

Indicators for evaluation of awareness and fundraising for low literacy in Europe

Research Review



*Msc. Ivana Ceneric
Msc. Janet Looney
Prof. Dr. Maurice de Greef
09 - 2014
© ELINET*

Table of contents

	Page
Section 1: Introduction: Awareness and fundraising for low literacy	3
Section 2: Lessons learned: Evaluation studies of awareness and fundraising activities	6
Section 3: Indicators and methodology for evaluation of awareness and fundraising activities	10
Section 4: Toward a framework for evaluation of awareness and fundraising for low literacy	13
References	17
Annex 1: Overview of evaluation studies concerning awareness and fundraising activities	19

Section 1: Introduction: Awareness and fundraising for low literacy

In modern knowledge societies, literacy skills are more important than ever. Yet an alarmingly high percentage of Europeans are not able to understand and use information from written texts. For example:

- Although data from the OECD's Programme for International Student Assessment (PISA) show that in Europe the percentage of 15 year-old low achievers in reading is steadily declining from 23.1% in 2006 to 19.7% in 2009 and 17.8% in 2012, this is primarily due to more substantial progress in some countries. The percentage of low achievers has actually gone up in some countries (European Commission, 2013a) and percentage students performing at level 6 in reading (the highest level) is still extremely small. Across OECD countries, around 1% of students perform at Level 6 in reading, but there is some variation among countries (OECD, 2013). Three percent of students or more perform at this level in Singapore (5.0%), Japan (3.9%), Shanghai-China (3.8%) and New Zealand (3.0%). In France, Finland and Canada between 2% and 3% of students attain Proficiency Level 6. In contrast, 0.1% of students or fewer perform at Level 6 in Albania, Argentina, Brasil, Chile, Colombia, Costa Rica, Indonesia, Jordan, Kazakhstan, Malaysia, Mexico, Montenegro, Peru, Romania, Thailand, Tunisia and Uruguay. While some countries have made progress in narrowing gaps between the most and least advantaged learners, in other countries, gaps are widening. Furthermore girls consistently outperform boys in reading (OECD, 2013).
- According to the 2012 Programme for International Assessment of Adult Competences (PIAAC), which assesses skills of adult learners between 16 and 65 years old, on average, 20 % of the EU adult population have low literacy and numeracy skills (Buisman et al., 2013; European Commission 2013,b). Immigrants with a foreign language background and older adults who had not nurtured skills over the years ("use it or lose it") or who had low levels of initial education scored lower on this assessment (European Commission, 2013b).
- Individuals with low literacy and their families are at risk of poverty and social exclusion (EU High Level Groups of Experts on Literacy, 2012). Other surveys have found that adults with low literacy are also overrepresented among individuals who are less socially active and report poor health (European Commission, 2013b). In 2007 and 2008, the European Commission reported that 80 million employees were low skilled (European Commission, 2013b).

For individuals, the impact of low literacy is very similar in developing and developed countries. Individuals with poor literacy skills are often trapped in a cycle of poverty with limited opportunities for employment or income generation and higher chances of poor health, higher rates of crime and dependence on social welfare or charity (if available). Low literacy may also have a negative impact on national economies - including lower



productivity, higher rates of unemployment, higher costs for health and social insurance. The cost of low literacy to the global economy is estimated at USD \$1.19 trillion (Cree et al., 2012). By way of example, one estimate from the Netherlands is that low literacy may cost the country's taxpayers up to 556 million Euros a year (PWC, 2013).

Research shows that individuals with low literacy skills are aware of negative consequences of low literacy. Unfortunately, they are much more aware of the negative stigma associated with low literacy than the fact that their problem is something that can be addressed. Many people who lack basic skills feel intense embarrassment. Their embarrassment often leads them to hide their problems, avoid getting the help they need, and avoid participation in community activities that otherwise might help them become more competent. In one study (Parikh et al. 1996), one-third of people who had been tested at the lowest level of literacy would not admit that they had difficulty in reading. In the same study, among those who admitted having difficulty reading:

- 67.2% had never told their spouses about their literacy problems;
- 53.4% had never told their children;
- 19% had never told anyone.

Other than those who are very much aware of their problem and suffer because of it, there are also those who are "hidden illiterates" - that is, they are unaware that they are lacking this vital competence. They do not fully comprehend the information and ideas being communicated, and are not aware they do not understand. There are no EU level data on this problem, but we can assume that the situation in Europe is similar to that of the United States, where, according to the American *National Assessment of Educational Progress*, two-thirds of American children are "less than proficient" readers, whether they know it or not (Applied Scholastics, 2014). The problem is especially pronounced among children whose families live in poverty and who often lack resources for decent housing, food, clothing and books and access to high-quality childcare and early education or quality health care. These families also are more likely to live in neighbourhoods with low-performing schools. Lower expectations and challenging environments makes it easy to conceal this lack of competence, and for some, to never fully become aware of the seriousness of their problem.

To address these challenges, the European Literacy Network (ELINET), in cooperation with local, regional and national partners, will develop a toolkit to support effective awareness- and fundraising activities for literacy, with the ultimate aim of increasing the level of literacy in Europe. The effectiveness, efficiency and sustainability of the awareness and fundraising toolkit provided by ELINET will need to be evaluated before, during and after the initial pilot. In line with the objectives outlined in the initial Call for a "European Policy Network of National Literacy Organisations" and activities defined for Team 8, this report reviews

alternative methodologies to evaluate awareness- and fundraising campaign activities¹, including:

- Evaluation tools that will be part of the toolkit for literacy organisations engaged in awareness-and fundraising campaigns. These will include recommendations on appropriate indicators to monitor the development, implementation and ultimately, the impact of the campaigns.
- Evaluation of the pilot toolkit itself, focusing primarily on whether and how it supports organisations' awareness- and fundraising activities (relevance, usability, cost-effectiveness, etc.) and how it might be improved.

Note that while we believe the toolkit will need to include indicators on the impact of campaigns, we do not recommend measuring the impact of pilot activities themselves. First, the pilot phase will be much too brief to expect any measureable impact. Second, the main focus during this phase, as noted immediately above, should be on evaluation of the quality, relevance and usability of the toolkit itself, based on experiences of the pilot organisations. This portion of the evaluation should include recommendations for improvements (a formative approach).

Our approach

Section 2 provides a short overview of the different methods and indicators for evaluation of the impact of awareness- and fundraising activities in a range of fields, such as financial literacy psychology, health, and so on. (NB: Most of this research is based on the evaluation of awareness raising, and not fundraising activities, as the latter is less frequently evaluated.) Section 3 describes the range of methodologies and indicators used in these different evaluations. Section 4 provides recommendations for appropriate indicators and methodologies to be included in the toolkit. We follow this analysis with recommendations for evaluation of the toolkit itself.

The desk research for this report is currently limited to evaluations of awareness and fundraising mostly published in English. Therefore, if necessary an expanded version covering evaluations in other languages, can be developed during the period of the project, with the support of ELINET's international network.

¹ Note that while the Call for this project describes the scope of activities for the literacy network as extending beyond awareness- and fundraising campaigns to include other literacy activities, we are focusing our discussion and recommendations on the latter. Campaign- and fundraising activities are an important focus for the toolkit now under development. Moreover, evaluation methodologies must be fit for purpose, and will vary according to specific literacy activities. In other words, methodologies to evaluate awareness- and fundraising campaigns will be very different than those appropriate for evaluation of a literacy programme or of a specific pedagogy.

Section 2: Lessons learned: Evaluation studies of awareness and fundraising activities

ELINET will develop a toolkit to facilitate literacy organisations' awareness- and fundraising activities. It will include guidance on developing these activities as well as on evaluating their impact. The overall aim of this report is to define appropriate indicators and evaluation methodologies for the toolkit and to also outline an approach to evaluating the pilot toolkit itself.

Indeed, while literacy organisations across Europe have implemented awareness- and fundraising activities at national and local levels, we know little about their impact. The lack of an effective evaluation methodology for this field has hindered understanding of effective approaches to reaching different target audiences. There is no general agreement on what constitutes effective, efficient and coherent approach to awareness- and fundraising activities.

Therefore, to define an appropriate methodology and indicators to be included in the ELINET toolkit for literacy organisations, ELINET Team 8 conducted a review and analysis of 52 awareness and fundraising activities' evaluations from a variety of fields. These included evaluations in the area of public health, education (in areas other than literacy), mass media and marketing and using different methodologies. (More detailed information on these studies is available in Annex 1.)

As awareness- and fundraising campaigns in different fields have similar goals - to ensure that more people are aware of a specific challenge and of the actions they may take to address that challenge (or to inspire them to make a financial contribution), we can draw inspiration from them. We may also learn from their experiences in planning and implementation².

In this section, we provide an overview of our review. In section 3, we discuss their relevance for the literacy toolkit in greater depth.

1. Literacy

While evaluations of literacy awareness- and fundraising activities are infrequent, we did identify a few examples, including the UK "Bookstart", evaluation of activities from NALA (National Adult Literacy Agency in Ireland) and "The Big Plus / Reading Stars" awareness and fundraising activities. Evaluations of these awareness and fundraising activities tracked impact on parents' and children's' reading habits before and after their participation in the programmes, as well as the quality and the effectiveness of the programme resources. An evaluation of the BBC's First Click programme, which addresses low media literacy, tracked the number of people calling their advice line as well as the number of individuals who joined literacy courses. We also identified evaluations of financial literacy awareness and fundraising activities, with data on

² Note that evaluation of literacy programmes (as opposed to the awareness- and fundraising campaigns) focus on learning outcomes such as the ability to understand and manage more information, or to express oneself in writing. These require very different assessment and evaluation approaches and are beyond the scope of awareness- or fundraising campaigns.

participants' perceptions, the impact on their daily life (such as bankruptcy rates) and the effectiveness of materials used. Finally, Maastricht University evaluated the impact of regional awareness and fundraising activities for the Dutch programme "Taal voor het Leven" van Stichting Lezen & Schrijven. This evaluation measures the impact of the awareness and fundraising activities on local residents' knowledge, skills and attitudes regarding the problem of low literacy of residents in the area where the awareness and fundraising activities were conducted.

2. *Health*

The field of health has a longstanding history in the evaluation of the impact of awareness and fundraising activities for specific issues such as smoking cessation, HIV / AIDS prevention, alcohol abuse and cancer. These evaluations examine the impact of the activities and materials on the potential "users" or "clients", including increase in awareness or knowledge, changed attitudes or new skills. For example, evaluations of alcohol awareness activities may track knowledge of the consequences of alcohol abuse. Evaluations of HIV / AIDS awareness raising activities may track changed attitudes regarding risk factors for AIDS. Evaluations of nutrition and health awareness raising activities may track increases in physical activity or healthy eating. Based on our review of different health-awareness raising activities, changed perceptions and attitudes of individuals in the target groups are the most important indicators of success or failure of different health awareness- and fundraising activities.

3. *Education (other than literacy)*

At the European and national levels, we identified evaluations of education awareness- and fundraising activities, for example, for increasing participation in specific form or levels of education. These evaluations usually focus on attainment of participants and changed perception about the topic in question. For example in Sweden and Finland, several awareness- and fundraising activities promoting adult education programmes have been implemented and evaluated. Indicators of their impact included: increases in interest in participation in adult education programmes and improved levels of adults' educational attainment as a result of participation in the programmes.

4. *Responsible living (by public service messages using mass media and marketing)*

Some awareness- and fundraising activities promote citizenship or encourage individuals to help improve their community environments. For example, citizenship messages may attempt to motivate citizens to vote, and so evaluations track subsequent voter participation. Community environment programmes may emphasise individuals' responsibility to keep their own surroundings clean (as in a nation-wide awareness raising campaign in the Netherlands), with the success of the campaign based on an evaluation of the cleanliness of the environment before and after the campaign. Some evaluations also attempt to measure whether the

awareness and fundraising activities resources were effectively used, or the impact of the awareness and fundraising activities' approach (e.g. of short messages on television).

5. *Reductions in fraud, error and debt*

A report by the UK-based "Behavioural Insights Team" ("Reductions in Fraud, Error and Debt") reviews the impact of eight different field trials to measure the relative impact of different messages to influence behaviour. This report is particularly interesting because of its application of *behavioural economics* methodologies to identify "what works" in influencing attitudes and behaviour. For example, in addition to reporting on the impact of campaigns on reductions in different kinds of fraud, error and debt, as set out in the report's title, the researchers also evaluated the relative impact of different types of messages used in the different campaigns. These included the kind of communication (for example, formal letters or text messages) and the responses of users to different materials (for example, a traditional, more direct, or cooperative language used in letters).

6. *Violence-prevention*

The research team identified evaluations of awareness- and fundraising activities aimed at preventing or responding to violence against women and girls. The United Nations General Assembly, for example, requested the Statistical Commission to develop and propose (in consultation with the Commission on the Status of Women) a set of possible indicators to measure impact. The indicators proposed and accepted by the Statistical Commission in February 2011 included general and age-specific rate of women subject to physical violence in the last 12 months and according to the severity of violence, relationship to the perpetrator and the frequency. Most of the evaluations focused on the impact of awareness- and fundraising activities, along with increase in knowledge, skills and attitudes among the broader public (the target group for the awareness and fundraising activities). For example, indicators include whether women/girls know what to do to end violence against girls in her school, how to seek a specialists' help if her partner hits her, or a changed attitude and knowledge regarding discriminatory acts and behaviours.

7. *Mental health*

Evaluations of mental health awareness- and fundraising activities have also been conducted on a regular basis. In this field evaluations may use instruments to measure impact (for example, to measure if rates of depression have changed). In addition, some evaluation studies track awareness of community services to prevent or to offer support for psychological problems, such as suicide prevention.

The evaluations reviewed for this report use diverse methodologies and measures. They provide a good foundation for the development of a literacy-specific methodology. While each of the areas mentioned here has its own unique characteristics, we can derive some general



conclusions about the types of indicators and techniques used for capturing different characteristics and outcomes of awareness- and fundraising activities from these examples.

Section 3: Indicators and methodologies for evaluation of awareness and fundraising activities

The definition of an appropriate methodology and indicators to evaluate the awareness and fundraising activities for the ELINET network is based on a review and analysis of the 52 awareness and fundraising activities discussed in section 2.

3.1 Defining categories of indicators

Table 1 sets out a typology of indicators used to evaluate different awareness- and fundraising activities. These indicators measure:

- *Impact on knowledge, skills and attitudes*
These indicators refer to the impact of the awareness and fundraising activities on the knowledge, skills and attitudes of the target audience. In some cases, impact may be measured through a cognitive test concerning rate of skills or perception of behaviour, but for the most part, respondents are asked to rate impact based on a scale (i.e. a numerical Likert scale). Respondents are identified through valid sampling methods.
- *Sustainability of change*
New policies and regulatory frameworks, partnerships or organisational arrangements may serve as indicators of deeper and more sustainable changes (especially relevant to the organisations themselves and not to potential funders).
- *Accessibility of messages*
Accessibility indicators measure the impact of messages on the target group, for example, how well people remember a awareness- and fundraising messages, whether they were able to navigate information easily, and whether the information package was easy to use and access. Effectiveness of resource use is also important.
- *Impact on interest and participation*
Evaluations may track concrete measures of interest and active participation in a programme. These may include “before and after” measures of how often materials concerning awareness and fundraising activities are downloaded or retrieved, indicators of interest in activities, and so on. These indicators can be tracked and compared over the lifespan of the awareness and fundraising activities.

As seen in Table 1, each of the different kinds of indicators listed above has been used in several of the studies reviewed. Impact indicators are used most frequently based on the evaluation of all 52 evaluation studies. This is probably due to the fact that these indicators provide the most pertinent data on the success of the awareness- and fundraising activities in reaching its target group. The frequency of use is a good indicator of their accessibility, transferability, usability, relevance, cost-effectiveness, and so on. These results can be used as “proof” for policy-makers that the specified goal for the target group can be achieved.

Table 1: Overview of indicators concerning evaluation of awareness and fundraising activities

Indicator	Number of use in evaluation studies
<i>Impact indicators (impact on knowledge, skills and attitudes)</i>	
Rationale (Levels of knowledge and awareness)	27
Impact on participants (Perceptions, activities, skills, attitude, motivation, beliefs)	46
Cognitive test	3
<i>Sustainability indicators (sustainability of change)</i>	
Strategic fit (Policy implications and influence on the community)	12
Cooperation and partnerships	7
<i>Accessibility indicators (accessibility of messages)</i>	
Quality of resources (variety of channels, diversity of target-groups)	15
Effectiveness of resources (Remembrance, recognition, of programme or awareness and fundraising activities)	19
<i>Monitoring indicators (impact on interest and participation)</i>	
Figures (Number of meetings, reached people, downloads)	19

3.2 Defining methodology for evaluation

The following methodologies may be included in the pilot toolkit as appropriate methodologies to measure awareness- and fundraising activities' success (see Annex 1).

ELINET Team 8 identified four evaluation methodologies (see table 2), including:

- *Research reviews (before implementation)*
Some evaluations included desk research of comparable awareness- and fundraising activities. They also sometimes identified data against which to benchmark the awareness and fundraising activities being evaluated or meta-analyses of research in the relevant thematic area.
- *Pilots and pre-tests (before implementation)*
It is possible to conduct case studies or small pilot tests first in order to find out if the materials used during the awareness- and fundraising activities are suitable for the goals and the specific target-group.
- *Quantitative data collection (following the campaigns)*
Surveys or questionnaires (in some cases online) of the intended target group yield information on changes in knowledge, skills or attitudes resulting from the awareness- and / or fundraising campaign. Most of the questionnaires reviewed for this study are based on scales measuring perception of impact, for example, using Likert scales.

- *Qualitative data collection (following the campaigns)*
Qualitative evaluation methods involve field work, including interviews and focus groups. These face-to-face discussions may yield more nuanced information and insights on the impact of awareness- and fundraising campaigns.

Table 2: Overview of methodologies concerning evaluation of awareness and fundraising activities

Methodologies	Number of use in evaluation studies
<i>Research review (before implementation)</i>	
In depth desk-based literature reviews	7
Situational or meta-analysis	2
<i>Pilots and pre-tests (before implementation)</i>	
Formative evaluation of pilots	7
Case studies / Best Practice Analysis	6
Reviews of products and processes	5
<i>Quantitative data collection (following the campaigns)</i>	
Questionnaire (including Likert scales and screening-instruments)	18
Online survey	5
Online-monitoring (most of the time based on figures e.g. number of people who download materials)	4
Baseline data	2
<i>Qualitative data collection (following the campaigns)</i>	
(In-depth) interviews	18
Focus groups (including task groups and stakeholders panels)	7

According to table, two of the four methodological approaches are used more often. Most of the time evaluations focus on impact of the campaigns and these are based on quantitative or qualitative data, or a mixture of both. Research reviews are sometimes used when there are enough resources and it is important to know the status quo in a specific area prior to the start of awareness- and fundraising activities (for example if the evaluator wants to design and conduct pre- and post-tests to measure impact).

Survey questionnaires are the most popular instrument for quantitative data, and in-depth interviews are the most popular method of qualitative data collection to measure impact. If, in addition, the evaluation covers issues such as accessibility, quality, transferability, effectiveness and usability of the materials concerning awareness and fundraising activities, more extensive data collection is necessary and focus groups and case studies are used to complement data.

Section 4: Toward a framework for evaluation of awareness and fundraising for low literacy

The awareness- and fundraising activities of ELINET are intended to increase attention to the social and individual threat of low literacy throughout Europe. ELINET will support these activities through the development of different toolkits for local, regional and in some cases national organisations, taking into account their different contexts. Therefore the main question, which needs to be answered is:

“What is the “added value” and the usefulness of the supporting materials of the awareness and fundraising toolkits to be developed by the ELINET network?”

For the toolkit itself, a mixture of the evaluation methodologies, as outlined in paragraph 3.2, seems appropriate. First, the impact of the literacy awareness- and fundraising activities on target-groups needs to be analysed. Quantitative data collection (e.g. the number of involved organisations and citizens during the campaigns) will be important to answer this question.

We will need to identify indicators that will help us to answer the question above most clearly. As can be seen in Table 1, each of the four kinds of methodologies provides part of the answer to this question. A mixture of impact and sustainability indicators can be used. This should provide information on improvements in knowledge, skills and attitudes regarding literacy awareness within the target-group. Most importantly, they will help literacy organisations’ to evaluate the impact of awareness- and fundraising activities in their particular context.

During the pilot phase, as indicated above, the evaluation will focus on the pilot of the toolkit, with the aim of identifying what is working well and what will need to be improved. It will focus on the professionals and policy-makers implementing the pilot, and not on the impact of the awareness- and fundraising campaigns on the target group.

For the ELINET network, the priority will be to understand how the toolkits provided can be optimized for sustainable use throughout Europe. This formative stage of evaluation should include qualitative and quantitative data from pilot organisations on the accessibility, transferability, usability, cost-effectiveness, relevance of the toolkits, and suggestions for improvement and other lessons learned. In addition, these “monitoring” indicators will help us to learn the extent to which the toolkits are being used, by how many organisations/individuals, and the extent to activities have been developed and whether they are appropriate for future work (i.e., their sustainability).

In summary, the following elements can help to answer the basic evaluation question for ELINET awareness and fundraising activities:

To define the impact of the awareness and fundraising activities on the literacy organisations' during the pilot phase, we recommend the an (online-) questionnaire for asking about:

- changes in knowledge regarding the problem of low literacy (taking the short time of the campaign into account);
- changes in attitude / behaviour towards of the stakeholders the problem of low literacy (taking the short time of the campaign into account);
- changes in skills used to prevent or fight the problem of low literacy (taking the short time of the campaign into account);
- changes in policy and activities (of the stakeholders) concerning the problem of low literacy (taking the short time of the campaign into account);
- sustainability of organised activities concerning the problem of low literacy in different contexts and communities;
- newly developed partnerships, indications of the potential for future funding and cooperation;
- the quality of toolkits used (including satisfaction, usefulness and increase of use by stakeholders);
- how effective materials used were in reaching different target groups, their recall and recognition of awareness and fundraising messages, and the transferability of the materials.

Table 3 provides an overview of questions that may provide the necessary information to be included in this formative evaluation of the literacy awareness- and fundraising toolkit. These indicators are examples, which should be developed further with the partners of the awareness- and fundraising teams of the ELINET network. Indicators used will differ according to groups targeted in any given literacy awareness- and/ or fundraising activity.

Table 3: Methodologies, indicators and items concerning evaluation of awareness and fundraising activities for low literacy

Research question	Methodology	Indicator	Possible items
“What is the “added value” and the usefulness of the supporting materials of the awareness and fundraising toolkits to be developed by the ELINET network?”	Quantitative data collection ((Online) questionnaire)	Increased knowledge	<ul style="list-style-type: none"> Do professionals and volunteers (stakeholders) know more about the phenomenon of low literacy after using the toolkit? Do professionals and volunteers (stakeholders) understand to sense of urgency of fighting and preventing low literacy after using the toolkit?
		Changed attitude / behaviour	<ul style="list-style-type: none"> Do professionals and volunteers (stakeholders) underline the importance of action against and fundraising for low literacy after using the toolkit? Do professionals and volunteers (stakeholders) invest more time in literacy related activities by using the toolkit?
		Changed skills	<ul style="list-style-type: none"> Do professionals and volunteers (stakeholders) recognise people (of all ages) with low literacy skills after using the toolkit? Do professionals and volunteers (stakeholders) redirect persons (of all ages) with low skills to literacy activities after using the toolkit?
		Activities	<ul style="list-style-type: none"> How many activities concerning prevention of low literacy have been organized after using the toolkit? What are the most important activities of local and regional partners (stakeholders) concerning prevention of low literacy after using the toolkit?
		Partnerships / cooperation	<ul style="list-style-type: none"> How many local and regional partners have joined partnerships concerning low literacy after using the toolkit? Which “powerful” organisations have developed or are interested in development of new partnerships

		concerning low literacy after using the toolkit?
Evaluation of the toolkits data collection (Case studies)	Quality of toolkits	<ul style="list-style-type: none"> How has the message concerning low literacy of the awareness and fundraising toolkit been perceived by using the toolkit? How has the lay-out and the format of the fundraising toolkit been perceived?
	Transferability and usability of toolkits	<ul style="list-style-type: none"> Could every EU member State implement the toolkit? Could partners (stakeholders) working in different fields (e.g. health care, education, welfare and labour market) implement the materials of the toolkit in their own local or regional setting?
	Effectiveness of toolkits	<ul style="list-style-type: none"> Has the use of the fundraising toolkit increased the amount of money or increased the potential to raise money concerning the development of low literacy activities? Has the use of the awareness and fundraising toolkit increased recognition of the problem of low literacy?

References

- Applied Scholastics. (2014). *Hidden Illiteracy the ignorance of ignorance*. 01-07-2014.
<<http://www.appliedscholastics.org/education-issues/hidden-illiteracy-the-ignorance-of-ignorance-1.html>>.
- Cree, A., Kay, A. & Steward, J. (2012). *The economic & social cost of illiteracy: A snapshot of illiteracy in a global context*. Victoria: World Literacy Foundation.
- Buisman, M., Allen, J., Fouarge, D., Houtkoop, W. & Van der Velden, R. (2013). *PIAAC: Kernvaardigheden voor werk en leven. Resultaten van de Nederlandse Survey 2012*. 's-Hertogenbosch: ECBO.
- Dahlstedt, I. & Bevelander, P. (2010). General versus vocational education and employment integration of immigrants in Sweden. *Journal of Immigrant and Refugee Studies*, 8 (2), 158 - 193.
- Dannefer, D. (2003). Cumulative Advantage / Disadvantage and the Life Course: Cross-Fertilizing Age and Social Science Theory. *Journal of Gerontology: Social Sciences* 58B (6), 327 - 337.
- De la Fuente Anuncibay, R. (2007). Social, personal and educational constraints on access to employment among groups at risk of social exclusion: contributions from an employment observatory. *Journal of Vocational Education and Training*, 59, 435-449.
- Easton, P., Entwistle, V.A. & Williams, B. Health in the 'hidden population' of people with low literacy. A systematic review of the literature. *BMC Public Health*. 2010, 10, 459.
- European Commission (2007). *Non-Vocational Adult Education in Europe Executive Summary of National Information on Eurydice Working Document, 2010*. 21-04-2010.
<eacea.ec.europa.eu/ressources/eurydice/pdf/0.../083EN.pdf>.
- European Commission (2008). *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. An updated strategic framework for European cooperation in education and training, 2010*. 21-04-2010.
<ec.europa.eu/education/lifelong-learning.../com865_en.pdf>.
- European Commission. (2013a). *PISA 2012: EU Performance and first inferences regarding education and training policies in Europe*. Brussels: European Commission Directorate-General for Education and Culture.
- European Commission. (2013b). *The Survey of Adult Skills (PIAAC): Implications for education and training policies in Europe*. Brussels: European Commission Education and Training.

European Commission. (2013c). *PES approaches to low-skilled adults and young people: work first or train first?* Brussels: European Commission Employment, Social Affairs & Inclusion.

EU High Level Groups of Experts on Literacy (2012). *Act now!* Luxembourg: European Commission.

Eurostat (2010). *Combating poverty and social exclusion*. Luxembourg, Luxembourg: European Union.

Eurostat (2012). *At risk of poverty or social exclusion in the EU27*. Luxembourg: Eurostat.

Grauman, B. (2010). *Getting out of poverty*. Luxembourg, Luxembourg: European Commission.

OECD (2014), *PISA 2012 Results: What Students Know and Can Do - Student Performance in Mathematics, Reading and Science (Volume I, Revised edition, February 2014)*, PISA. Paris: OECD Publishing.

Parikh, N.S., Parker, R.M., Nurss, J.R., Baker, D.W. & Williams, M.V. (1996). Shame and Health Literacy: The Unspoken Connection. *Patient Education and Counseling Elsevier Science Ireland Ltd., vol. 27*.

PWC. (2013). *Laaggeletterdheid in Nederland kent aanzienlijke maatschappelijke kosten. Aangeboden voor publicatie*. Amsterdam: PWC.

Rampur, S. (2009). *Formative Evaluation Vs. Summative Evaluation*. 24-08-2014.
<<http://www.buzzle.com/articles/formative-evaluation-vs-summative-evaluation.html>>.

UNICEF. (2008). *The state of the world's children*. New York: UNICEF.

Whalgren, B. & Geiger, T. (2010). *Integration through adult and continuing education*. Copenhagen, Denmark: Nationalt Center for Kompetenceudvikling.



Annex 1: Overview of evaluation studies concerning awareness and fundraising activities

<i>Nr. of Study</i>	<i>Title</i>	<i>Reference</i>	<i>Methodology used</i>	<i>Used indicators</i>	<i>Field of research (e.g. evaluation in care, criminology, psychology, marketing, education, social sciences)</i>
1.	Bookstart in Wales Impact Evaluation Independent impact evaluation based on mixed methods research (2010 - CRG Research limited).	CRG Research Limited (2010) Bookstart in Wales Impact Evaluation Independent impact evaluation based on mixed methods research	The original research methodology was built around preparatory work, National Stakeholder Interviews, and 6 Local Case Studies - surveyed over two data collection points.	<ul style="list-style-type: none"> - Rationale (aims and purpose of the packs) - Strategic fit; - Main strengths of book star model; Quality of the resources provided under the scheme; - Delivery model: role of coordinators, delivery of packs; - effectiveness of pamphlet for promotion of library membership; Programme monitoring; - Additional Bookstart activities and staff; - partnership working; - identification of best delivery model; - impact on children, parents and local services; and other aspects³ 	Reading/Literacy (early childhood)
2.	Evaluation of Bookstart England: Survey of operational and strategic stakeholders	Centre for Education and Inclusion Research (2012) Evaluation of Bookstart England: Survey of operational and strategic stakeholders	To address the question 'What are the views of practitioners and stakeholders on the role of Bookstart at both a strategic and operational level?' an online survey was administered along with follow up in depth telephone interviews	<ul style="list-style-type: none"> - Respondent's role in relation to Bookstart; - Gifting of the packs (operational only); - The Bookstart packs and additional resources; - The benefits and impacts of the packs; and - Training and support needs around Bookstart.⁴ 	Reading/Literacy (early childhood)
3.	Evaluation of Bookstart England: A Randomised Controlled Trial Evaluation of 'Bookstart Treasure Pack'	Centre for Education and Inclusion Research (2013) Evaluation of Bookstart England: A Randomised Controlled Trial Evaluation of 'Bookstart Treasure Pack'	The RCT was conducted in 605 early years settings across 15 Local Authorities (LAs) in England. The early year's settings were matched according to geography and deprivation and then randomly allocated to be an intervention or control setting (30 in each). The questionnaire was developed in consultation with Booktrust and piloted in three early years' settings in August 2012. Following the pilot, baseline (pre-test) data	<ul style="list-style-type: none"> - Parental perceptions about books, rhymes and songs - Parental perceptions on their child's enjoyment and engagement with books, rhymes and songs - Reading practices Frequency of reading with child for mothers - Engagement with library Membership and visits to the library 	Reading/Literacy (early childhood)

³ Role of Health Visitors in the programme Value and effectiveness of Bookstart Needs Bookstart addresses Impacts it is achieving with parents and children Opportunities for future development Highlight constraints in current delivery The 'added value' of gifting Bookstart packs

⁴ <http://fileserver.booktrust.org.uk/usr/resources/1017/bookstart-evaluation-stakeholder-surveys-2012.pdf>

			<p>was collected from parents attending all 60 of the selected settings in September 2012. Following this data collection, parents who attended the intervention early years settings received the Bookstart Treasure pack whilst parents within the control early years settings did not. Outcome (post-test) data was collected from parents attending all 60 of the selected settings in January 2013. Following this data collection, parents who attended the control early years settings received the Bookstart Treasure Pack</p>	<ul style="list-style-type: none"> - Child book ownership Number of children's books in household - Number of books bought for child in last month. 	
4.	<p>International Adult Learners Week in Europe Network of Learning festivals (good practice example from Strategies for improving participation in and awareness of adult learning)</p>	<p>International Adult Learners Week in Europe Network of Learning festivals http://www.unesco.org/education/uie/InternationalALW/IntALWinE/9.3.1.htm</p>	<p>This document aims to provide instruments and examples for the evaluation of learning festivals, so that organisers of learning festivals can create a quality control mechanism for their own purposes and can build up evidence to make a case for the benefits of their learning festival vis-à-vis external partners and supporters. Two additional tools complete this section: a model of how to construct your evaluation scheme, and finally and most concretely, an evaluation matrix that you can adapt to your own purposes. Under "samples of questionnaires" you will be able to look at examples of "real" questionnaires that have already been applied in the IntALWinE partner countries when evaluating their learning festival.</p>	<ul style="list-style-type: none"> - Perspective of the participants about usefulness and the way that information were presented - Perspectives of providers and cultural institutions involved - Results at local level and feedback about the support needed from organisers ("What do we learn from you?" Questionnaire) 	<p>Adult literacy/education and training</p>
5.	<p>Strategies for improving participation in and awareness of adult learning</p>	<p>EC (2013) Strategies for improving participation in and awareness of adult learning</p>	<p>1. Situational analysis, including research on target groups and on existing awareness raising activities in the field of adult education; 2. In-depth interviews with DG EAC staff and key external stakeholders; 3. Online survey disseminated to stakeholders in the field of adult learning; 4. Segmentation and classification of stakeholders; and 5. Best practice analysis of examples of existing communication and awarenessraising activities. The methodology for the Best Practice analysis was as follows: Identification of existing awarenessraising activities in the field of adult education: In-depth desk research on existing initiatives to promote adult learning across Europe and internationally has been conducted. Development of criteria to rank each activity Ranking and finalisation of top 16 activities In-depth interviews with the team behind the best</p>	<ul style="list-style-type: none"> - Geographical scope of the activity; - Number of languages the activity is executed in; - Sustainability of the activity, and how long it has been running for; - Transferability of the activity's features to potential new campaigns; - Ease of access to information about the activity; - Number of distribution channels used for information; - How much the activity facilitates interaction among different target groups; - Success of the activity's call to action; - Best practice examples demonstrated by the activity; - Level of second-hand information available about the activity; and 	<p>Education and training</p>

			practice Development of in-depth case studies	<ul style="list-style-type: none"> - Level of differentiated approach to its target groups - Specific target groups they seek to reach; - Information on the methodology applied for the development of their initiatives; - How the activity was promoted; and - Partnerships and other networking opportunities. 	
6.	BBC First Click BBC, United Kingdom (good practice example from Strategies for improving participation in and awareness of adult learning)	http://www.bbc.co.uk/learning/	A first data sample taken in early 2011 showed that the number of PC or web illiterate people in the UK had dropped by 500 000. UK National Statistics (65) is expected to publish more conclusive figures by the end of 2011. However, given the number of media literacy campaigns initiated at national level by various stakeholders, it is somewhat difficult to only measure the direct impact of the BBC First Click campaign. Nevertheless, since the campaign was launched in late 2010, it is estimated that about 30 million people saw the trailers and traffic on the advisory free phone line increases significantly when trailers air.	<ul style="list-style-type: none"> - Number of members of the public calling the advice line; - Number of individuals who after calling the advice line enrol in a course; and - Number of individuals who after enrolling in a course receive the BBC print material package. 	Computer and Internet literacy
7.	For Diversity. Against Discrimination. (FDAD) European Commission	http://ec.europa.eu/justice/discrimination/index_en.htm	<p>The activity was assessed based on feedback from national stakeholders, journalists and citizens on activities such as the Truck Tour, the Journalist Award, Diversity Days, and events. This feedback is collected through questionnaires. Three (Eurobarometer surveys on the public perception of discrimination have been conducted so far. The next one is expected in 2012.</p> <p>A survey taken amongst the general public by the National Working Groups in 2007 showed that 80 % of respondents believed that the campaign was successful in helping to raise awareness of anti-discrimination issues. More than 80 % of partners surveyed regularly participated in national meetings and distributed campaign information and promotional material at their events as well as to members of their network.</p> <p>The Mid-term Evaluation of PROGRESS- The antidiscrimination case study focuses on the EU-level activities undertaken within the PROGRESS-funded 'For Diversity, Against Discrimination' communications campaign (FDAD)</p>	<ul style="list-style-type: none"> - Feedback from national stakeholders, journalists and citizens on activities such as the Truck Tour, the Journalist Award, Diversity Days, and events. This feedback is collected through questionnaires - Three Eurobarometer surveys (84) on the public perception of discrimination have been conducted so far. The next one is expected in 2012. - A survey taken amongst the general public by the National Working Groups - external evaluation in the framework of PROGRESS, focusing on key activities such as the Journalist Award, Diversity Days, the website and audiovisual products. 	Diversity and discrimination

			<p>The specific activities analysed are:</p> <ul style="list-style-type: none"> • EU Journalist Award; • FDAD website; • Key audio-visual products; • Diversity Days. <p>The method for the case study combines qualitative and quantitative research and analysis. This mix was necessary in order to fully appreciate the scope and focus of activities. Desk research underpinned the analysis, with a significant literature review. Interviews were also held with the Commission communications officer responsible for the campaign, project managers at the implementing contractor, representatives of NGO networks, and a national representative involved in the campaign.</p>		
8.	Låtarna som förändrade musiken (Songs that changed music) Swedish Educational Broadcasting Company, Sweden	http://www.ur.se/webbtjanster/Folkbilningskanalen/	<p>The evaluation of the programme is done in the following ways:</p> <ul style="list-style-type: none"> - Quantitative assessment - Qualitative assessment - Plans are underway to develop an online platform where users of the programmes can share ideas and opinions as well as provide feedback 	<ul style="list-style-type: none"> - The number of web clicks and/or downloads per programme and of additional features/resources/tools made available on the Folkbildningsnätet network. - Face-to-face dialogue with adult learners in Folk High Schools through visits to the schools and Studieförbundet campuses, interviews with teachers, attendance of seminars, workshops and lectures. 	Adult education
9.	NOSTE Programme Ministry of Education and Culture, Finland	http://www.minedu.fi/OPM/Julkaisut/2010/Nosteohjelma_2003_2009._Loppuraportti.html?lang=&extra_locale=en	<p>Annual evaluation: Annual follow-up studies were carried out during the entire implementation period between 2003 and 2009. These studies were conducted independently by the University of Eastern Finland and the University of Tampere (150) at national level, and education partners and regional authorities at local level. Statistics Finland (151) collected data at national level. Research activities carried out almost throughout the Programme period were focused on outreach activities, educational and study guidance, support measures, learning at work, regional networks of education providers and the impact of education.</p> <p>Final evaluation: The overall evaluation of NOSTE showed that the total number of participants in the programme by 2009 was 25 680, about 73 % of the initial target group. Additionally, a total of 19 540 qualifications and partial qualifications, including computer driving licences, were completed.</p>	<ul style="list-style-type: none"> - Quantitative target of 10% Of the target group coming within the sphere of the studies - Participation of the basic education group and age group corresponding to the Noste group in adult education leading to a qualification, funded by a statutory government contribution, and labour administration funding, as well as in general upper secondary studies. - Share of dropouts among Noste students - Competence and work motivation - self-esteem and sense of security in working life 	Education

10.	Premier League Reading Stars National Literacy Trust, United Kingdom	http://www.literacytrust.org.uk/premier_league_reading_stars	<p>Formal evaluation: An external evaluation was carried out on the project to determine the outcomes of the activities. The study used focus groups to determine attitudes towards the project, how the successes could be built upon and how the activities could be up-scaled in the future.</p> <p>Internal evaluation and feedback: The National Literacy Trust carried out an ongoing monitoring process by asking all children, parents and caregivers to complete an online evaluation, pre and post project questionnaires. This revealed overwhelmingly positive feedback for the project - e.g. 71 % of children reported that they would be more likely to read having learnt that footballers were also keen readers.</p>	<p>- Attainment data from before and after the programme and data for children who didn't take part</p>	Literacy
11.	Financial Education: What Makes a Successful Public Awareness Campaign?	Smith, B (2006) Financial Education: What Makes a Successful Public Awareness Campaign? Prepared for the OECD and PFRDA International Conference on Financial Education, New Delhi, September 21-22, 2006	<p>OECD's Financial Education Project Established in 2003 to study financial education programmes in OECD countries and selected non- OECD countries.</p> <p>Purpose: identify and describe existing financial education programmes, analyse effectiveness, and disseminate findings on financial education and literacy.</p> <p>Developed a Recommendation on Principles and Good Practices for Financial Education and Awareness, approved by the OECD Council in June 2005.</p>	<p>Elements of a successful public awareness campaign</p> <p>Clear goal for the campaign.</p> <ul style="list-style-type: none"> *Awareness in general or focused on specific topics. Defined target audience. *Entire population or specific groups. *Demographics influences choice of delivery method. Appropriate presentation and provision of information. *Clear, understandable message. *Frequency of delivery to reach consumers in teachable moments. *Use of variety of organisations– government agencies, community groups, schools, financial institutions. Follow-up evaluation to determine what works and what does not. Should be conducted at all appropriate levels– nationwide, regional or statewide, local–and should include all interested and relevant groups. Should take into account the following: <ul style="list-style-type: none"> *Many consumers not aware that they need to be educated financially. *Many consumers are not aware of the variety of different financial products and providers. *Many consumers are not aware of the existence of financial information and education programmes. Should be done frequently and using a variety 	Financial Literacy

				<p>of distribution channels. *Most effective if consumers reached in teachable moments. *Consumers prefer to receive financial information in different ways.</p>	
12.	Evaluating financial education programmes: survey, evidence, policy instruments and guidance	OECD (2013) Evaluating financial education programmes: survey, evidence, policy instruments and guidance	Under the support of the Russia/WB/OECD Trust Fund for Financial Literacy and Education, the OECD/International Network on Financial Education (INFE) has developed significant work in relation to evaluating financial education programmes, including the collection of countries' experiences, challenges, and lessons learnt in evaluating their financial education programmes. Based on these evidence and lessons, the INFE has then developed policy instruments on the evaluation of financial education programmes, including the INFE High-level Principles on Evaluation of Financial Education Programmes (2011) and two non-technical OECD/INFE Guides to Evaluation (2011). Authorities were asked to describe the financial education programmes in terms of aims and objectives, size, content and delivery methods.	<ul style="list-style-type: none"> - Financial literacy scores - Levels of bankruptcy - High debt - Low savings - Costs of the programme - Duration of the programme - Size and characteristics of the target group - Teaching methods/delivery - What in the programme was effective - What was not effective - What can be improved - What should be changed or completely eliminated 	Financial Literacy
13.	The effectiveness of public health campaigns	HAD (2004) The effectiveness of public health campaigns, HDA Briefing No. 7	As part of 'Choosing Health?' - the national consultation on a new public health white paper - the government appointed task groups to lead on eight key themes: Better health for children and young people; Consumers and markets; Focusing on delivery; Leisure; Maximising the NHS contribution - the NHS as a whole; Maximising the NHS contribution - in primary care; Working for health/opportunities in employment; and Working with and for communities. The HDA supported the task groups, which met during April-May 2004, with these briefing papers A range of types of intervention aim to change 'risky' behaviours: <ul style="list-style-type: none"> • Increasing knowledge and awareness of risks (through information and awarenessraising), or knowledge and awareness of services to help prevent risks • Changing attitudes and motivations, eg through messages aimed at young people about the harm smoking does to skin and appearance • Increasing physical or interpersonal skills, eg in 	<ul style="list-style-type: none"> - Changes in levels of knowledge and awareness: <p>Alcohol</p> <ul style="list-style-type: none"> - Awareness of 'sensible drinking message' unit - - Knowledge of units in popular drinks - People's accurate assessment of their own drinking <p>HIV/AIDS</p> <ul style="list-style-type: none"> - Changes in levels of tolerance: those in the general public who say that homosexual relations are always or mostly wrong - Attitudes to people with HIV infection: those who think people with AIDS have only themselves to blame - Belief that a condom protects against HIV - Women aged 18-19 whose partners used condoms <p>Folic acid</p> <ul style="list-style-type: none"> - Spontaneous awareness of folic acid 	Health

			<p>using condoms, or deploying assertiveness skills to suggest that condoms be used</p> <ul style="list-style-type: none"> • Changing beliefs and perceptions, eg through interventions aimed at increasing testicular self examination • Influencing social norms, eg by changing public perceptions of secondary smoking, or public acceptance of breastfeeding • Changing structural factors and influencing the wider determinants of health, eg by implementing clean-air policies to decrease pollution and improve health • Influencing the availability and accessibility of health services. 	<ul style="list-style-type: none"> - Sales of folic acid supplements and prescription rates Immunisation - the Hib vaccine - Awareness of the Hib vaccine Skin cancer - Proportion of the public who thought a suntan was important - Proportion of people who say they use a sunscreen when sunbathing in this country 	
14.	Using Information to Promote Healthy Behaviours	Robertson, R (2008) Using Information to Promote Healthy Behaviours, King's Fund	<p>According to Tones and colleagues, there are three models of health education: preventive, radical-political and self-empowerment, each of which describes a different role for information campaigns in the behaviour change process. The preventive model focuses on individuals and the use of education to motivate healthy decisions and encourage people to behave in a healthy way. The radical-political model aims to achieve social and environmental change, focusing on the tobacco producer or the government legislator rather than the individual smoker, for example. The self-empowerment model aims to promote informed choices about health behaviours (Tones et al 1990). Information-led strategies could be used in each of these models, but it is information targeted at the individual to educate (preventive) and empower (self-empowerment) on which this paper focuses rather than broader questions of how information can be used to promote good health by influencing corporations or the government (radical-political). Paper focuses on the one-way transmission of information in leaflets, posters, the internet, radio and broadcast.</p>	<p>Indicators for different effective information campaigns:</p> <ul style="list-style-type: none"> - Changing attitudes to smoking, intentions to smoke and preventing the uptake of smoking in young people - Increased smoking quit rates - Increased physical activity and healthy eating - Young people's views on smoking and improving skills to refuse cigarettes 	Health
15.	A review of the effectiveness of interventions, approaches and models at individual,	Cancer Care Research Centre, University of Stirling and Alliance for Self Care, University of Abertay (2006). A Review of the Effectiveness of Interventions,	<p>The methods of this review closely followed recommendations in the NHS National Institute for Health and Clinical Excellence methods manual 'Methods for the development of NICE public health guidance'.</p>	<ul style="list-style-type: none"> - smoking (and smokeless tobacco use) reduction and cessation - increasing physical activity for the general population/older population - changing eating habits: pregnant 	Health

	community and population level that are aimed at changing health outcomes through changing knowledge attitudes and behaviour	Approaches and Models at Individual, Community and Population Level that are Aimed at Changing Health Outcomes Through Changing Knowledge Attitudes and Behaviour	The evidence included in this rapid review includes: a) Cochrane reviews and systematic reviews in DARE b) Other good quality reviews which have a low risk of bias c) Less robust systematic reviews in areas where no other evidence exists	women eating healthily; increased fruit and vegetable intake in the elderly; changes in shopping habits; changing attitudes towards healthy eating - increased knowledge of sexual health (STI's and contraception). - uptake of condom use - reducing the number of sexual partners and the frequency of sex - reducing teenage pregnancy - knowledge and use of contraceptives - delaying the initiation of sexual intercourse	
16.	Use of mass media campaigns to change health behaviour	Wakefield, M, Loken, B. Hornik R.C. (2010) Use of mass media campaigns to change health behaviour, Lancet 2010; 376: 1261-71	Research review. They searched Medline, PsychInfo, Embase, Soclit, Eric, and Communication and Mass Media Complete electronic databases to identify full-text review articles and nonreviewed notable studies published from 1998 onwards, in English, that we judged to represent advances in assessment methods or substantial increments in knowledge. They integrated review findings with evidence from robust and influential empirical studies that were published after the last review article identified.	Some of indicators used for different areas of health behaviour - decline in young people starting smoking - increase in the number of adults stopping - intention to smoke in the future - perception of harm from smoking - decline in vehicle crashes and alcohol-impaired driving - increase in seat belt use - reductions in prone sleeping and reductions in deaths from sudden infant death syndrome	Mass media / health
17.	Mid-term Evaluation of the EU awarenessraising project "Decent Work for All: Promoting Older Workers Inclusion"	de Toma, C (2010) Mid-term Evaluation of the EU awarenessraising project "Decent Work for All: Promoting Older Workers Inclusion", HelpAge International	This report assesses progress made to date on the project's objectives and tracks outcomes achieved in its five main result areas. The project's advocacy outcomes are analysed through a 'Theory of Change' approach focusing on the contribution by this action towards achieving lasting change in policy and practice on social protection and decent work at the European level. Project implementation is analysed by looking at evidence gathering, ways of working among implementing partners and materials and tools developed as part of the project. The methodology and assessment for this mid-term evaluation was composed of a number of strands: - Semi-structured interviews with key internal stakeholders in HelpAge's Secretariat in London.	Assessment of the project's advocacy outcomes was conducted by using a "Theory of Change' approach by focusing on four key steps along a 'pathway of change'. Indicators: - Key messages on the experiences of older workers were effectively conveyed through reports - Project materials were widely disseminated by HelpAge and its partners - reaching significant numbers of stakeholders and informing relevant debates in these countries	Social policy/employment

			<ul style="list-style-type: none"> - Semi-structured interviews with implementing partners in Europe (affiliates of HelpAge's International Network). - Semi-structured interviews with implementing partners in the South. - Semi-structured interviews with key external stakeholders in Brussels, Germany and the Czech Republic. - Conducting a desk review of all project documents including project proposal, reports, notes from project meetings and documents referring to preceding projects. - Review of all materials produced as part of the project 	
18.	Evaluation of the Choose Life North Lanarkshire Awareness Programme	Robinson,M., Braybrook,D. Robertson, S. (2012) Evaluation of the Choose Life North Lanarkshire Awareness Programme, Faculty of Health & Social Sciences Leeds Metropolitan University	<p>The Centre for Men's Health at Leeds Metropolitan University, with consultants from MRC Social and Public Health Sciences Unit, Glasgow, and Men's Health Forum, Scotland (MHFS), were appointed to conduct the Choose Life (North Lanarkshire) evaluation, beginning in March 2011. The key evaluation questions are:</p> <ol style="list-style-type: none"> 1. How has the social marketing approach to increase awareness of crisis service numbers and de-stigmatise understandings and attitudes about suicide worked? 2. Has the programme as implemented been effective? Which aspects of the programme have been particularly effective? 3. Has this programme been of benefit to the community, in particular young men aged 16-35? 4. What contribution has the community made to the effectiveness of the programme? <p>The evaluation design included mixed quantitative and qualitative approaches to address the evaluation aims. Phase one involved a review of current datasets, including data held by Samaritans, Breathing Space, and North Lanarkshire A&E admissions. Phase two included a. a survey of public awareness of the campaign in North Lanarkshire (including over 500 members of the general public with quotas for age, gender and location, and b. interviews with 20 stakeholders with particular involvement in the campaign. Phase three included discussion group sessions with men and women. Six discussion events were held at</p>	<p>The questionnaire considered changes in Suicide prevention relation to</p> <ul style="list-style-type: none"> - community awareness of services, - public attitudes, - behaviour.

<p>19. Monitoring and evaluation of initiatives on violence against women and girls</p>	<p>PATH (2011) Monitoring and evaluation of initiatives on violence against women and girls, available at http://www.endvawnow.org/uploads/browser/files/me_asset_english_nov_2011__final.pdf</p>	<p>four locations in Motherwell, Cumbernauld and Newarthill, to provide further insights. During these sessions a total of 10 small groups were formed with the following age and gender composition: 3 x 16-25 male; 2 x 16-25 female; 1 x 26-35 male; 3 x 36+ male; 1 x 36+ female.</p> <p>What is baseline data and how is such data collected?</p> <ul style="list-style-type: none"> - Baseline data are critical reference points for assessing changes. - Baseline data is used as a starting point for gauging progress towards the goal and objectives and measuring the level and direction of change. It establishes a basis for comparing the situation before and after an intervention and making inferences as to the effectiveness of the project. - Baseline data should include the kind of information that would be appropriate for measuring changes in accordance with the objectives of the programme or intervention. - For a programme to train service providers, data on providers' knowledge, attitudes and practices might be collected from a KAP survey, and information about the experiences of women seeking services might be collected from interviews. - For an awareness raising campaign, the target population's current level of awareness might be measured using questionnaires. - Baseline data can be quantitative or qualitative or a combination of both. <p>What kind of baseline data is necessary, useful, and practical to collect?</p> <ul style="list-style-type: none"> - Keep in mind that baseline data should be appropriate for measuring changes with respect to the objectives and goals of the intervention. The collection of baseline data should be carefully targeted to facilitate this measurement, not to address every issue. - Programmes should aim to collect baseline data relevant to assessing their projects and interventions, and not overwhelm themselves with additional information. - Examples of types of baseline data that could be collected include: - Incidence and prevalence of various forms of violence against women and girls 	<p>Process Indicators are used to monitor the number and types of activities carried out. Examples include:</p> <ul style="list-style-type: none"> - The number and types of services provided - The number of people trained - The number and type of materials produced and disseminated - The number and percentage of female clients screened <p>Results Indicators are used to evaluate whether or not the activity achieved the intended objectives or results. Examples include:</p> <ul style="list-style-type: none"> - Selected indicators of knowledge, attitudes and practices as measured by a survey - The perceptions of survivors about the quality and benefits of services provided by an organization or institution as measured by individual interviews <p>Outcome indicators relate to change that is demonstrated as a result of the programme interventions in the medium-to-longer term:</p> <ul style="list-style-type: none"> - the number of decisions in the informal justice system of community x related to violence against women that reflect a human rights-based approach. <p>Impact indicators measure the long-term effect of programme interventions:</p> <ul style="list-style-type: none"> - the prevalence of violence against women and girls in community x.)
---	---	---	---

		<ul style="list-style-type: none"> - Knowledge, attitudes and practices (KAP) around gender and violence against women (using knowledge attitudes and practices surveys or focus group discussions) to assess individual and community level norms. - Perceptions regarding accessibility and quality of services (women and providers) - Laws and policies addressing various forms of violence against women - Community level awareness around the existence and implementation of laws and policies, and the human rights framework - Infrastructure, commodities and protocols in place (e.g. at police stations and health care facilities) for addressing cases of violence against women - Number of women survivors accessing health care and other (e.g. social, legal, economic) services - Number of women accessing police services for domestic violence or sexual assault; number of reports filed; number of cases brought to trial; percentage of cases resulting in a conviction 		
20.	<p>The Behavioural Insights Team, in partnership with Cabinet Office, UK See: http://www.behaviouralinsights.co.uk/publications/fraud-error-and-debt-behavioural-insights-team-paper Published 6 February 2012</p>	<p>Eight trials in a range of different government departments, agencies and local authorities to test insights from behavioural economics - using a "test, learn, adapt" approach; Random Control Trials to measure effect size</p>	<p>Primary indicator = Reductions in fraud, error and debt. Plus specific strategies highlighted in the 8 trials. The 8 trials followed the impact of different 'awareness raising strategies' for different target groups: 1.) A first trial followed the impact of a letter using "descriptive", or "social" norms, describing the tax compliance behaviour of most people in their local area (<i>i.e.</i> the statement that 9 out of 10 people in an area had already paid their tax"). 2.) This trial, which studied the impact of letters highlighting key messages and norms, targeted approximately 3,000 doctors with one or more outstanding tax returns in the prior 4 years. 3.) This trial targeted drivers of untaxed vehicles, and tested response to salient images in written communications. 4.) This trial targeted tax debtors at a national level (no specific sub-category), testing response to improved presentation of</p>	<p>Behavioural Economics, Psychology, and Social Anthropology</p>

			<p>information</p> <p>5.) Response to personalised text messages - A control trial (no text message) targeting people with outstanding court-ordered fines, with four different types of messages randomly allocated to 350 individuals. 6.) Testing responses to prompts for honesty on reporting eligibility for a Single Person Discount (people living on their own - excluding children) 3 letters were randomly allocated among about 38,000 people</p> <p>7.) This trial targeted plumbers and tracked their responses to varied tones in letters - In January 2012, about 12,000 individuals received one of three randomly allocated letters.</p> <p>8.) This trial targeted companies, testing response to the use of beliefs about tax- Approximately 32,000 companies received one of four randomly allocated letters.</p>	
21.	<p>Blunt, L. and M. Harris (2010) published by NESTA, UK http://www.nesta.org.uk/sites/default/files/mass_localism.pdf</p>	<p>Formative evaluation and a staged process with graduated awards</p> <p>The project itself used an "open challenge prize model - rewarding results but not "dictating how they are achieved". The challenge combined support and recognition for entrants; small-scale financial support for finalists; and the incentive of the prize money.</p>	<ul style="list-style-type: none"> ▪ Quality of projects, based on impact (<i>i.e.</i> reductions in CO₂ emissions at a community level); ▪ Sustainability; ▪ Impact of cash-prize incentive on local level engagement and innovation; ▪ Number of projects proposed within communities and nationally; ▪ Geographic coverage; ▪ Diversity of innovative locally-designed projects to reduce carbon emissions in their communities; ▪ Involvement of individuals with no previous record of environmental activism ▪ Ability to tap into local groups and networks (and analysis of the range of models used to harness existing networks). 	<p>Climate: Reductions in CO₂ emissions; sustainability.</p>
22.	<p>Avvisati, F., M. Gurgand and N. Guyon (2014), Review of Economic Studies, Vol. 81, pp. 57 - 83 doi:10.1093/restud/rdt027</p>	<p>Cluster Randomized Control Trial following the impact of parent-school meetings on the level and quality of school-related parental care.</p>	<p>Indicators included:</p> <ul style="list-style-type: none"> - Parental attitude and involvement in children's education at home and in school - Active participation in school parents' association - in treatment programme vs. 	<p>Economics</p>

- control group;
- Answers to a self-administered questionnaire on school-based involvement, home-based involvement as well as parent perceptions of the school;
- Data on whether parents had been summoned by school administration to discuss their child's behaviour or academic results (an indicator of potential problems, but also a consequence of the parents' lack of regular contact with the school).
- Changes in teen behaviour
 - Truancy;
 - Disciplinary warnings/good conduct marks,
 - Work effort,
 - Teacher judgment on student attitudes and motivation for school work as recorded in school registers - on a scale of 1 to 3;
 - Cognitive achievement as measured by performance on internal and external tests (during the treatment period and 18 months later).
- Secondary measures on teen behaviour included:
 - Teacher perceptions (*e.g.* whether dialogue with parents is satisfactory, their perception of support of their child's school work; student attitude and effort in class; improvement over the school year)
 - School-based interventions;
 - Spillover peer effects; (*e.g.* impact on peers whose families were not involved in the programme).

Longer term outcomes related to

23.	<p>John S. and James L. Knight Foundation, February 2011 http://www.knightfoundation.org/media/uploads/publication_pdfs/Impact-a-guide-to-Evaluating_Community_Info_Projects.pdf</p>	<p>Overview of methodologies to evaluate online and offline awareness campaigns: Website analytics; social media analysis; online surveys/polls; interviews. Strong emphasis on using pre-tests (with baseline data) and post-tests to measure impact.</p>	<p>absenteeism, the good conduct mark, teacher marks in all subjects were also followed.</p> <p>General indicators included:</p> <ul style="list-style-type: none"> - Number of registered users; - Number of citizen reporters - Page views (unique visitors; weekly visitors); - Conversion of readers/registered users to editor or reporter; attendance at events; participation in polls, surveys, Twitter and Facebook. <p>Specific indicators related to “awareness” included:</p> <ul style="list-style-type: none"> - Number of residents exposed to the campaign - Number of media mentions about the campaign or the issue it addressed. <p>1-year outcomes included:</p> <ul style="list-style-type: none"> - Content perceived as relevant, interesting and diverse; - Increased reporting from diverse community nonprofits; - Growth in diversity of citizen journalists; - Growth in links to and from the online journal; - \$10,000 in sustainable funding <p>2-3 year outcomes included:</p> <ul style="list-style-type: none"> - Credibility and widespread readership; - Greater dialogue and offline collaboration between <i>The Rapidian</i>, residents and community nonprofits; - Greater civic awareness and engagement in select communities (e.g. greater time and resources dedicated to the community; increased sponsorship of community events); - Diverse funding streams; - Ultimate outcomes would include changes in individuals’ behaviour and in public policy. 	<p>Social media analysis and communications.</p>
-----	---	---	--	--

			<p>The long-term (4-year) outcomes included:</p> <ul style="list-style-type: none"> - increased awareness of issues across demographic groups; - opportunities and perspectives across demographics; - feelings of community ownership; - increased diversity among the content providers; - increased attendance at offline community gatherings (e.g. town halls); - financial sustainability 	
24.	<p>Evaluation of National Skin Cancer Awareness Campaign</p> <p>Ipsos-Eureka Social Research Institute</p> <p>http://www.skincancer.gov.au/internal/skincancer/publishing.nsf/Content/back-eval10</p>	<p>Six online surveys - pre and post campaign measuring changes in the target audiences' attitudes, knowledge and behaviour in relation to skin cancer prevention.</p>	<p>In each survey, the research involved around 1,000 interviews with 14-17 year olds¹ and 1,000 interviews with 18-24 year olds. The first two surveys also included a similar number of parents. Three-phased approach to measure changes over time including pre- and post-campaign surveys, and a third survey to measure cumulative impacts.</p> <p>The indicators included self-reports on:</p> <ul style="list-style-type: none"> - Deliberate tanning; - Frequency of reddening; - Sun protection behaviours such as <ul style="list-style-type: none"> o wearing a hat o use of sunscreen o wearing sunglasses (usually or always) o wearing protective clothing outdoors 	<p>Health education, programme evaluation</p>
25.	<p>The Big Plus, Scotland, September 2009</p> <p>http://www.literacytrust.org.uk/assets/0000/0867/SPLRS_Evaluation_Report.pdf</p>	<p>Programme evaluation and online evaluation questionnaires</p>	<p>Separate surveys were developed for children and for adults measuring pre- and post-programme changes in:</p> <ul style="list-style-type: none"> - Number of books read (children; adults); - Number of children who say they "like reading a lot"; - Adults were also asked how much they enjoyed reading before and after their programme participation (based on a Likert scale: not at all; a bit; very much; quite a lot) - Percent of children who rate themselves as a "really good reader"; - Percent of children who say they 	<p>Education and literacy</p>

- read outside of school every day;
- Percent of children who “did not like reading at all”;
- Percent of children and adults who say they are confident speaking in front of others;
- Percent of children and adults who now read more as a family;
- Influence of Reading Starts;
- Reading together as a family;
- Percent of children and adults who talk about reading with their friends and family
- Percent of children who say they now read more because they know footballers read
- Percent of children who say that meeting a footballer was their favorite part of the programme
- Percent of children who say visiting the bookshop was their favorite element
- Percent of children and adults who say they will go to the library more because of the programme
- Percent of children and adults who say they will join the local library because of the programme
- Percent of children who say they read more regularly because of reading stars (and percent of adults who say their child reads more as a result of participating in the programme)
- Percent of adults who say their child’s reading confidence has improved since the programme,
- Percent of adults who say their child is reading more as a result of participating in the programme
- Percent of adults who say their child’s school work has improved as a result of participating in the programme
- Percent of children and adults who say their confidence in public

			speaking has improved as a result of participating in the programme;	
			<ul style="list-style-type: none"> - Improvements in childrens' schoolwork; - Plans to visit library; - New library memberships 	
26.	Raab, M. and J. Rocha, December 2011 United Nations Entity for Gender Equality and the Empowerment of Women http://www.endvawnow.org/uploads/modules/pdf/1342724232.pdf	Surveys on the impact of awarenessraising campaigns on knowledge, behaviour and attitudes; outcome mapping; most significant change technique (MST).	A general overview of campaigns to end violence against women and girls and guide for advocates; guide for programme design and measurements on implementation and impact, including changes in attitudes and behaviours (more details can be provided).	Communication and gender studies
27.	O'Neil, G. and P. Goldschmid, October 2013 http://www.oxfam.org/sites/www.oxfam.org/files/oxfam-grow-midterm-report-oct2013.pdf	Formative evaluation including a document review, programme monitoring, interviews with internal and external stakeholders, internal survey of campaign staff, four case studies, identification of enablers and barriers to success.	<p>Policy changes or commitments on food & land from governments, corporations and global bodies (stopping land and water grabs/investing in small-scale food producers - particularly women/responses to global food price crises); engagement with global audience of 50 million; success in building national networks and country initiatives</p> <p>Evidence and perceptions from internal and external informants.</p> <ul style="list-style-type: none"> - The extent to which 5 objective and sub-objectives of global strategy have been achieved (at interim outcome level) (The 5 objectives are: 1. Helping GROW movements build a better future (e.g. through strong networks on local levels, online interactions around food, influence decision makers and consumers) - Stopping land and water grabs - the Land Freeze initiative with the World Bank - Reaching a global deal on climate change - Investing in small-scale food producers, particularly women - Responding to global food price crises <p>In addition:</p> <ul style="list-style-type: none"> - Identify external/internal limiting factors based on monitoring data and perceptions of internal 	Climate and agriculture: Advocacy and public policy

			<p>stakeholders;</p> <ul style="list-style-type: none"> - Identify how national/global efforts have combined through case studies; - Identify types of linkages to programme work and identified benefits; - Indicators on learning for future work: - Identification of critical success factors and weaknesses <p>Indicators for Oxfam role and contribution</p> <ul style="list-style-type: none"> - Extent of Oxfam's contribution to outcomes and/or changes observed as evidenced by individual case studies - Identification of transferable lessons. 	
28.	<p>American Cancer Society and Global Dialogue for effective stop smoking campaigns; http://www.cancer.org/acs/groups/content/@internationalaffairs/documents/document/acspc-034165.pdf</p>	<p>Literature reviews to define the main focus of different campaigns; pre- and post-cross-sectional telephone surveys face-to-face and in-home interviews and written survey questions Message testing with focus groups prior to launch of new campaigns. The campaigns themselves were also evaluated, for example: How effectively materials were placed, frequency of advertising, impact of evidence-base messages to share knowledge vs emotive approaches; how effective campaigns are in the presence or absence of other strategies, such as policies an legislation; impact of testimonial ads versus humor, industry de-normalisation, etc.; humour vs. "scare tactics"; impact of social norm messages (e.g., it's okay to say you mind if others smoke).</p>	<p>Different target audiences for these campaigns included:</p> <ul style="list-style-type: none"> - the general community (both smokers and non-smokers) - adults from 18 + smokers/+ secondary audience: the rest of the community - Non-smoking adults - Specific demographic groups, e.g. youth, ages 12 to 19; pregnant women and their families; adults aged 25 - 54 with children in the home; adults of mid- to low-income levels - In one case, a campaign targeted specifically to "complacent libertarians" (to test impact of a campaign targeting a specific segment of the population, and to challenge attitudes that smoke-free laws were a sign of government overstepping its boundaries) - Opinion leaders at the community, local and municipal levels (self-identified through affirmative responses to a series of questions regarding their personal history of activism) - Business owners and managers 	Health

- School administrators and local politicians
- Registered voters
- Bar, hotel and restaurant owners and employees

These campaigns used a range of indicators (primarily gathered through surveys). The following list synthesises the types of indicators used in pre- and post-campaign surveys:

- Recall of the campaign messages among target audience (and correlations with changes in attitudes and behaviour)
- Self reports on smoking in the car, even when children are present
- Self reports on efforts to stop smoking or reduce secondhand smoke in their homes, or plans to do so in the future
- Percent of people claiming their homes were smoke free.
- Self-reports on convincing people around them not to smoke or to stop smoking altogether
- Knowledge on the impact of second-hand impact on children's health;
- Self-reported feelings of guilt, based on the message of the television ad
- Support for bans on smoking in private vehicles with children
- Support for smoke-free legislation
- Continued misconceptions regarding effective strategies for minimizing second-hand smoke
- Support for smoke-free environments in any public place
- Attitudes and behaviours regarding second-hand smoke, e.g., agreement whether it is important for all employers to provide completely smoke-free environments; likelihood of putting out a cigarette if asked; concern for one's health and for others;
- Attitudes on the "right" of people to

			<ul style="list-style-type: none"> - not breathe other people's smoke - Perceptions that the dangers of secondhand smoke are exaggerated - Impact of targeted vs. general messages (e.g. smoke free at work - but not mentioning homes or cars) - Willingness to take action to safeguard one's right to clean air - Impact of positive vs. negative messages - Impact of images (e.g. diverse range of people versus specific ethnicities or genders) - Belief in workers' rights to a smoke-free environment - Reports on restaurant/bar clients compliance with smoking bans - Discussions between children and parents on the dangers of secondhand smoke - Support for smoke-free policies based on views of second-hand smoke as an annoyance vs. a health hazard - Underlying opinions that would present challenges to those working on smoke-free public places (e.g. the rights of business owners; satisfaction with the status quo; desire for accommodation) - Understanding of impact of secondhand smoke to certain groups of people (e.g. elderly people and children, etc.) 	
29.	Hawkes, C., Background Document for the International Conference on Nutrition, United Nations Food and Agricultural Organisation http://www.fao.org/docrep/017/i3235e/i3235e.pdf	Review of international food awareness campaigns (mass media, awareness campaigns; television programmes, newspaper and radio; public relation events). Cites several programme evaluations of different campaigns using different methodologies (includes RCTs; surveys of the general public; a longitudinal study of intervention and comparison groups in a school; economic analysis of price dynamics and consumption patterns; meta-analyses of evaluated interventions and their impact.	Indicators used for the "Let's Go Local" campaign in the Pacific Islands, which targeted households in Pohnpei in the Federated States of Micronesia (FSM): <ul style="list-style-type: none"> - Household increase in micronutrient intake - Increased consumption frequency of promoted foods - Dietary diversity (not clear to what extent changes were due to awareness vs. changes in production and production skills) 	Health

The Ma'alahi Youth Project, which targeted at adolescents in Tonga was evaluated with a longitudinal design, with data gathered immediately following the intervention and then again 2.4 years later. Indicators included:

- Purchase of snack foods from shops after school
- Regular breakfast consumption
- Fruit and vegetable consumption and lunchtime activity
- Overweight and obesity prevalence

Data were gathered for treatment and control groups.

In the UK, government-led evaluations of Change4Life on awareness of obesity and targeting the general population at national level. Indicators included:

- Awareness of the campaign and a sustained interest;
- Self-reports by mothers on healthy children's diets and activity levels
- Fruit and vegetable intake
- Fat intake
- Other dietary related behaviours

Five fruit and vegetables a day campaigns in the UK, the US, Australia and Chile - targeting general populations at national level - have been evaluated, with results that differ between the indicators of awareness and consumption

- Impact of Western Australia, the 'Go for 2&5' campaign on knowledge of the recommended intake of fruits and vegetables and, over a three year period
- In the US, a recent cross-sectional study of the effects of "More Matters" surveyed awareness of the campaign and the 7-13 fruit and vegetable serving recommendations; correlation of fruit and vegetable consumption with awareness of the campaign.
- The 5 a day campaign in Chile followed campaign recall (one year later) and correlation with fruit and vegetable consumption

				<p>The evidence-base on actions taken in schools to change food and nutrition awareness, attitudes and skills mainly comes from research interventions rather than actual programme. For example, In Trinidad and Tobago, a randomised controlled trial studied the impact of an education-only: intervention in schools. Indicators used focused on intake levels of fried foods, snack foods high in fat, sugar and salt and sodas.</p> <p>In Northern India, a controlled trial evaluated a multi-component nutrition intervention in urban adolescents. Indicators focused on improvements in knowledge, lower consumption of sugar-sweetened drinks and energy-dense foods, greater fruit consumption, and lower Body Mass Index 6 months after the intervention.</p> <p>In Norway, an intervention involved sending fact sheets to parents and classroom components. Indicators focused on intake of sugar-sweetened beverages among girls in the intervention group after 8 months.</p> <p>The Expanded Food and Nutrition Education Programme in the US evaluations have tracked - how closely individuals who have received the nutrition education are following the U.S. Food-Based Dietary Guidelines, including increases in servings of fruits and vegetables; healthier food choices; reading nutrition labels; improved food resource management practices; planning meals and shopping with a grocery list.</p>	
30.	Increasing environmental sensitivity via workplace experiences.	Berger & Kanetkar (1995)	A.o. SRCB-scale (Social Responsibility)	<p>Influence of environment on behaviour of consumers</p> <ul style="list-style-type: none"> - SRCB Social Responsibility - PCE Perceived Consumer Efficacy - Helplessness - Conviction - Past behaviours - Future behaviours - Knowledge test 	Marketing
31.	Monitoring attitudes and beliefs in statistics education.	Gal, Ginsburg & Schau (1997)	Survey of Attitudes Toward Statistics (SATS)	<ul style="list-style-type: none"> - Affect - Cognitive Competence - Value - Difficulty 	Education

32.	The evaluation of a mass media campaign aimed at weight gain prevention among young dutch adults.	Wammes, Oenema & Brug (2007)	Self-developed scale	<ul style="list-style-type: none"> - Awareness raising campaign - Campaign recognition - Campaign reminding - Message reminding <ul style="list-style-type: none"> - Different variables concerning contents of subject 	Health (obesities)
33.	Mass media interventions for promoting HIV testing	Vidanapathirana et al. (2005)	Not clear	<ul style="list-style-type: none"> - Tests of HIV - Prevalence of HIV 	Health (HIV)
34.	Enhanced enforcement of laws prohibiting sale of alcohol to minors: systematic review of effectiveness for reducing sales and underage drinking.	Elder et al. (2007)	Not clear	<ul style="list-style-type: none"> - Number of accidents - Number of drinkers above... - To indicate if one drives after drinking 	Health (alcohol)
35.	The GALM effect study	De Jong (2009)	E.g. Model behaviour Change Process (Roberts & Maccoby, 1985)	<ul style="list-style-type: none"> - Awareness - Knowledge and beliefs - Behavioural skills - Self-efficacy - Supports of sustaining change 	Health (alcohol)
36.	Changing the way people think about health-enhancing physical activity: do mass media campaigns have a role?	Cavill & Bauman (2004)	Self-developed and combination of scales, MET, MLTPA,	<ul style="list-style-type: none"> - Awareness - Knowledge - Saliency - Attitudes / beliefs - Self-efficacy - Intention - Behaviour 	Health (physical activity)
37.	Meer effect met depressiepreventie?	Romijn, Ruiter & Smit (2008)	Screenings-instruments depression	<ul style="list-style-type: none"> - Range - Appreciation - Increase of knowledge - Behaviour concerning seeking information 	Psychology (depression)
38.	Gemedieerde voorlichting aan allochtone patiënten: een verademend vaccin?	Doove (2012)	Self-developed (qualitative)	<ul style="list-style-type: none"> - Range (recognition) - Range (reminder) - Production and dissemination of knowledge - Attitude - Ideology - Ideal image, identity and common culture 	Health (foreigners en medicines)
39.	Identiteitsfraude in Nederland	Wong (2010)	Questionnaire knowledge, attitude and behaviour internetfraude of Dienst Publiek en Communicatie	<ul style="list-style-type: none"> - Victimisation - Safety 	Criminology

				<ul style="list-style-type: none"> - Involvement - Personal and societal relevance - Knowledge - Attitude - Behaviour 	
40.	Monitoringsprotocol projecten gedragsverandering	Jonkers & Janssen (2011)	Self-developed	<ul style="list-style-type: none"> - Actual use of energy - Energy behaviour or intention - Personal motivation factors like knowledge and attitude - Environmental factors influencing behaviour - Background variables 	Environmental science (energy)
41.	High-Tech Crime en voorlichting	Leeuw (2009)	Self-developed, qualitative research	<ul style="list-style-type: none"> - Range - Knowledge - Attitude - Behaviour: <ul style="list-style-type: none"> - Awareness of risks - Habitual behaviour and influence - Social influence - Self-efficacy - Innovation adoption behind change of behaviour behind briefing - Preservation of behaviour 	Criminology (High Tech crime)
42.	Betrokkenheid en de effectiviteit van massa-mediale voorlichtingscampagnes gericht op gedragsbeïnvloeding	Nelissen, Dupont & Bartels (1993)	Johnson & Eagly (1989) "involvement" and insights of Swanborn (1987) and Vaughn (1986) FCB-grid "marketing"	<ul style="list-style-type: none"> - Increase of knowledge - Description phenomenon - Cause of phenomenon - Result of phenomenon - Involvement (low versus high) - Behaviour <ul style="list-style-type: none"> - Realised actions - "Dedicated" behaviour - Attitude <ul style="list-style-type: none"> - Beliefs - Feelings 	Behavioural science (social marketing)
43.	Jaarevaluatie Postbus 51-Campagnes 2008	Dienst Publiek en Communicatie (2008)	Self-developed based on contents of goals	<ul style="list-style-type: none"> - Recognition - Remembrance - Appreciation (Rating) - Knowledge <ul style="list-style-type: none"> - Facts - Data - Rules - Attitude <ul style="list-style-type: none"> - Positive attitude towards use 	Marketing en media (evaluation Postbus 51-campaigning)

				<ul style="list-style-type: none"> - Behaviour - Expectations of concrete actions - Range (via Gross Rating Points) 	
44.	Evaluatieonderzoek campagne laaggeletterdheid: Duurzame impact van landelijke activiteiten en de regionale campagne van Taal voor het Leven door Stichting Lezen & Schrijven	De Greef, Nijhuis en Segers (2014)	Self-developed based on contents of goals	<ul style="list-style-type: none"> - Knowledge - Skills - Attitude 	Literacy
45.	<i>An evaluation of NALA's Distance Learning Service in 2012.</i>	Feeley and Hegarty (2013). <i>An evaluation of NALA's Distance Learning Service in 2012.</i> Dublin: NALA.	Semi-structured telephone interviews in combination with focus groups and numerical data	<ul style="list-style-type: none"> - Engaging with learning - The Distance Learning Process - Outcomes and progression - Distance Learning Systems and structures 	Literacy / education
46.	Connected! Improving literacy and computer skills through online learning.	Feeley and Hegarty (2011). <i>Connected! Improving literacy and computer skills through online learning.</i> Dublin: NALA.	Interviews in combination with focus groups	<ul style="list-style-type: none"> - Profile of users - Motivation of learners and providers - Experience of using the distance learning environment - Outcomes for individuals and providers - Suggested changes 	Literacy / education
47.	Read Write Now 1 - TV Evaluation report.	NALA (2001). <i>Read Write Now 1 - TV Evaluation report.</i> Dublin: NALA.	Monitoring, interviews and quantitative research by questionnaires	<ul style="list-style-type: none"> - Medium reach - Contents of awareness raising - Attraction: Number of viewers - Profile and variety of groups and people - Reach of materials - Users of the project - Recognition of programme 	Literacy / education
48.	Read Write Now 2 - TV Evaluation report.	McSkeane (2002). <i>Read Write Now 2 - TV Evaluation report.</i> Dublin: NALA.	Monitoring, interviews and quantitative research by questionnaires	<ul style="list-style-type: none"> - Medium reach - Attraction: Number of viewers - Profile and variety of groups and people - Reach of materials - Users of the project - Recognition of programme - Learning goals (achieved) - Judgment concerning used materials and programmes 	Literacy / education
49.	Read Write Now 3 - TV Evaluation	McSkeane (2003). <i>Read Write Now 3 - TV Evaluation report.</i> Dublin:	Monitoring and interviews	<ul style="list-style-type: none"> - Medium reach - Attraction: Number of viewers 	Literacy / education

	report.	NALA.		<ul style="list-style-type: none"> - Profile and variety of groups and people - Reach of materials - Users of the project - Recognition of programme - Learning goals (achieved) - Judgment concerning used materials and programmes 	
50.	Read Write Now 4 - TV Evaluation report.	Westmeath Employment Network (2004). <i>Read Write Now 4 - TV Evaluation report</i> . Dublin: NALA.	Monitoring and interviews	<ul style="list-style-type: none"> - Medium reach - Attraction: Number of viewers - Profile and variety of groups and people - Reach of materials - Users of the project - Recognition of programme - Learning goals (achieved) - Judgment concerning used materials and programmes 	Literacy / education
51.	An Evaluation of the Role of ICT in Read Write Now Series 5 and the use of Learner Support Packs by Adult Literacy and Education Service Providers	KW Research and Associates LTd. (2005). <i>An Evaluation of the Role of ICT in Read Write Now Series 5 and the use of Learner Support Packs by Adult Literacy and Education Service Providers</i> .	Monitoring, focus groups, survey questionnaires, desk research and interviews	<ul style="list-style-type: none"> - Usefulness of materials and programmes - General usage and accessibility - Added value 	Literacy / education
52.	An evaluation of "The Really Useful Guide to Words and Numbers (RUG)"	KW Research and Associates LTd. (2007). <i>An evaluation of "The Really Useful Guide to Words and Numbers (RUG)"</i> .	Monitoring and interviews	<ul style="list-style-type: none"> - Medium reach - Attraction: Number of viewers - Profile and variety of groups and people - Effectiveness - Relevance 	Literacy / education

