



ELINET MEMBER EXPERIENCE ON ACTIVITIES OF FUNDRAISING

Activities difficult to fundraise for

CPD

- In-service teacher trainings (if the in-service teacher training weren't included in projects); the Ministry of Education covers costs of in-service teacher trainings only if they are delivered by specific institutions (universities or in-service teacher training houses); businesses we approached considered that there are governmental money for the in-service teacher trainings.
- Continuing professional development for teachers
- It is hard to get funds to improve specialised skills for teachers, librarians and other professionals
- Training courses
- Trainings for teachers and professionals
- The professional help and mentoring the ambassadors.

Core funding (and pilot projects)

- Increasing our core funding. European funders do not invest in organisations' core funding.
- Core
- The ongoing work of the editorial board
- To get money for the organisation, unrestricted funds
- We are interested in building a strategy to raise more core funding (e.g. innovation projects), but as we work at the EU level, we place priority on participation in Europe-wide projects
- Development
- Development of pilot projects (media cases for schools ...). No visible benefit for funders
- General support
- The managing of the activities of the ambassadors by volunteers. The organisation of the board....

Non-national activity

- Local projects
- Exchanges with foreign countries
- Local activities

Conferences

- Meetings, conferences

Promotional events and campaigns

- Engagement strategies such as World Book Day promotion and activities
- Festive events
- Campaigning

Research

- Research, it is less visible in the day to day activities
- Activities combining research and practical work
- Our research/professional library
- (Specific) research (lack of interest in the topic)

Capital funding

- School facilities
- Projects where we ask for hardware support, e.g. print of bookstart-books

Evaluation

- Money for project evaluation or development of pilot projects (media cases for schools ...). No visible benefit for funders
- Evaluations

Early Years, adults, boys, education

- Early years
- Adult education
- Targeting boys' motivation
- Secondary school readers
- Programs that are mainly education oriented
- Literacy approaches
- in-school program

Digital

- Activities related to media-literacy
- Digital engagement and resources
- Making and actualisation of the website for ambassadors.

Long term programmes

- long-term programs

Plain English

- Plain English – as the case for organisations and businesses to use plain English is not easily evidenced, communicated or understood, and the approach is not a standard practice in the commercial world or in statutory agencies.

And why they are difficult

Less immediate perceived need; less appealing beneficiaries; not donor priorities; cost

- Activities without an evident emergency on child health
- In a recession people without basic skills are not interesting for the labour market. Adults who don't have jobs and are illiterate didn't do their best in schools. So it is their own fault.
- Who is unemployed and illiterate costs too much money
- If the target group isn't really 'popular'
- If the problem is invisible
- Activities related to issues that are not in the focus of possible funders
- Arousing interest for a special project, the goal must be very attractive to funders

Impact

- Projects with no direct impact
- Projects with no or only a small product
- Vague activities with less impact

Developing (corporate) partnerships that benefit both parties

- Developing the aims of a project in detail which come up to the expectations of both partners

Donor ownership and donor perception of cost

- Coming up to the funders expectations concerning the statement of costs - finding the balance between the funds needed of an organisation and the possible amount of funds from the supporter for it
- Projects with different funders: very often a funder wants to be the only one supporting a project