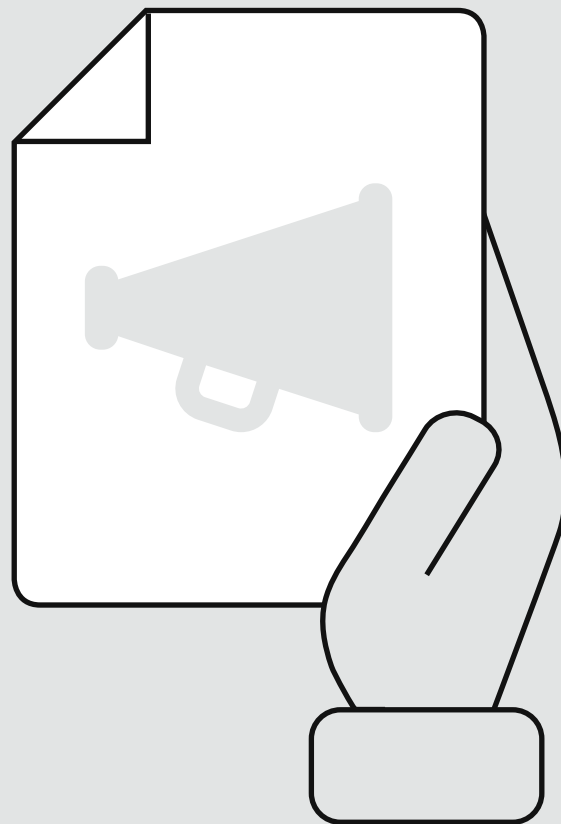




Running a campaign

# GUIDELINES TO RUNNING AN AWARENESS RAISING CAMPAIGN



## TABLE OF CONTENTS

<b>1. Introduction</b>	<b>2</b>
<b>2. ELINET's Guidelines to running an awareness raising campaign</b>	<b>3</b>
<b>3. Step-by-step guide to running an awareness raising campaign</b>	<b>4</b>
A. Why are you planning a campaign around this issue?	4
B. What is the overall aim of your campaign?	4
C. How will you finance your campaign?	4
D. Who is your target audience?	5
E. What are the specific objectives of your campaign?	5
F. Who will run the campaign?	6
G. What will be the key messages of your campaign?	7
H. What will be your call to action?	8
I. What methods will you use to promote the campaign?	9
J. How will you measure the success of the campaign?	10
K. How will you communicate the success of the campaign?	10
<b>4. Tools to support your campaign</b>	<b>11</b>
<b>5. Appendix 1 - Tool to help develop your campaign</b>	<b>12</b>
<b>6. Appendix 2 - Worked out examples</b>	<b>14</b>
<b>7. Appendix 3 - Guide to getting local PR</b>	<b>22</b>

## 1. INTRODUCTION

Awareness raising is a fundamental component in tackling literacy difficulties. It is a two-way street: fostering communication and information exchange in order to improve mutual understanding as well as mobilising governments, organisations, communities, individuals and thus the whole society, to start acting on solving literacy difficulties. Among awareness raising activities, campaigns are recognised as the most efficient and effective means of communicating information, especially when directed to the general public. The following guideline aims to support you in running a successful awareness raising campaign. It includes a step-by-step guide and some practical tools.

## 2. ELINET'S GUIDELINES TO RUNNING AN AWARENESS RAISING CAMPAIGN

Guidelines to running an awareness raising campaign was one of the requests outlined from a survey carried out among ELINET members resulting in the guidelines below.

### A. Target audience: organisations involved with literacy

The guidelines are aimed at any organisation involved with literacy. You do not need to have previous experience of running a campaign but you should have a good knowledge and understanding of your own organisation's aims and objectives. As every organisation is different, the guidelines have been written in broad terms with a suggested structure to use when developing a campaign. The structure should work as well for a large national campaign as for a small local campaign, and whether it is paid staff organising the campaign or volunteers.

### B. Objectives:

The objectives of the guidelines for awareness raising are as follows:

- Provide literacy organisations with a concrete guide on how to organise an awareness raising campaign
- Motivate literacy organisations to run a campaign to raise awareness for literacy difficulties among children, adolescents and adults
- Professionalise the campaigns of literacy organisations by giving tips on structuring, planning and managing campaigns

### C. Content of the guidelines

Successful campaigns are properly planned. The guidelines include steps you need to undertake to make this happen: it provides a structure of questions for you to answer in preparation and execution of your campaign, namely:

- A. Why are you planning a campaign around this issue?
- B. What is the overall aim of your campaign?
- C. How will you finance your campaign?
- D. Who is your target audience?
- E. What are the specific objectives of your campaign?
- F. Who will run the campaign?
- G. What will be the key messages of your campaign?
- H. What will be your call to action?
- I. What methods will you use to promote the campaign?
- J. How will you measure the success of the campaign?
- K. How will you communicate the success of the campaign?

It provides a template to include your own answers to these questions. In addition, it includes a number of worked out examples that cover different types of campaigns, different policy areas, different scales (from large, national campaigns to a small local campaign with one company) and different audiences/beneficiaries to help you with your thinking and planning. You can find more case studies of literacy awareness raising campaigns at [www.eli-net.eu/awareness-raising/case-studies](http://www.eli-net.eu/awareness-raising/case-studies). Lastly, this guideline includes a guide to involving local PR in your campaign.

## 3. STEP-BY-STEP GUIDE TO RUNNING AN AWARENESS RAISING CAMPAIGN

### A. Why are you planning a campaign around this issue?

Be clear why you are planning a campaign around literacy. Why is the issue important? Why should people become aware of it? And why is a campaign the tool to achieve this goal? This will usually relate to the numbers of people affected by literacy problems in your country and the impact it has on their lives and society as a whole.

To help outline the importance of starting a campaign, you will want to outline the scale of the problem in both your country overall and the city/region in which you are running the campaign, possibly compared to facts and figures on in another country or another city/region. In ELINET's country reports you can find information on the state of literacy in your country. The types of statistics that will be useful are:

- Statistics on the numbers of people - children, adolescents, adults – affected by literacy difficulties.
- Statistics on the impact literacy difficulties have on the daily lives of these individuals (e.g. x% of people with literacy difficulties live in poverty, x% of people in prison have literacy difficulties, x% of people with literacy difficulties are unemployed, etc.).
- The level of awareness around literacy difficulties in your country.
- The activities undertaken to tackle the issue of literacy difficulties as well as the activities that are still necessary to be undertaken.

#### Top Tip:

Start a campaign in response to and tie it in with a specific widespread policy decision and execution of this decision in your country. For example if the tax authority in your country decides to transfer from paper communication to completely digital communication only.

### B. What is the overall aim of your campaign?

Think about your overall campaign aim. This general aim is connected to the question why you are planning to start a campaign in the first place. The overall aim of campaigning for literacy is mainly focused on raising awareness of the issue of literacy difficulties in your country/region/city and motivating your audience to take up their role in tackling the issue.

#### Top Tip:

Translate your general campaign aim into objectives and a call to action that is tangible for your audience in the sense that it provides them with a concrete and practical action they can undertake to help address this issue.

### C. How will you finance your campaign?

In general organising a campaign cost money, so make sure to think about ways to finance your campaign in an early stage. Make an estimation of the necessary budget and contact potential funds, institutions, organisations and municipal and governmental funds.

#### Top Tip:

ELINET has developed tools for fundraising, including top tips, the Fundraising Toolkit and case studies. Go to [www.eli-net.eu/fundraising/](http://www.eli-net.eu/fundraising/) to find out how this can help you in raising funds for your campaign.

## 3.

**D. Who is your target audience?**

Think about whom you want to target with your campaign, as this will highly influence the form of your campaign. The target audience affects the key messages and methods to use, and the call to action to include in your campaign.

Examples of target audiences include:

- Policy makers
- Intermediaries: teachers and education specialists, librarians, social workers, healthcare professionals, employers, families, volunteers
- General public
- Potential literacy learners themselves and/or parents of struggling readers
- Children and adolescents

**Top Tip:**

Think about how you can grab the attention of the people you are trying to reach and where your target audience is active. Which newspapers do they read? What social media do they use? Where do they spend their leisure time? What services do they use on a daily basis? What local sports teams do they follow? What transport do they travel on? Which shopping and leisure centres do they visit?

**E. What are the specific objectives of your campaign?**

What do you want to achieve with your campaign? Break down your overall campaign aim into the smaller goals and activities that you want to achieve. These serve as building blocks to enable you to achieve your overall aim.

These objectives should be 'SMART' i.e. they should be:

- **Specific** – Each objective should be clear and unambiguous, rather than general and vague.
- **Measurable** – Each objective should include some sort of indicator that will allow you to be able to measure progress.
- **Achievable** – It is important that each objective is realistic and attainable.
- **Relevant** – It is important to choose objectives that are relevant to the campaign.
- **Time-based** – It is important to have target dates for each objective to establish a sense of urgency.

**Top Tip:**

Align your call to action with a concrete objective of your campaign. If your campaign objective is to recruit literacy volunteers, explicitly call on your audience to become a literacy volunteer and include a simple way for them to sign up.

## 3.

**F. Who will run the campaign?**

Think about whether to organise a joint campaign or a campaign led by one organisation. With whom can you partner to maximise your success? Are you the only organisation who can address this issue or are there other organisations you can partner with who might be able to maximise the reach and success of the campaign? Examples of potential partners include:

- Other literacy organisations
- Local libraries
- Schools
- Hospitals/health centres
- Businesses
- Media partners such as the local newspaper or radio station

If you work with others, decide who is going to be the lead organisation and assign tasks to share the workload.

**Top Tip:**

The lead organisation should develop a toolkit that all partners can use when the campaign is launched. The toolkit should summarise the aims and key messages of the campaign and include items (where applicable) such as:

- Logos that can be added to partner organisations' websites or as Twibbons on Twitter.
- Sample press releases or news articles that partners can circulate to their contacts, put on their websites or include in their email newsletters (partners should agree who should lead on contacting which press contacts in advance, based on existing relationships).
- Sample social media posts/tweets that each partner can use on the launch day, with an agreed hashtag so that everyone uses the same hashtag to help get the campaign trending.

Also think about involving specific individuals who can act as the faces of your campaign.

**Top Tip: Celebrity ambassadors can help promote your campaign**

- Role models have a strong influence over young people. Many, especially boys, look up to sports stars. Research the sports teams, for example football, rugby league and ice hockey and find out if they have a foundation you can contact which runs community outreach activities in their area. Sports teams will be able to help with player appearances to raise the profile of any campaign or any activity you might be holding. If you are organising a local campaign, especially research involving celebrities who are from this local area.
- Think about the leaders you want to engage in your campaign too. For example the Mayor, the local member of Parliament, councillors, entrepreneurs or directors of any organisation such as a museum or of an annual event or festival.

## 3.

**G. What will be the key messages of your campaign?**

Connect key messages to your campaign and make sure that these key messages are covered extensively and throughout all your different campaign activities. Keep your key messages short and clear. You may want to formulate a main key message and subsequent sub key messages. If your campaign is a joint project, make sure the key messages are agreed upon by all partners.

At the European level, the key messages could be as follows:

**Main key message:** It is unacceptable that 55 million European adults are unable to be fully active citizens because of their literacy difficulties. This problem affects all age groups and is transferred from one generation to the next.

**Sub key message:** Literacy difficulties are a huge problem in the EU because:

- Low levels of literacy have an impact on all aspects of daily life, from education to employment, from healthcare to an individual's social life.
- They create inequalities in society by increasing the risk of poverty and social exclusion.
- People with literacy difficulties are scattered throughout the whole of society but often hide this problem.

If your campaign is aimed at intermediaries, you might want to consider including the following additional messages:

- Everyone has to be involved in order to solve the problem, whether you work with children, adolescents or adults.
- You, as a professional, can play an important part in solving the problem.
- A problem of this size can only be solved by working together.

If your campaign is aimed at policy makers, you could include the following key messages:

- Let's be open about the fact that we have a huge issue in Europe with a large amount of people with literacy difficulties.
- Literacy is connected to all policy areas.
- Literacy affects every aspect of daily life.
- Investing in literacy has clear economic benefits.

**Top Tip: Key statistic and repetition**

- Include one key statistic in your campaign that clearly speaks to (the emotions of) your audience and therefore draws their attention.
- Repetition of your key messages is crucial: repeat it in the different channels of your campaign (posters, commercials, events) and in different communication forms (text, sound and visuals). This will help to keep your message stuck in the heads of your audience.

## 3.

**H. What will be your call to action?**

You must have a concrete call to action to allow you to measure the success of the campaign. The call to action will vary depending on the nature of your organisation and the audience you are targeting. Whatever your organisation and your audience, your call to action should be specific and something quantifiable, for example:

- Support our campaign by signing our petition.
- Support our campaign by sharing our film on your social media site.
- Support our campaign by sharing your story as a literacy learner.
- Support our campaign by calling XXXX and signing up as a volunteer.
- Support our campaign by joining your local library.
- Support our campaign by donating to XXXX.

Specific calls to action for policy makers could be:

- Organise a manifesto/coalition in your country.
- Organise a campaign in your country or region.

Specific calls to action for intermediaries could be:

- If you recognise someone has literacy difficulties, act and speak with the person about this problem and possible solutions.
- Refer the individuals with literacy difficulties as soon as possible to options that tackle their literacy problems.

Apart from a concrete call to action, you should have in mind a target of the numbers you want to achieve related to your call for action. e.g. you want 100 people to attend your launch event, or 1,000 people to sign your petition, or you want 500 people to apply to be a volunteer, you want 200 people to join the local library, etc. This enables you to measure how successful the campaign has been. We recommend that you only have one call to action so that you do not confuse the audience.

**Top Tip: Slogan and deadline**

- Include a clear and catchy slogan related to your call to action to help make it memorable. For example, ELINET has chosen the slogan 'Literacy changes lives. Together we can make the difference'.
- Include a deadline for your audience to execute the call to action to set a sense of urgency to the campaign. You may also decide that you want to make your target audience a part of your call to action: 'We need 500 people to sign up as volunteers by September so that next year we can help 1,500 children to learn to read.'



### 3.

#### I. What methods will you use to promote the campaign?

The main methods to consider when promoting the campaign are:

- **Events** – Consider organising an event: either to launch your campaign or to function as your campaign. Or to highlight the end of the campaign and all it has achieved.
- **Website** – Create a specific page on your website that outlines the campaign.
- **Links to/from other websites** – Contact other websites to promote the campaign.
- **Media – newspapers, radio, TV** – Make a plan as to which TV programmes, radio programmes, newspapers, and magazines you want to approach. For print publications, look at how frequently they are published. Research their deadlines for when they would need a press release about your campaign for it to be featured around the time you launch the campaign. Note that monthly publications will need an earlier advance notice than weekly or daily publications. See Appendix 3 for further advice on getting local PR.
- **Social media** – Facebook, Twitter, LinkedIn, Instagram, YouTube are excellent channels of communication to broadcast your message and reach a wide audience.
- **Communication materials to distribute among partners' networks** – Design and distribute posters, banners and other printed material. Inspirational stories or case studies are a great way of getting your message across because they demonstrate the impact of your work and they are memorable. Think about using pictures/images where possible, as they are easier to digest than a lot of text. When writing copy consider what is the problem, the solution, the benefit and the call to action.
- **Advertising** – Think of billboards (by the highway or at other places where major traffic of people takes place,) posters at bus stops, in buses, subways and trains and in poster stands on the street. You may also use digital advertisements, including banners and YouTube pre-rolls. Or produce leaflets to distribute in shops, at hospitals etc..
- **Mailings** – Send out a mailing to your network.

#### Top Tip:

- Use a combination of methods and channels.
- Use your partners' communication channels, including newsletters, websites and social media, to spread the message about your campaign.
- Social media campaigns involving 'reading selfies' can be effective in reaching young people.
- Integrating literacy in unexpected places can make a great media story which gets people talking about the issue. Use your imagination!

## 3.

**J. How will you measure the success of the campaign?**

If you have made your call to action specific and measurable, you should be able to measure the success of your campaign as long as you can track the response. When planning your campaign, think in advance about how you will track the response and any additional resources you need to do so.

Examples of things you can track to measure the successes of a campaign are:

- Traffic to a campaign website page (use Google Analytics or a similar tool)
- Numbers of people who signed up to receive email updates about the campaign
- Numbers of people who followed you on social media
- Numbers of people who shared the campaign on social media
- Number of views of a video received (if used in the campaign)
- Number of testimonials from high profile supporters saying they support the campaign
- Number of articles/appearances in media and their reach (i.e. readership, viewers)
- Number of telephone or emails enquiries you received as a result of the campaign
- Number of people who attended a launch event
- Number of meetings arranged following an event

**Top Tip:**

Make tracking and communicating the success part of your campaign. In this way you can update your audience with the results and excite those who did not take their action yet to become part of the active movement the campaign has generated thus far.

**K. How will you communicate the success of the campaign?**

When planning your campaign, you should think about how you will communicate the success of the campaign. For example, if you launch the campaign with a call to action for 500 people to sign up to a petition by a certain date, once you have achieved the target you can issue a further news release celebrating the success of the campaign.

**Top Tip:**

Involve those who became active in the field of literacy because of the campaign in communicating and/or celebrating the success of your campaign.

## 4. TOOLS TO SUPPORT YOUR CAMPAIGN

There are a number of tools available that can be used within your campaign, such as:

- To support you in executing the steps of this guideline two planning grids are developed: a planning grid for a campaign and one for a campaign in the form of an event. Find these here: [www.eli-net.eu/awareness-raising/toolkit/running-a-campaign/](http://www.eli-net.eu/awareness-raising/toolkit/running-a-campaign/).
- ELINET has produced an animated video that you can use in your campaign: either in its original or in an adapted country-specific version. For the latter contact the Reading & Writing Foundations for possibilities, terms and conditions. Go to [www.eli-net.eu/awareness-raising/toolkit/video/](http://www.eli-net.eu/awareness-raising/toolkit/video/) for more information.
- ELINET has developed a workshop for intermediaries to support intermediaries in their role in tackling literacy difficulties. The workshop includes training in recognising people who struggle with reading and writing, discussing it by means of motivational interviewing and referring them to opportunities for literacy improvement. You can use the workshop as an awareness raising campaign event or include your campaign in the workshop. More information can be found here: [www.eli-net.eu/awareness-raising/toolkit/workshop-for-intermediaries/](http://www.eli-net.eu/awareness-raising/toolkit/workshop-for-intermediaries/).
- In the Appendix examples of campaigns following the steps of this guideline are included to serve as inspiration. Apart from that, the ELINET website has links to a number of case studies of successful local awareness raising campaigns that can be used as examples of how a campaign can work. Find them here: [www.eli-net.eu/awareness-raising/case-studies/](http://www.eli-net.eu/awareness-raising/case-studies/).
- ELINET has developed guidelines for fundraising, which you can use if you need to raise funds in order to execute your campaign. These guidelines can be found here: [www.eli-net.eu/fundraising/guidelines/](http://www.eli-net.eu/fundraising/guidelines/).
- ELINET has researched and formulated indicators of success, which can be used in order to develop successful awareness (or fundraising) campaigns for literacy difficulties. This can be found here: [www.eli-net.eu/awareness-raising/indicators-for-success/](http://www.eli-net.eu/awareness-raising/indicators-for-success/).
- ELINET has compiled country reports for each European country where ELINET has one or more countries. Find the country reports here: [www.eli-net.eu/research/country-reports/](http://www.eli-net.eu/research/country-reports/).
- If you are unsure on the use of terminology in adult literacy, ELINET as produced guiding principles to be found here: [www.eli-net.eu/research/terminology/](http://www.eli-net.eu/research/terminology/).

## 5. APPENDIX 1

### TOOL TO HELP DEVELOP YOUR CAMPAIGN

QUESTION	YOUR RESPONSE
A) Why are you planning a campaign around this issue? Why is it important?	
B) What is the overall aim of your campaign?	
C) How will you finance your campaign?	
D) Who is your target audience? <ul style="list-style-type: none"> <li>• Policy makers</li> <li>• Intermediaries: teachers and education specialists, librarians, social workers, healthcare professionals, employers, families, volunteers</li> <li>• General public</li> <li>• Potential literacy learners themselves and/or parents of struggling readers</li> <li>• Children and adolescents</li> </ul>	
E) What are the specific objectives of your campaign? What do you want to achieve?	
F) Who will run the campaign? Will it be a joint campaign or led by one organisation? Who can you partner with to maximise your success?	

## APPENDIX 1

QUESTION	YOUR RESPONSE
G) What will be the key messages of your campaign?	
H) What will be your call to action?	
I) What methods will you use to promote the campaign? <ul style="list-style-type: none"> <li>• Events</li> <li>• Website</li> <li>• Links to/from other websites</li> <li>• Media: newspapers, radio, TV</li> <li>• Social media</li> <li>• Communication materials</li> <li>• Advertising</li> <li>• Mailings</li> </ul>	
J) How will you measure the success of the campaign? (What will you consider to be a satisfactory result? If you have received funding to run a campaign, what will the funder consider a satisfactory result)	
K) How will you communicate the success of the campaign?	

## 6. APPENDIX 2

### WORKED OUT EXAMPLES

#### Example 1: 'Get London Reading' campaign - Beanstalk

**Country:** United Kingdom

**Type of campaign:** Local media campaign

**Target audience:** Intermediaries (volunteers). Funders

**Beneficiaries:** Children (aged 5-11)

**Policy area(s):** Education

#### A. Why are you planning a campaign around this issue?

Beanstalk is a children's literacy charity in the UK that recruits, trains and supports volunteers to go into primary schools and provide one-to-one support to children who are falling behind with their reading.

In 2010 a new CEO joined Beanstalk (then known as Volunteer Reading Help). Her immediate aims for the charity were to: increase the number of children that the charity was able to support, to raise its profile, and to demonstrate the impact of its work.

In 2011 the opportunity arose to achieve these aims by launching a major campaign in London with the newspaper the Evening Standard. The Evening Standard is the leading regional free daily newspaper in London. Around 900,000 copies of the newspaper are distributed every day, with an estimated readership of 1.4 million Londoners.

The reason the campaign was launched was that, at that time, one in four children left London's primary school unable to read properly. Both the Evening Standard and Beanstalk wanted to address this important issue.

#### B. What is the overall aim of your campaign?

The overall aim of the Get London Reading campaign was not only to raise awareness of the scale of the problem of low-level literacy amongst children in London and the impact of this on their future life chances but also to provide readers of the newspaper with ways to be part of the solution. The campaign offered readers direct opportunities to make a difference, by volunteering as a Beanstalk reading helper or by donating to the charity if they were unable to volunteer.

#### C. How will you finance your campaign?

Beanstalk worked in partnership with the London Evening Standard newspaper on the Get London Reading campaign. As it was a media partnership, media coverage was provided at no direct cost to the charity – significant support from this well respected newspaper.

The campaign itself raised significant funding for Beanstalk, to enable it to fund its work recruiting, training and supporting volunteers in London. Over £1 million was raised through the campaign, including £500,000 from the Mayor's Fund for London.

#### D. Who is your target audience?

The target audience for the Get London Reading campaign were as follows:

- The primary audience was the general public, who were encouraged to become Beanstalk volunteers or to donate online.
- The secondary audience was businesses and wealthy individuals, who were encouraged to make donations towards the campaign.
- The tertiary audience was London primary schools, who were encouraged to take on Beanstalk reading helpers to help improve reading attainment in their schools.

## APPENDIX 2

### **E. What are the specific objectives of your campaign?**

The campaign launched in May/June 2011. As it was the first time that Beanstalk had undertaken a campaign of this scale, cautious estimates of the numbers of volunteers to be recruited and placed, and funding sought were set as objectives.

The primary objectives were to (1) recruit, train and place 100 volunteers as reading helpers within the first year of the campaign, with 25 trained over the summer and ready to go into schools in September and (2) raise sufficient funds to support these reading helpers (equivalent to £50,000).

### **F. Who will run the campaign?**

The campaign was a joint campaign between one delivery organisation (Beanstalk) and one media partner (the London Evening Standard). This made the messaging very simple and allowed for a real partnership to develop. Regular meetings were held between the partners to determine stories that could be used to keep the campaign in the public eye and to determine the success of the campaign (i.e. how many volunteers had been recruited, how much money had been donated).

### **G. What will be the key messages of your campaign?**

The key messages of the Get London Reading campaign (as outlined in the London Evening Standard) were as follows:

- One in four children leave London primary schools unable to read properly
- This is a betrayal of our children because reading is an essential tool for life
- That is why we have launched our Get London Reading campaign.
- We are joining forces with Beanstalk, a charity that trains ordinary adults to go into London's most deprived primary schools to provide one-on-one reading support for struggling pupils. They are a huge success. But they need more volunteers, and more donations to fund their support.
- We ask you to be part of the solution: volunteer today, donate today - and change a child's life.

These messages, in particular the call to action, were reiterated throughout the campaign.

### **H. What will be your call to action?**

The call to action for Get London Reading was: Volunteer today, donate today - and change a child's life.

Note: Following the success of Get London Reading, Beanstalk launched similar campaigns in other parts of the UK, e.g. Get Kent Reading, Get Leeds Reading, Get Northants Reading. These were smaller scale campaigns (as the circulations, readerships and frequency of publication of the media partners were smaller) but the calls to action were made more specific to build on the learnings from other campaigns (e.g. We need to recruit 50 volunteers by the end of July to start work in schools next September and help change the lives of 150 local children – apply today!).

## APPENDIX 2

### I. What methods will you use to promote the campaign?

#### Media

The primary communication method of this campaign was the use of press articles via the media partner. The campaign launched with a week of front-cover articles and double page spreads. These consisted of a series of hard-hitting articles about literacy problems, including cases studies of people who had a personal connection with literacy problems, children, volunteers, literacy experts, and ended with articles about Beanstalk's work and a strong call to action. Over the course of the next year the campaign continued with a significant number of further articles to keep the issue in the public eye. Articles included case studies of people who had come forward as volunteers and had started working with children in schools. They also wrote features about VIPs who were supporting the campaign.

St Mary's RC Primary School became a 'flagship school' of the campaign with 25 people coming forward to volunteer as Beanstalk reading helpers in the school. This provided an excellent case study for the newspaper to follow throughout the campaign.

Later in the campaign, the newspaper was able to report on improved reading outcomes of the schools included in the scheme. For example, at St Mary's, within one year the percentage of children who had reached the required reading standard at age 11 had increased from 59% to 100%.

Beanstalk and the Evening Standard met regularly to come up with ideas for stories to keep the campaign in the public eye.

#### Website

In preparation for the campaign, Beanstalk re-launched its website with a brand new site so that the key actions of applying to become a volunteer or donating online were prominent on the home page. At that stage Beanstalk did not have an active social media presence.

### J. How will you measure the success of the campaign?

In this case Beanstalk tracked the number of volunteer enquiries that were received, the numbers of volunteers that were placed and the amount of funding that was received.

The campaign was extremely successful with 800 volunteers coming forward thanks to the campaign, helping 2,300 children in almost 300 London schools.

In addition, over £1 million was raised (of which £500,000 came from the Mayor's Fund for London. the rest came primarily from businesses and philanthropists).

### K. How will you communicate the success of the campaign?

The success of the campaign was communicated regularly within the Evening Standard, as well as on Beanstalk's website and in Beanstalk's annual reviews (printed publications which are distributed to key stakeholders each year).



## APPENDIX 2

### Example 2: 'Books about Town' (BaT) - National Literacy Trust

**Country:** United Kingdom

**Type of campaign:** Local media campaign and training events for education professionals

**Target audience:** General public in and around central London. Teachers and education professionals

**Beneficiaries:** London Primary and Secondary School pupils

**Policy area(s):** Education, Literacy

#### A. Why are you planning a campaign around this issue?

The National Literacy Trust is a national charity dedicated to raising literacy levels in the UK. We work to improve the reading, writing, speaking and listening skills in the UK's most disadvantaged communities, where up to 40 per cent of people have literacy problems.

Our research has shown that reading enjoyment, behaviour and attitudes are clearly related to reading attainment. Findings from our 2013 annual survey on Children's and Young People's reading found that children who enjoy reading very much are nearly four times as likely to read above their expected age level.

For this reason it is essential that education practitioners engage with research and understand the benefits for their pupils of reading for enjoyment and are equipped with effective approaches for creating a community of readers in their schools.

Our Books About Town project took place in 2014. It combined a high profile public art event that celebrated London's literary heritage, with decorated book-themed benches displayed across the city, and a free professional development course for teachers on teaching whole texts and motivating children to read for enjoyment.

#### B. What is the overall aim of your campaign?

By utilising the power of London's literary landscape, Books about Town aimed to motivate children and adults to read for enjoyment. Each of the full-size benches displayed across London during the summer of 2014 was inspired by a book linked to the city. Every school sending a teacher on Books About Town training received a smaller book bench. The school then choose a London themed book to study and decorated their bench with designs inspired by their book choice.

#### C. How will you finance your campaign?

Many of the Books about Town benches were funded by a corporate sponsor. The sponsorship was secured by developing a compelling proposition about the benches and the purpose of the event and we then reached out to corporates and our partner network in the publishing world. Sponsors were also aware that they could bid to own their bench at the auction event.

We placed a fundraising ask on the plaques for each bench inviting the public to donate and we were given free event space for the auction of the benches at the Southbank Centre which raised £251,500. Publicity including flyers, PR and digital communications was delivered in-house through the National Literacy Trust's Communication, Marketing and Development team. The Books about Town training designed for teachers was funded by the London Schools Excellence Fund and each school that participated paid a small contribution towards their school's bench.

## APPENDIX 2

### D. Who is your target audience?

The target audiences for Books About Town were as follows:

- The primary audience was the general public, who were encouraged to visit the benches and follow specially designed literacy trails.
- The secondary audience was London primary and secondary schools who were encouraged to participate in Books About Town training to help them improve reading attainment in their schools.
- The tertiary audience was businesses and wealthy individuals, who were encouraged to sponsor the benches, which were then auctioned at the end of the display.

### E. What are the specific objectives of your campaign?

The primary objectives were to:

- Display 50 Book Benches, inspired by books with links to London, across the city during the summer of 2014. The benches were arranged into trails with educational resources to engage schools and family's.
- The summer trails were supported by a media campaign that aimed to raise awareness of the importance of reading for enjoyment and engage businesses and wealthy individuals who may be interested in purchasing a bench.
- Engage 100 London schools in Books About Town for Schools. A teacher from each school received a free day of training on Reading for Enjoyment and every school got their own mini book bench to decorate.

### F. Who will run the campaign?

The campaign was a joint campaign led by The National Literacy Trust and Wild in Art to bring Books about Town to the streets of London in summer 2014. The National Literacy Trust contributed expertise in literacy and fundraising, whilst Wild in Art had experience of running public art events. Regular meetings were held between the partners and a dedicated project manager supported the project.

### G. What will be the key messages of your campaign?

The key messages of Books About Town were:

- Highlighting how important reading for enjoyment is for improving literacy in the UK. Young people who enjoy reading very much are nearly four times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all.
- The 50 unique BookBench sculptures, created by local artists and famous names celebrated London's literary heritage and reading for enjoyment.
- The collection of BookBenches spread the love of reading across the capital. Families were able to discover the BookBenches, talk about the books depicted and continue the adventure at home.
- 95 Primary and Secondary Schools across London participated in Books About Town for Schools. The project aimed to increase pupils' reading attainment and enjoyment of reading by building teachers' skills and knowledge around teaching whole texts, quality children's literature and promoting reading for pleasure.

### H. What will be your call to action?

The call to action for Books About Town were:

- General public: enjoy and explore the capital's literary heritage.
- Schools: make time for Reading for Enjoyment.

## APPENDIX 2

### I. What methods will you use to promote the campaign?

Schools were recruited through the National Literacy Trust existing networks, via social media and through direct approaches to our target schools (those with high numbers of children receiving Free School Meals and below average attainment).

#### Media

Press releases about the Books About Town campaign highlighted the start of the summer display, the family trails and the success of the auction.

An example of coverage raising awareness that the benches were installed and could be visited: <http://now-here-this.timeout.com/2014/07/01/book-benches-a-new-chapter-for-sitting-down/>.

An example of coverage after the auction: [www.theguardian.com/books/2014/oct/08/sale-of-book-themed-benches-raises-250000-for-reading-charities](http://www.theguardian.com/books/2014/oct/08/sale-of-book-themed-benches-raises-250000-for-reading-charities).

#### Website

Books About Town was promoted via our own website ([www.literacytrust.org.uk](http://www.literacytrust.org.uk)) utilising news stories, blogs and its own section on the website. We also received pro-bono support from a web agency to give the project its own specially designed website ([www.booksabouttown.org.uk](http://www.booksabouttown.org.uk)). The book trails could be downloaded from the website, details of who sponsored the benches displayed and information on the bench artist and book inspiration were also featured. The project was also promoted via Wild in Art's website ([www.wildinart.co.uk](http://www.wildinart.co.uk)) and the National Literacy Trust's parent facing literacy website ([www.wordsforlife.org.uk/books-about-town](http://www.wordsforlife.org.uk/books-about-town)). The launch of the campaign was supported by the release of new research on Children's and Young People's Reading which could be accessed through our website ([www.literacytrust.org.uk/research/nlt\\_research/6078\\_childrens\\_and\\_young\\_peoples\\_reading\\_in\\_2013](http://www.literacytrust.org.uk/research/nlt_research/6078_childrens_and_young_peoples_reading_in_2013))

At the end of summer 2014, all the benches were auctioned at an exclusive event at the Southbank Centre in London to raise funds for the National Literacy Trust's vital work to improve literacy levels in the UK.

### J. How will you measure the success of the campaign?

Success was measured in a number of ways:

- Awareness raised of the National Literacy Trust through increased media coverage linked to Books About Town (this includes media articles and increased website traffic).
- Funds raised through the final auction of the 50 book benches. The high profile auction event was also an opportunity to engage new partners in the work of the National Literacy Trust.
- The success of Books About Town for Schools was measured through the number of schools engaging with the project and via an external evaluation conducted by Coventry University which assessed reading attainment of pupils receiving lessons based on Books about Town for Schools training. This was reported to our funder in line with their evaluation template.

### K. How will you communicate the success of the campaign?

The success of the campaign was communicated regularly on the National Literacy Trust website and in our monthly newsletters and end of year reports (which are distributed to key stakeholders each year).

## APPENDIX 2

### Example 3: 'What, can't you read?' (Moeite met lezen ofzo?) - Reading & Writing Foundation

**Country:** The Netherlands

**Type of campaign:** Regional media campaign in two regions

**Target audience:** General public

**Beneficiaries:** Adult struggling readers

**Policy area(s):** Education

#### A. Why are you planning a campaign around this issue?

The reason to launch a campaign is that in the Netherlands one in nine adults have literacy difficulties. They lack the literacy skills required to fully function in modern society. However, not enough people are aware of this issue. Furthermore, it generally is an issue people feel ashamed to talk about. To break the taboo and to give people a channel to discuss their literacy difficulties a campaign is set up.

#### B. What is the overall aim of your campaign?

The overall aim of the What, can't you read? campaign is not only to raise awareness for literacy difficulties being an issue among 1 in 9 people in the Netherlands, but also to make struggling readers and their surroundings aware of opportunities to get help to improve their literacy skills by calling the national number.

#### C. How will you finance your campaign?

The campaign Struggling with reading or what? is part of the governmental programme 'Action plan Literacy difficulties 2012-2015 Literacy in the Netherlands'. This is a programme funded by the Dutch Ministry of Education, Culture and Science to foster the literacy skills of those struggling with reading and writing.

#### D. Who is your target audience?

The target audience for the What, can't you read? campaign is as follows:

- General public.
- People with literacy difficulties.

#### E. What are the specific objectives of your campaign? What do you want to achieve?

The specific objectives of the campaign are to:

- 1) Position the Reading & Writing Foundation as the organisation aiming to reduce and prevent literacy difficulties in the Netherlands.
- 2) Make the general public aware of literacy difficulties being an issue among 1 in 9 adults in the Netherlands.
- 3) Recruit literacy learners: increase the number of calls to the national literacy phone number of potential literacy learners by 4.

#### F. Who will run the campaign?

The campaign is led and run by one organisation, namely the Reading & Writing Foundation. The campaign was developed in close collaboration with a media agency.

## APPENDIX 2

### **G. What will be the key messages of your campaign?**

The main message and theme of the campaign is that people use excuses to avoid going beyond their level of literacy. The key messages of the What, can't you read? campaign are as follows:

- One in nine adults in the Netherlands have difficulties with reading.
- They struggle with reading prescriptions, using public transportation, filling in forms and miss the opportunity to read books to enhance their worlds.
- This forces them to use excuses when confronted with reading and writing.
- Help with reading and writing is always close by and tailor made.
- Be part of the solution: call the national phone number for advice and coaching.

### **H. What will be your call to action?**

The call to action for What, can't you read? campaign is to motivate struggling readers or people who know struggling readers to call the national number to get more information on how to improve literacy skills. In the campaign this comes back in the following wording:

"1 in 9 people in the Netherlands use excuses because they have difficulties with reading and writing. Are you like this or do you know someone like this? Call 0800-0000000 for free advice and coaching."

### **I. What methods will you use to promote the campaign?**

The campaign uses four different methods of advertisement through regional channels, namely a commercial on regional television ([www.youtube.com/watch?v=8hzEY2b0Dak](http://www.youtube.com/watch?v=8hzEY2b0Dak)), a commercial on regional radio stations, a billboard on the highway and four different posters at bus stops. All the methods link in to each other with the same theme, the same style, the same look and feel and the same call to action.

### **J. How will you measure the success of the campaign?**

The success of the campaign is measured by an external research agency. The research focuses on whether the campaign was noticed, how it was evaluated, if its message came across, and if the knowledge of the Reading & Writing Foundation and literacy difficulties increased. A result is considered satisfactory if 20% of the respondents has noticed the campaign and graded it with 7.5 on a scale from 1 to 10. In addition, the result of the campaign is satisfactory if more than 50% of the respondents see literacy difficulties as a problem and 20% take action after seeing the campaign, either by calling the national number for themselves or for someone in their surroundings.

### **K. How will you communicate the success of the campaign?**

The success of the campaign is communicated on the website of the Reading & Writing Foundation, in its yearly report. In addition, it has been part of presentations during conferences.

## 7. APPENDIX 3

### GUIDE TO GETTING LOCAL PR

#### Key principles when approaching journalists

- Sound enthusiastic
- Have your one “central message” prepared
- Have your basic facts ready

#### About journalists

Journalists will welcome your story, but they are often working simultaneously on a number of different stories, so they will need to get a clear idea from you quickly, what you are calling or emailing about. Try to think of what they need to cover the story, not just what you want to tell them. Have a clear idea in your own mind what your central message will be before you call them. The public tends to remember two facts only from any story they read, hear or watch, so think about the two most important facts you want to convey when talking to a journalist.

#### Different ways to get publicity

- Letter to the editor.
- News story: something that’s “new” i.e. new development.
- Feature story: general idea of how your organisation works with a photo or case study.

#### Identify your target

It could be your local newspaper, or your local radio station, or even a local TV news programme. Have a look at their website or pick up copies of the local newspaper. See what stories they have about literacy/education, and if the name of a specific reporter who writes these stories is included. Find out how to contact that reporter, or the editor of the newspaper by looking at the contacts page of the paper. For a radio or TV programme, find out who the producer is, by ringing or looking at their website.

#### Be enthusiastic

The one way to guarantee a hearing from a journalist is to express your enthusiasm for what you are doing. Enthusiasm suggests to a journalist that they will be able to put together a lively, interesting story. Remember, if you do not sound interested yourself, you will not be able to persuade someone else to be interested!

#### Work out your central message

Decide in your mind what you want to highlight about your campaign which has a local flavour – local statistics, local case studies. When you speak to a journalist, identify your organisation first and then make your central point.

#### Follow up if no response

After one week, if there is no reply, send an email or make a phone call to the media outlet to ask if they are interested in the story. Chances are it has simply been missed or the newspaper staff team have been too busy to get back to you.

Make things easy for the journalist:

- Send them background material on your organisation and your campaign.
- Tell them you have local statistics.
- Tell them you have people who are willing to be interviewed for stories.
- Can you get a local VIP (e.g. MP) to visit a school to help get media coverage?

#### Call to action

Make sure you ask them to include your call to action.



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