GUIDELINES FOR AN AWARENESS RAISING VIDEO CLIP
The use of videos is one of the most powerful ways to raise awareness. Done correctly, they entertain, educate and inspire. The combination of moving images, music, text and voice over has the potential to transmit a lot of information and simultaneously convey emotion. Videos can also be uploaded on a website and spread via social media platforms (e.g. YouTube, Vimeo) allowing people to like, share and comment.

The following guideline aims to support you in using a video clip as a tool to raise awareness of literacy.
2. ELINET’S ANIMATED VIDEO

A video to raise awareness of literacy difficulties among a broad spectrum of players (intermediaries) was one of the requests outlined from a survey carried out among ELINET members. As a result the ELINET’s animated video has been produced in an English, German and Slovenian version.

A. Target audience: intermediaries
ELINET’s animated video is aimed at intermediaries. An intermediary is a firm or a person who acts as a mediator on a link between parties. In the case of literacy, an intermediary is a person who may help identify someone with literacy difficulties and support them in improving their literacy skills, either directly (e.g. a teacher working with a child) or by signposting them to appropriate support or indirectly (e.g. linking an adult literacy learner to a literacy course provider). An intermediary can be a professional, a volunteer, a member of the family, a friend or a neighbour who is in close contact and has a bond of trust with potential literacy learners. As literacy difficulties are often coupled with feelings of shame and taboo, the involvement of intermediaries in tackling the issue is indispensable.

ELINET has identified a list of intermediaries linked to the various policy areas its animated video aims to address, namely:

<table>
<thead>
<tr>
<th>INTERMEDIARY GROUP</th>
<th>POLICY AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and social workers</td>
<td>Health</td>
</tr>
<tr>
<td>Teachers and care takers</td>
<td>Education</td>
</tr>
<tr>
<td>Librarians</td>
<td>Culture</td>
</tr>
<tr>
<td>Employers</td>
<td>Employment</td>
</tr>
<tr>
<td>Municipalities and job centres</td>
<td>Social welfare</td>
</tr>
<tr>
<td>Neighbours, friends and family members (general public)</td>
<td></td>
</tr>
</tbody>
</table>

B. Objectives
The objectives of ELINET’s animated movie are as follows:
• Raising awareness among intermediaries about the subject of literacy as an issue needing to be addressed in Europe.
• Motivating the viewers to take action and play their part in tackling the lack of awareness about literacy.
C. Content of ELINET’s ANIMATED VIDEO

ELINET’s animated movie is a 90 second long video using instant drawing with an optimistic and friendly tone of voice. The scene structure is as follows:

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Scene 1: Literacy changes lives

Scene 2: Facts behind the slogan

Scene 3: Facts behind the slogan

Scene 4 – 8: Emotional Relation

Scene 9 -10: Personal Relation

Scene 10 – 12: Call to action

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The voice over text reads:

a. In Europe around 55 million people between 16 and 65 years of age can't read and write well.
b. Yes, that's right... 1 in 5 people in your country.
c. Even in your own street....
d. Did you know that 1 in 5 people can't read aloud to their own children?
e. 1 in 5 school children are falling behind...
f. 1 in 5 people are unable to understand health care information
g. Or are struggling at work
h. Did you know that?
i. A hidden problem only known to a few people. It might well be one of your acquaintances in the neighbourhood.
j. Don't you think we should all know about this?
k. Look around you.
   Bring it out of hiding.
   Make it visible by sharing this clip.
   Literacy changes lives.
   Together we can make the difference!
l. www.eli-net.eu

D. Use of the video and options for adaptations

You are allowed to use ELINET’s animated video in the current English, Slovenian and German form without making adaptations. However, in order to heighten the impact, country-specific adaptations of the video are possible. The English version with English voice over serves as the baseline for adapted versions. Adaptations can only be made in consultation with the Reading & Writing Foundation (info@readingandwriting.eu) who can inform you about the specificities and the costs. Adaptations are possible with regards to the spoken language of the voice over, or insertion of subtitles. For this it is crucial to stick to the length of the voice over text of the European version. Furthermore it is possible to insert a sheet with a specific call to action and contact information of the central organisation in the literacy field in your country.
3. MAKING A NEW VIDEO

Based on ELINET’s experience of developing its animated video, when creating a new video with your own compelling story you should take the following points into consideration.

A. Preparation: make a clear decision about:
   - Who is your target audience?
   - What are your objectives?
   - Where and how will you use and disseminate your video?
   - How will you make the video self-explanatory (without sound or subtitles)?

B. Structure of a video

<table>
<thead>
<tr>
<th>Scene 1: Set up</th>
<th>Scene 2: Plotpoint</th>
<th>Scene 3: Confrontation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce:</strong></td>
<td><strong>Evolve:</strong></td>
<td><strong>Show and tell:</strong></td>
</tr>
<tr>
<td>Your slogan/</td>
<td>Facts behind slogan or</td>
<td>(Emotional) story behind</td>
</tr>
<tr>
<td>Your main character/</td>
<td>objective/ character’s</td>
<td>facts/character’s struggle</td>
</tr>
<tr>
<td>Your main objective</td>
<td>problems or conflicts</td>
<td>with his/her problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(up to 3 situations)</td>
</tr>
<tr>
<td>Scene 4: Midpoint</td>
<td>Scene 5: Decision</td>
<td>Scene 6: Solution</td>
</tr>
<tr>
<td><strong>Culminate:</strong></td>
<td><strong>Resolve:</strong></td>
<td><strong>End with:</strong></td>
</tr>
<tr>
<td>Push story or problems</td>
<td>Present solution e.g.</td>
<td>Slogan/ call to action/</td>
</tr>
<tr>
<td>towards a not solvable</td>
<td>goal of your organisation/</td>
<td>your logo, contact, ©</td>
</tr>
<tr>
<td>situation</td>
<td>character’s decision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>between two options</td>
<td></td>
</tr>
</tbody>
</table>

C. Tone of voice
   - Develop both a version with subtitles and a version with voice over so you are flexible in your broadcasting options
   - When using subtitles make sure the speed of the video is compatible for struggling readers too
   - Include humorous elements
   - Speak of possibilities and chances connected to improved literacy skills
   - Use a voice over that has an empathetic and sensitive tone

D. Content
   - Emphasise increasing the motivation of viewers apart from sharing information
   - Include a clear explanation of what low literacy is by including examples of its symptoms
   - Include how improving literacy can open up the world of struggling readers
E. **Call to action: include a concrete and practical call to action**
The call to action will depend on your own organisation's role in literacy in your country and the intermediaries the video is aimed at. You may think of the following options for a call to action in your:
- Refer literacy learners to literacy courses by means of the inclusion of contact information of those who can be called for more information, advice and to which they can refer literacy learners to
- Like and share the video in their (media) network(s)
- Discuss literacy in your organisation using the video
- Check your local stakeholders and course options
- Sign a petition
- Become a literacy volunteer and support a literacy learner in improving his/her literacy skills

F. **Length and alternative usage of the video**
- Adapt the length of the video to:
  - your audience: the more informed your audience is about the issue, the more detailed the video may be, which influences its length
  - your objectives: depending on whether you wish to introduce, inform, motivate or activate your audience, the tone and length of your video may vary
  - your dissemination options: in contrast with showing the video through internal channels, external channels generally have length limitations (eg videos in buses can be maximum 60 seconds)
- Depending on your dissemination options, use in mute mode or make a mute mode available: the video should be self-explanatory without text or voice-over
4. IMPLEMENTATION AND DISSEMINATION OF A VIDEO

As many people as possible should view your video in order to spread the message of the importance of literacy. How do you attract viewers? There are multiple options to show the video, such as:

- Refer to the YouTube-channel of the video in your organisation's correspondence
- Include a link to the video in your email signature
- Include the video on your organisation’s website
- Share the video on social media, such as Facebook, Twitter, LinkedIn, Tumblr and Instagram
- Spread the video in your organisation’s network via your newsletter
- Use video sharing websites, such as Viddler, Vimeo, Dailymotion, Ustream, Bliptv, Qik, Metacafe, Break or Veoh
- Spread the video around your network using freeware-online marketing such as Mailchimp, Mailigen, CakeMail, Mad Mimi or ActiveCampaign
- Show the video during lectures, conferences, classes, workshops, events, showcases and presentations at day care centres, schools, high schools, universities, health organisations, companies, municipalities, libraries, job centres and voluntary organisations
- Show the video on screens in libraries, schools, municipality buildings, welfare institutions, hospitals
- Show the video in cinemas
- Show the video in advertising in public transportation
- Show the video on regional and national television
5. TOOLS TO SUPPORT YOUR VIDEO

There are a number of tools available that can be in relation to your video, namely:

- 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 your video as part of this workshop. Find this here: [www.eli-net.eu/awareness-raising/toolkit/workshop-for-intermediaries/](http://www.eli-net.eu/awareness-raising/toolkit/workshop-for-intermediaries/).

- Your video can be part of a campaign. ELINET has developed guidelines to running an awareness raising campaign which can support you in your video development and dissemination. Find this here: [www.eli-net.eu/awareness-raising/toolkit/running-a-campaign/](http://www.eli-net.eu/awareness-raising/toolkit/running-a-campaign/).

- ELINET has compiled country reports for each European country where ELINET has one or more countries. Find the country reports here: [http://www.eli-net.eu/research/country-reports/](http://www.eli-net.eu/research/country-reports/). You can use the information in the country report to set up your video.

- ELINET has developed guidelines for fundraising, which you can use if you need to raise funds in order to develop and implement your video. These guidelines can be found here: [www.eli-net.eu/fundraising/guidelines/](http://www.eli-net.eu/fundraising/guidelines/).

- 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/).
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