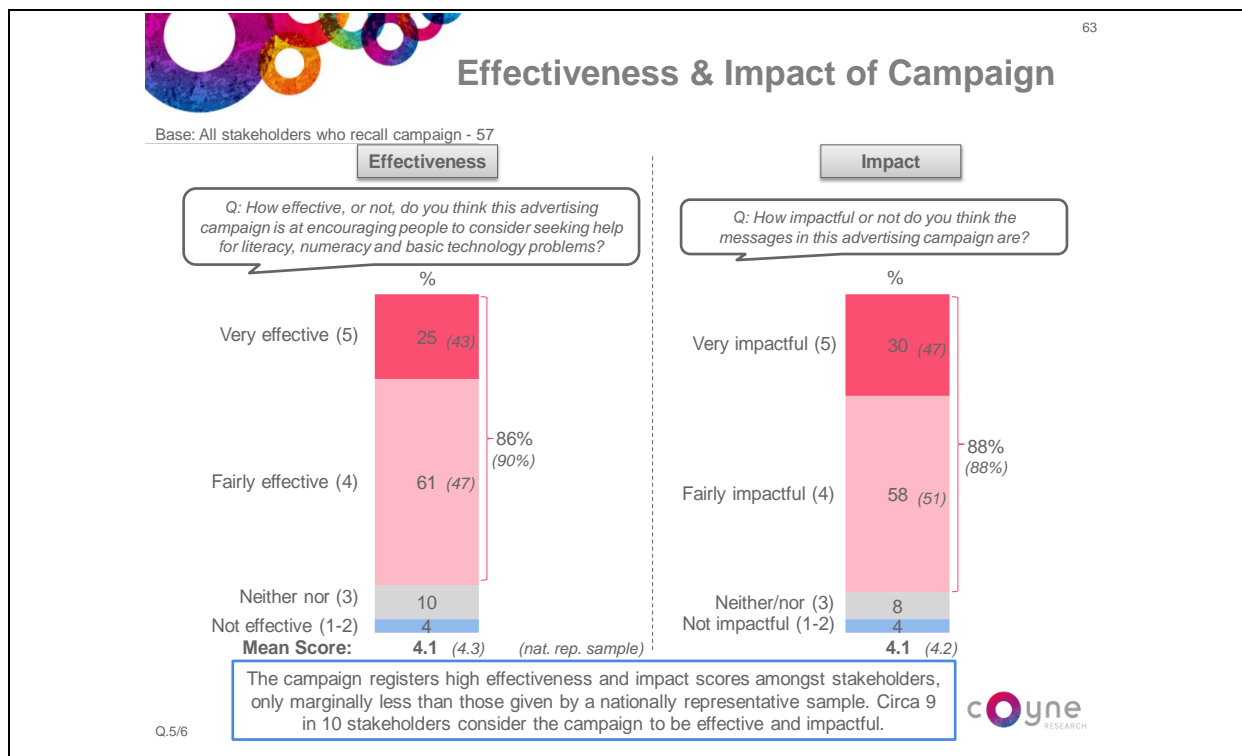
4.3.2 Campaign evaluation – prompted recall

- The vast majority (91%) of stakeholders were aware of the 'Take the First Step' Campaign.
- Over 3 in 4 (77%) had seen at least one of the executions.
- The online video advertising campaign yielded the highest level of recall at 58%, closely followed by the outdoor campaign at 54%.
- The radio ads were recalled by just under half of the stakeholders (49%).



More than 8 in 10 (86%) stakeholders, found the campaign effective at encouraging people to consider seeking help for literacy, numeracy and basic technology problems. At an overall level this is very close to the national sample results, although it is notable that the stakeholders are considerably less likely to say ‘very effective’ (25% versus 43% for the national sample) - suggesting they are a tougher audience to convince of the campaign’s efficacy.

The results for campaign impact follow a similar pattern. Almost 9 in 10 believe the campaign to be impactful, albeit with lower levels of endorsement for ‘very impactful’ versus the national sample.



4.3.3 Advertising Descriptors

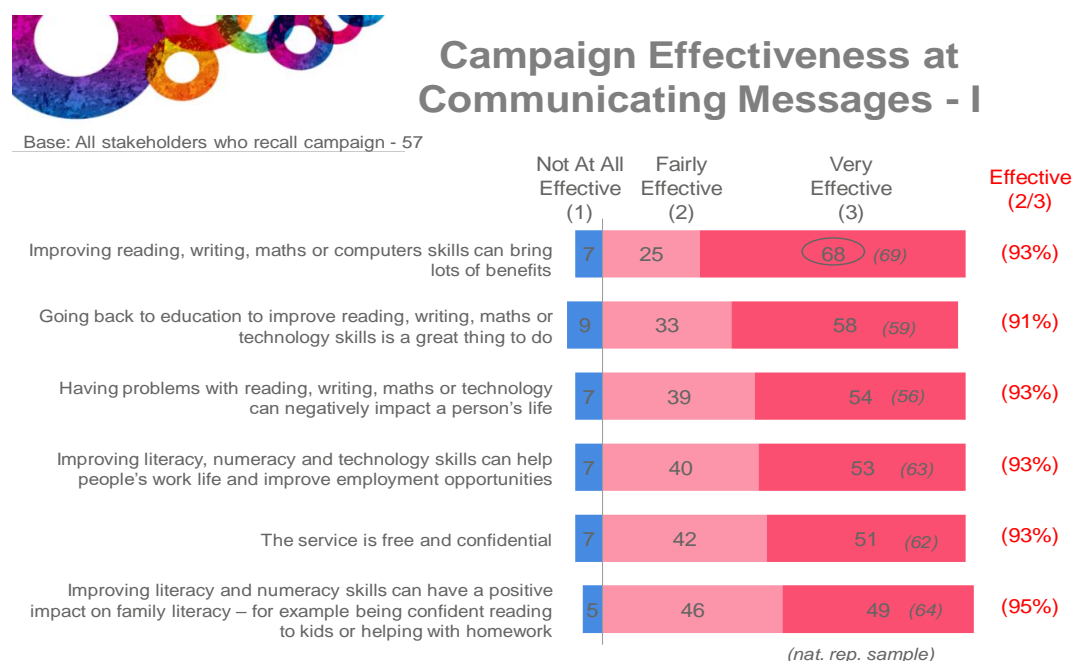
In terms of advertising descriptors the stakeholders rate the campaign very highly – following the pattern set by the national sample. The campaign is almost universally seen as informative, relevant, warm and credible with slightly lower endorsement for memorable. Similarly the endorsement for ‘stands out’ is also lower than the near universal endorsement for the other key campaign statements.

The campaign’s key characteristics such as ‘what people should do to look for help’, ‘the importance of addressing literacy, numeracy and basic technology issues’, ‘communicate the benefits of improving....skills and ‘they seem like real life people/situations’ – all score over 9 in 10 endorsement levels.

4.3.4 Campaign effectiveness

The campaign effectiveness is also highly rated across most of the statements with over 9 in 10 saying the campaign is very or fairly effective.

However the stakeholders are rather less likely to say the campaign was ‘very effective’ than the national sample. Again this suggests the stakeholders are a more discerning audience than the national population and are less willing to endorse the campaign at the highest level.



As in the case of the nationally representative sample of Irish adults, stakeholders consider the campaign to be most effective in communicating the message that improving skills can bring lots of benefits.

Q.7

4.3.5 Key criteria rating

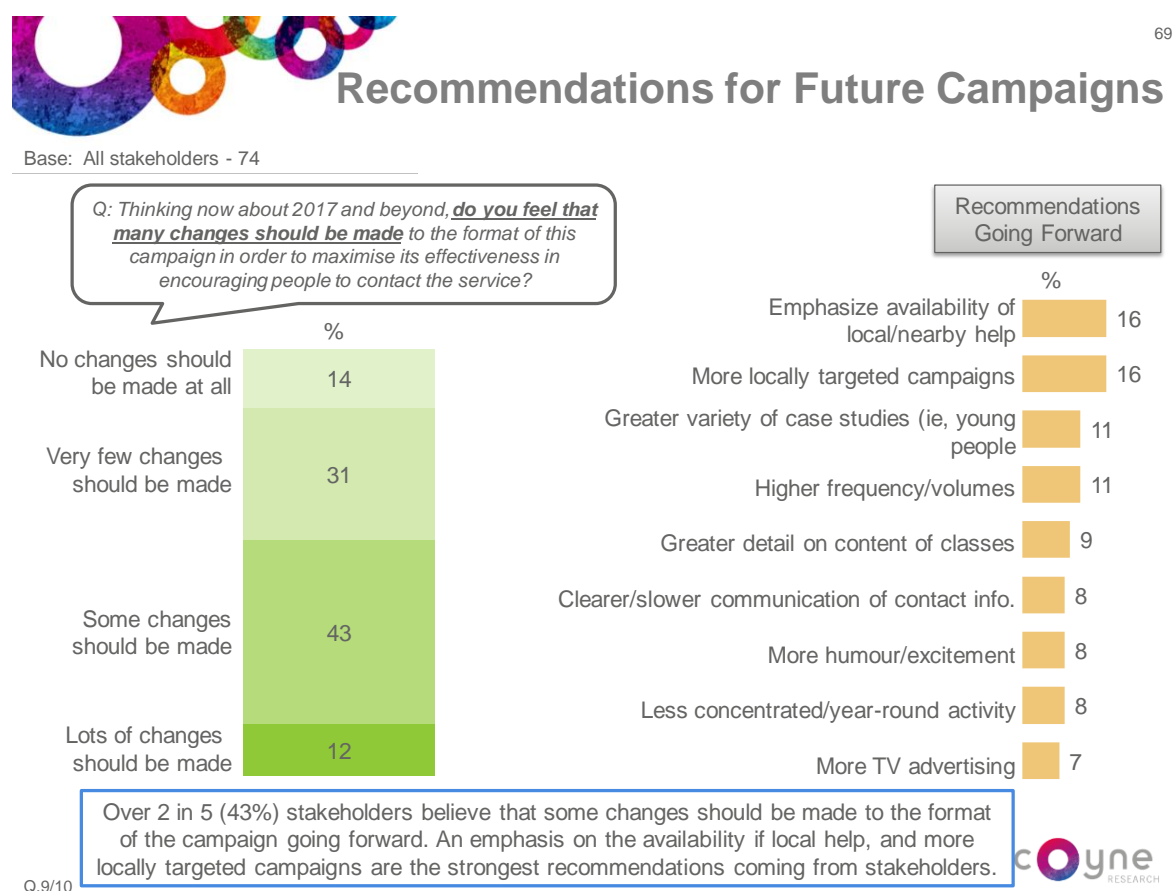
On the key criteria the campaign is also highly rated by the stakeholders.

- There was unanimity on the issue of relatable case studies.
- In relative terms the campaign was less well regarded for being 'informative as to how to follow up' (73%) and 'likely to stand out in people's minds' (70%).

Nonetheless at an overall level it is clear that the stakeholders are very well disposed towards the campaign.

4.3.6 Potential changes

Despite the high levels of positive campaign endorsement recorded, quite a large number of stakeholders believe that changes should be made to the format of this campaign in order to maximise its effectiveness in encouraging people to contact the service. Fifty five percent of stakeholders said that some or lots of changes should be made to the campaign, reflecting the fact that they were less likely to rate the campaign as 'very effective' than the national population.



4.3.7 Recommendations from stakeholders

A number of recommendations were forthcoming for campaigns going forward: the two most prevalent focus on the 'local' element of campaigns and the availability of local/nearby help (16% each).

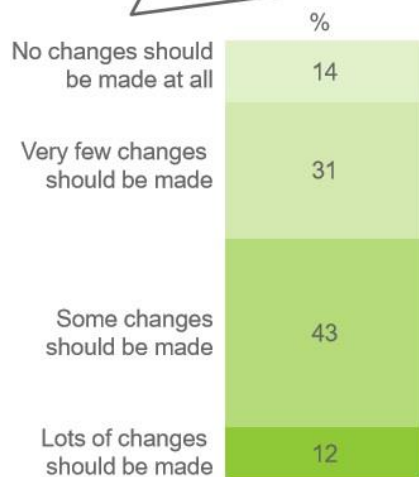


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Recommendations for Future Campaigns

Base: All stakeholders - 74

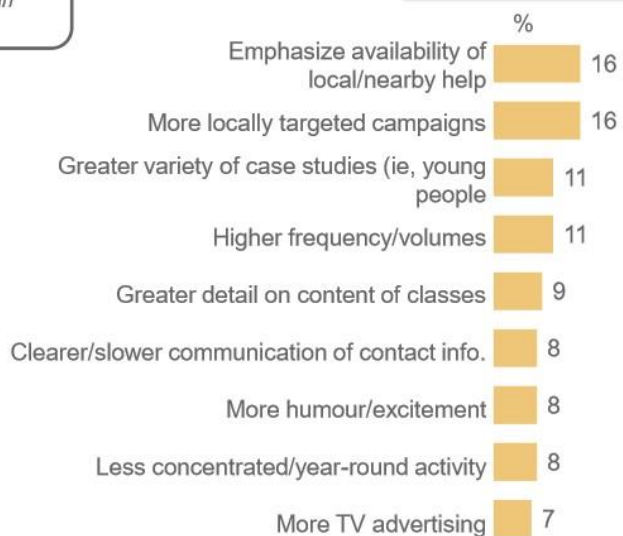
Q: Thinking now about 2017 and beyond, **do you feel that many changes should be made** to the format of this campaign in order to maximise its effectiveness in encouraging people to contact the service?



Over 2 in 5 (43%) stakeholders believe that some changes should be made to the format of the campaign going forward. An emphasis on the availability of local help, and more locally targeted campaigns are the strongest recommendations coming from stakeholders.

Q.9/10

Recommendations Going Forward



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4.3.8 Promotional material

More than 3 in 4 stakeholders (78%) were offered promotional material to support the campaign. The great majority were offered posters (93%), with leaflets being the next most received items (57%).

PR support and social media links were offered to a minority only – 24% each respectively. Almost 9 in 10 stakeholders used the promotional material received, indicating a high level of endorsement for its usefulness.

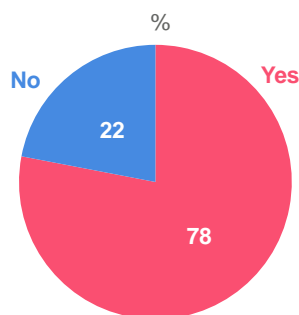


Base: All stakeholders - 74

Receipt and Usage of Promotional Materials

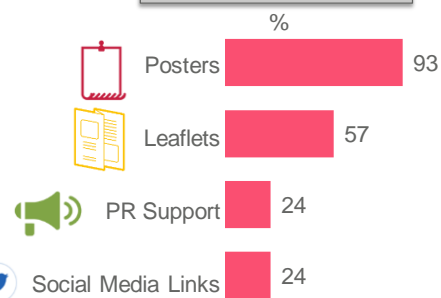
71

Offered Promotional Material to Support the Campaign

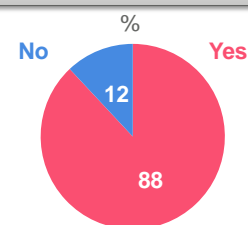


Over 3 in 4 stakeholders claim they were offered material to support the 'Take the First Step' Campaign. Of those that were offered material, almost all (93%) were offered posters, whilst over half (57%) were offered leaflets, with 1 in 4 (24%) being offered PR support and social media links. Just 1 in 10 (12%) of those that were offered material did not use it.

Type of Material Offered (Base: 58)



Used Promotional Material (Base: 58)



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Q.12/13/14

4.3.9 New queries

The incidence of receiving any new queries or referrals to ETB/adult education services as a result of the 'Take the First Step campaign' is currently at 28% - indicating the direct impact the campaign has had in prompting people with difficulties to make direct contact with education centres.



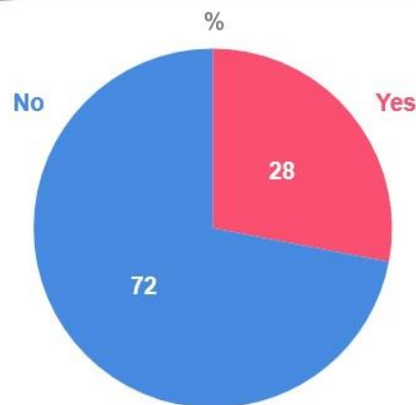
72

New Queries/Referrals

Base: All ETB or Adult Education Centre Members - 64



Q: Did you receive any new queries or referrals to your service that came as a result of the 'Take the First Step' Campaign?



Amongst members of ETB and adult education services, just over 1 in 4 (28%) claim that they received new queries or referrals to their service that came as a result of the 'Take the First Step' Campaign.

Q.16

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Chapter five

Key insights and recommendations

5. Key insights and recommendations

1. The campaign performed strongly in terms of recall and reach.

- Amongst a nationally representative sample, 1 in 3 (34%) Irish adults recalled some element of the campaign – impressive for a relatively low-weight campaign.
- Positively, level of recall rose above 50% amongst those with literacy or numeracy difficulties and those with a friend or relative with difficulties.

Recommendation: No change.

2. Radio executions generated highest awareness.

- Radio registered awareness of 25% amongst the total population, whilst outdoor and online registered 15% and 14% respectively.
- Recall of radio was highest amongst the 55-64 age group, whilst recall of outdoor and online peaked amongst the youngest age cohort, 18-24 years.

Recommendation: Invest media spend according to target audience.

3. The campaign performs very well on a variety of evaluation metrics.

- Strongly considered to be informative, with credible, real life situations.
- Performs in excess of advertising norms on most metrics, other than 'stands out', on which it performs in line with advertising norms. 88% thought the campaign impactful and only 37% thought it 'very impactful'.
- Considered very effective in communicating the message that improving skills can bring lots of benefits.
- Performs strongly across communication metrics although there is room for improvement on 'going back to education....is a great thing to do' and 'having problems...can negatively impact a person's life' scores.

Recommendation: No change except consideration could be given to how the campaign can be more memorable and therefore impactful, and increasing some 'very effective' scores.

4. The campaign has had a positive effect on awareness and attitudes towards adult literacy and numeracy services.

- Although awareness of services overall amongst the total population has not changed significantly post-campaign, awareness of services is higher amongst those who have been exposed to the campaign. The campaign's primary efficacy has been in drawing attention to the availability of adult education facilities.
- Claimed awareness of where to go to get help rises from 69% amongst the total population to 82% amongst those who had seen the campaign.
- Awareness that courses are available locally and free of charge rises from 48% to 63% of those who had seen the campaign.
- Awareness in general increases with age highlighting the campaign's greater salience and impact with older age cohorts.
- Attitudes towards literacy/numeracy services and difficulties are also more positive amongst those who had seen the campaign.

Recommendation: There is room for improvement raising awareness of services among younger age cohorts. Also, two in five people are still not aware that courses are free – this message could be emphasised further to encourage increased uptake.

5. Low recall of name but considered very effective by those that do recall.

- 1 in 3 (35%) of responders recall "Take the First Step" as the name of the recent campaign.
- Those who recall the campaign almost unanimously (90%) consider it effective in encouraging people to seek help.
- Television is the most widely believed source of knowledge of adult literacy services with 50% of responders claim to have heard of the service **first** via television, most likely the An Post sponsored TV ads.
- Over 1 in 5 (22%) claim to have first heard about the service via radio, with 1 in 10 (9%) having initially heard about it online.

Recommendation: Awareness built by the An Post campaign should be leveraged to maximum effect as much of the current ad recall by responders is associated with that campaign and its message is clearly still relevant today.

6. Majority seeking information about courses, to help with confidence.

- 45% of responders were looking for information about reading/writing courses, with a further 10% seeking information about spelling courses.
- Half (48%) of responders claim they were motivated mainly by personal, self-confidence reasons, whilst a quarter (25%) citing work/career reasons.

Recommendation: Consideration should be given to the findings that much of the benefits of improving skills are for less tangible rewards than monetary ones alone and quality of life issues are equally if not more important.

7. So far, low take up from responders of learning opportunities.

- Just 3 in 10 (30%) of those who had contacted the service were currently (November 2016) pursuing a learning opportunity with an ETB centre or with NALA.
- Lack of time was cited as the biggest barrier to taking up a course, however 1 in 5 (20%) of those who hadn't taken up an opportunity claimed they were still waiting for the learning centre to follow up with them.

Recommendation: Ensure that all opportunities to follow up with prospective students are realised. Conversion rate could also be increased by targeted messages at individual segments.

8. Satisfaction with service is very high.

- Satisfaction with services is high (91%) amongst those using them, with staff cited as the biggest driver of satisfaction.
- One-to-one tuition in ETB Adult Education Centres is the most well-known service (56%), the most likely to be currently used (16%) and the most likely to be considered used in the future (69%) by responders.
- One-to-one tuition is also highest ranked in terms of perceived usefulness with 66% saying it is very useful.

Recommendation: One-to-one tuition is the most preferred service by responders.

9. Campaign rated positively overall amongst stakeholders.

- Similarly to the total population of Irish adults, circa 9 in 10 stakeholders who had seen the campaign considered it to be effective and impactful.
- Almost all stakeholders considered it to be relevant, credible, informative, and showing real life people and situations.
- Like with the nationally representative study, the key message being communicated is that improving skills can have lot of benefits.
- 28% of ETB members claim to have received new queries as a result of the campaign.

Recommendation: No change.

10. Stakeholders recommend some changes in future campaigns.

- Over 2 in 5 (43%) of stakeholders believe that some changes should be made to the format of the campaign going forward.
- There was an emphasis on the availability of local help and designing more locally targeted campaigns.
- Future campaigns should target a wider variety of people and engage young people with the prospect of seeking help with further learning; the current campaign is most widely known amongst the 55-64 age group.
- Clearer direction as to how to follow-up also emerged as a recommendation among this group – this scored relatively poorly on ad messaging for the stakeholders. Also communicating contact information in a clearer, slower manner was suggested.

Recommendation: Review how to integrate availability of local help, raise awareness of contact information and younger age cohorts, in future campaigns.

Appendices

Appendix A – OECD Survey of Adult Skills

Appendix B – Literacy and Numeracy

Appendix C – The National Steering Committee

Appendix D – The Role of An Post

Appendix E – Project timelines and actions

Appendix F – Media spend

Appendix G – PR impact data

Appendix H – Facebook campaign results

Appendix A

OECD Survey of Adult Skills - top headline points

For this survey the Central Statistics Office (CSO) interviewed 6,000 people aged 16 – 65 in Ireland and assessed their literacy, numeracy and ability to use technology.

The survey was conducted in Ireland between August 2011 and March 2012.

Literacy

- 17.9% (550,057) of Irish adults are at or below Level 1 on the literacy scale. This compares with 22% at or below Level 1 in the last International Adult Literacy Survey (IALS) results in 1997
- Ireland rates 15 out of 24 countries – England (17.8%); Poland (18.8%); Germany (19%) and Northern Ireland (19.6%)
- Japan (6.1%) and Finland (10.6%) had the lowest proportions of adults at or below Level 1 in this survey
- Adults aged 25 – 34 have the highest literacy mean score in Ireland while adults aged 55 – 65 have the lowest mean score

Numeracy

- Just over 25% (763,969) of Irish adults score at or below Level 1 for numeracy compared to an average of just over 20% for participating countries
- Ireland rates 18 out of 24 countries – Poland (23.5%); England (25.5%); and Northern Ireland (26.6%)
- Japan is the only country to have less than 10% of adults at or below Level 1 on the numeracy scale
- Adults aged 25 – 34 have the highest literacy mean score in Ireland while adults aged 55 – 65 have the lowest mean score

Problem Solving in Technology-Rich Environments (PS-TRE)

- Just over two-fifths (42% - 1,283,467) of Irish adults score at or below Level 1 (29.5% at Level 1, 12.6% below Level 1) on the problem solving scale
- Ireland is in a group with six other countries with a similar proportion at this level, including Finland (39.9%), Estonia (42.8%) and Sweden (43.9%)
- Japan scored the highest on problem solving with 27.3% of adults at or below Level 1
- The highest problem solving mean score in Ireland is achieved by those in the 20 – 24 age group, while the lowest is achieved by those aged 60 – 65

Appendix B

Literacy and Numeracy Strategy – 12 elements

1. Initiate a national promotional and awareness-raising campaign to elicit higher levels of engagement in the national literacy programme. The campaign could include publicity events, awareness-raising through social and other media, and other promotional events aimed at the adult population (over 18) planned and commissioned in 2014 with a view to launch by mid-2015 and establish a national steering committee hosted by SOLAS and including NALA, AONTAS, ETBI, ETBs, DES, DSP, IBEC, ISME, Skillnets, BIM, Teagasc, Failte Ireland, learners etc.
2. Encourage increased participation and completion and attainment of major awards at Levels 1, 2 and 3 with regard to priority target groups in alignment with the existing National Skills Strategy (or with a new National Skills Strategy when published).
3. Broaden access routes and range of provision, including distance and blended learning.
4. Target better outcomes through accredited provision.
5. Develop and enhance availability of Recognition of Prior Learning (RPL) and establish a working group to examine the Report of the Expert Group on Future Skills Needs on RPL and to make recommendations for action (QQI, ETBI, DES, Skillnets, IBEC, NALA, AONTAS, learners etc.).
6. Facilitate literacy provision for personal, family, social and community contexts and provide continued funding for non-accredited group provision with emphasis on the recruitment of specific priority target groups.
7. Prioritise numeracy more strongly and increase the amount of numeracy provision offered as integrated and standalone options.

8. Focus on data collection and analysis with intensive feedback to providers to support evaluation and programme review. Data relating to educational and literacy levels on entry of participants should be correlated to provide a more complete picture of the Adult Literacy cohort.
9. Provide clear policy for ESOL provision with priority to low-skilled and unemployed migrants. Assess language competency level on entry of ESOL learners to ETB provision.
10. Develop more reliable and fit-for-purpose screening and assessment systems by conducting research to identify and develop effective screening and assessment instruments to systematically identify the literacy and numeracy problems of those who come into contact with training.
11. Support staff through CPD and review existing CPD structures and conduct audit of appropriate skills within ETB sector relating to literacy and numeracy (in context of wider CPD strategic plan for FET staff).
12. Identify and develop priority research areas with a focus on improving literacy and numeracy practice, in particular by conducting robust research into the practice and impact of integrating literacy and numeracy into all FET programmes at various levels and various settings in order to identify and disseminate best practice in that regard.

Appendix C

The National Steering Committee

The **Steering Committee** membership included representatives of the organisations listed in the first element of the **National Literacy and Numeracy Strategy** and was chaired by SOLAS.

As such, the Steering Committee members were:

- Educators with particular interest in literacy and numeracy
- Experienced marketing / communications / PR Professionals
- Learner representatives
- Senior policy makers in education and business and social and community development

Membership included:

- AONTAS
- Teagasc
- Department of Education and Skills
- Department of Health
- Bord Iascaigh Mhara
- ISME
- Department of Social Protection
- Skillnets
- Failte Ireland
- IBEC
- ETBI
- National Adult Literacy Agency
- An Post
- SOLAS
- Libraries
- Learner Representative

Appendix D

The role of An Post

In 2007 An Post researched, developed and funded an advertising campaign called 'Take the first step' to encourage those with literacy and numeracy difficulties to take those difficult first steps through contacting the National Adult Literacy Agency freephone support line. Taking the first steps on any difficult journey requires courage and commitment – and for those who have difficulties reading or writing, the stigma attached can prove daunting and discouraging.

Before embarking on the development of the advertising campaign An Post invested significant resources in determining how the company might add value to the good work already being done by so many working in adult literacy provision. From their engagement with NALA, Adult Literacy practitioners and students over a period of time, the need for a national initiative to facilitate public awareness, understanding and encouragement became obvious. Following this consultation, An Post developed and funded a number of TV, cinema and radio advertisements to encourage those with literacy and numeracy difficulties to take those difficult first steps through contacting the NALA freephone support line.

The TV and cinema advertisements profile individuals who have addressed their literacy difficulty and they aim to encourage others with literacy difficulties to take the first step and reap the rewards by contacting NALA. The ads focus on the benefits of returning to further education, as well as demonstrating that this issue is not confined to any particular demographic segment. An Post later developed a series of radio advertisements 'words and numbers' to accompany the campaign.

Since the advertisements were first broadcast in September 2007 until the most recent new campaign in September 2016, NALA has recorded over 10,000 calls to its freephone support line. The calls are mainly from adults who have seen the An Post advertisements and want to find out how they can improve their reading, writing or numeracy skills. NALA has also received calls from friends and family members who are ringing on behalf of an adult who has literacy difficulties and from people who want to volunteer as literacy tutors.

Appendix E

Project timelines and actions

Responsible agency	Action required	Performance indicators	Due date
	Initiate a national promotional and awareness-raising campaign to elicit higher levels of engagement in the national literacy programme. (2.2.1a)	See work packaged below	July 2015
	Establish a project Proposal for the National Awareness-Raising Campaign	Project proposal and scoping Paper (work package 1)	August 2015
	Appoint an agency to conduct research to inform the national awareness campaign.	Competitive tender won	November 2015
	Research report completed on target groups and current awareness levels	Qualitative Research Report Produced (work package 2a)	December 2015
	Appoint an agency to design and implement the national awareness campaign.	Competitive tender won	January 2016
	Brief advertising agency on key elements of the awareness campaign.	Briefing paper provided to agency.	February 2016
	Invite organisations to join the Awareness Raising Campaign Steering Committee and appoint a chairperson	Letters of Invitation issued and chairperson appointed	March 2016
	Awareness Raising Campaign Steering Committee Terms of Reference formulated	TORs Document Agreed	March 2016

	1 st Meeting of the Awareness Raising Campaign Steering Committee convened.	Minutes	April 2016
	Research report with baseline data completed	Quantitative Research Report Produced (work package 2b)	April 2016
	First proposal on awareness campaign	Proposal paper	April 2016
	Campaign strategy agreed, including proposed creative direction, marketing tactics and evaluation methods	Campaign strategy document (work package 3)	May 2016
	2 nd Meeting of the Awareness Raising Campaign Steering Committee convened	Minutes	May 2016
	Campaign assets developed.	Campaign material (work package 4)	July/ August 2016
	Campaign implementation plan	A schedule of media secured and scheduled (work package 5)	August 2016
	3 rd Meeting of the Awareness Raising Campaign Steering Committee convened	Minutes	July or August 2016
	Implement Awareness Raising Campaign	Campaign live	September 2016
	Start evaluation of the campaign	Template document	October – December 2016
	Evaluate Awareness Raising Campaign	An evaluation report (work package 6)	January 2017
	4 th Meeting of the Awareness Raising Campaign Steering Committee convened	Minutes	January 2017

Appendix F Media spend

[illegible]

Appendix G PR impact report

Take the First Step 2016							
PRINT	National, Regional, Trade	Date	Headline	Advertising Rate	DAV (Euro)	PR Value (DAV x3)	Circulation
The Irish Times	National	09.09.16	Campaign to help people take the first step to literacy	€69.80	€2,512.80	€7,538.40	76,882
The Irish Times	National	13.09.16	Further adult education: lifting the lid on one of Ireland's best-kept secrets	€69.80	€732.90	€2,198.70	76,882
Sunday World - Magazine	National	11.09.16	Interview with Patricia Scanlan	€15,600.00	€31,200.00	€93,600.00	162,938
					€34,445.70	€103,337.10	316,702
ONLINE		Date	Headline				Reach
irishtimes.com		08.09.16	Campaign aims to aid those with reading and maths difficulties				105,483
@RTERadio1		08.09.16	Tweet: This morning on #TodaySOR, on #NationalLiteracyDay champion jockey @JohnnyMurtagh on the struggles of reading and writing				94,900
@TodayFMNews		08.09.16	Tweet: 1 in 6 Irish adults are at or below Level 1 for literacy @nalaireland #InternationalLiteracyDay				20,100
@TodaySOR		08.09.16	Tweet: It's National Literacy Day today, for information and support visit takethefirststep.ie, text learn to 50050 or call 1800 20 20 60 #NALA				27,900
irishtimes.com		13.09.16	Further adult education: lifting the lid on one of Ireland's best-kept secrets				105,483
@SaturdayAMTV3		17.09.16	Tweet: We're talking about adult literacy on the sofa @nalaireland #takethefirststep #SaturdayAM				2,389
Saturday AM Facebook Page		17.09.16	Status & Photo				16,392
							372,647
BROADCAST		Date	Headline	Minutes on air	DAV	PR VALUE (DAV x3)	Listenership / Viewership
Today with Sean O'Rourke		08.09.16	Interview with Johnny Murtagh, Chris Carthy & Tony Moloney	00:18:00	€41,400.00	€124,200.00	326,000
RTÉ CountryWide		17.09.16	Interview with Inez Bailey & Eamon Delaney	00:09:00	€17,100.00	€51,300.00	206,000
Saturday AM (Tv3)		17.09.16	Interview with Bryan Murray, Eamon Delaney & Donna Murray	00:09:30	€9,601.27	€28,803.81	42,000
Saturday AM (Tv3+1)		17.09.16	Interview with Bryan Murray, Eamon Delaney & Donna Murray	00:09:30	€9,601.27	€28,803.81	1,000
Saturday AM (3e)		17.09.16	Interview with Bryan Murray, Eamon Delaney & Donna Murray	00:09:30	€9,601.27	€28,803.81	5,000
Today with Maura & Daithí		13.10.16	Interview with Bryan Murray	00:02:00	€6,800.00	€20,400.00	106,000
					€94,103.81	€282,311.43	686,000
					€128,549.51	€385,648.53	1,375,349

Appendix H Facebook campaign spend

The Facebook spend for each video execution is shown below with corresponding engagements (likes, comments, shares or a click).

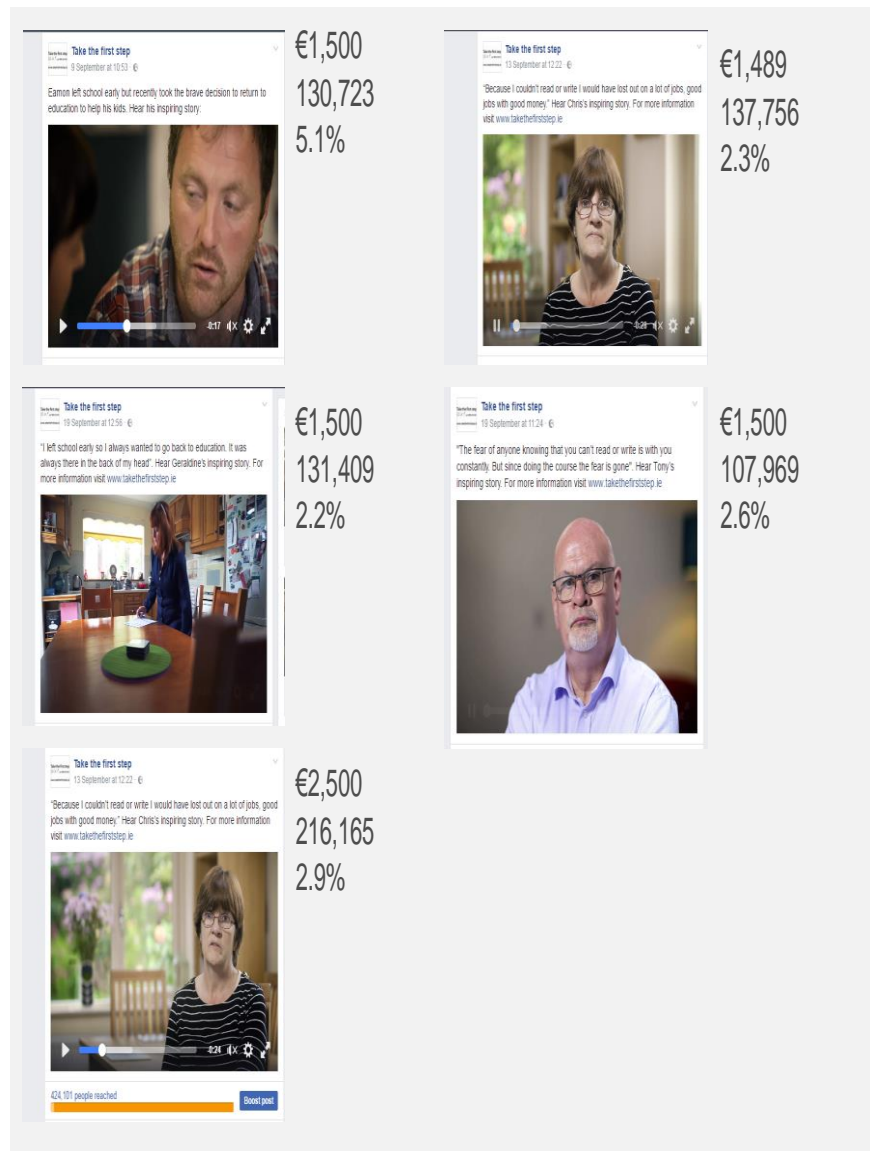
Facebook-content

Spend on each post showing the engagements and engagement rate for each post.

An engagement is a like, comment, share or a click

Eamonn's video is the top performer which could be contributed to the fact that he is the youngest which works well with a Facebook audience

Another point is that he was the first video and people may have been unaware of NALA before seeing his story



The engagement rate for the campaign was above average for Facebook. Industry norms are 1.2% – 1.8% whilst the NALA campaign achieved in the range of 2.2% - 5.1%.

References

- OECD (2012) The Survey of Adult Skills. Paris: OECD Publishing. This research is also known as the Programme for the International Assessment of Adult Competencies (PIAAC).
- Department of Education and Skills and SOLAS (2013) Further Education and Training Strategy 2014-2019. Dublin: SOLAS.
- NALA definition of literacy: NALA defines literacy as involving listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information which increases the opportunity for individuals and communities to reflect on their situation, explore new possibilities and initiate change.

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The National Advisory Committee and Adult Literacy Forum.

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6 June 2016

SOLAS

An tSeirbhís Oideachais Leanúnaigh agus Scileanna
Further Education and Training Authority



National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh



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