Success factors for awareness and fundraising for literacy in Europe:

A study towards the success factors concerning awareness- and fundraising based on European case studies from the European Literacy Policy Network (ELINET).

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Chapter 1: Introduction and research question

Although several international assessments of skills and competences of children, youth and adults such as PISA, PIRLS and PIAAC show that low literacy is a problem in Europe, there is a need for additional awareness- and fundraising activities to promote literacy learning. At the same time, there are widely held misconceptions that low literacy is not a problem in Europe (Elinet, 2015; European Commission, 2012; Sulkunen, 2013).

To address these challenges, the European Literacy Network (ELINET) is preparing guidelines and tools to support literacy awareness- and fundraising campaigns across Europe (www.eli-net.eu). This report sets out common elements of effective practice to guide organisations working in diverse contexts and targeting diverse stakeholders. It is based on findings from case studies of seven selected ELINET partner organisations, as well as desk research.

The report complements an earlier ELINET study on 'indicators for success' – that is indicators that may be used to track campaign impact and fulfilment of goals. These two reports, together, describe the full cycle of campaign development, implementation and monitoring.

The following sections set out:
- The research methodology
- Frameworks to guide campaign development and implementation
- Indicators to monitor campaign impact
- Discussion and conclusions

Chapter 2:   Research methodology: a mix of quantitative and qualitative research

This study uses a mixed methodology, involving both quantitative and qualitative approaches. First, case studies of effective awareness- and fundraising practices were identified through two small-scale surveys of ELINET members. The case studies themselves allowed the researchers to identify common elements of successful campaigns across very diverse organisations and for diverse target audiences. The focus of these case studies was on campaign objectives, development and implementation. Finally, the study researchers considered whether the 'indicators of success' that have been used to measure the impact and / or outcomes of awareness and fundraising campaigns in other sectors (Ceneric et al., 2014) are also appropriate for the ELINET campaign guidelines and toolkits.

Quantitative research: the awareness raising and fundraising questionnaires
Procedure
ELINET researchers developed two questionnaires, one on awareness raising and a second on fundraising campaigns for literacy. In order to measure the state of the art for these campaigns, a team of ELINET fundraising experts developed a questionnaire focusing on the following categories:
- Funding sources and the ease or difficulty of acquiring funds.
- Diversity of fundraising activities.
- Type of funders.
- Diversity of funding sources.

In addition, a team of experts in awareness raising developed an awareness raising questionnaire focusing on:
- Campaign objectives.
- Awareness raising tools already used and needed in future.
- Groups targeted.
- Age groups of individuals with literacy skill needs targeted.
- Types of intermediaries.
- Efforts to measure the impact of awareness raising campaigns.

These questionnaires were distributed to all members of the ELINET via e-mail. The results were used to identify good practices in awareness and fundraising.

Sample
Eighty ELINET partners from twenty-one different European countries were asked, via e-mail, to complete the questionnaire on awareness raising for literacy in Europe. In addition, 48 ELINET partners, including partners who partly also completed the awareness raising questionnaire, completed the questionnaire concerning fundraising for literacy. These different organisations are based in diverse regions of Europe: northern, western, southern and eastern Europe (EuroVoc, 2014). (It should be noted, however, that the regions were not

equally represented, so results should be interpreted critically. Annexes 1 and 2 list respondents for these two questionnaires according to country and region.)

Method of analysis

Several criteria were chosen in order to select appropriate case studies for awareness and fundraising campaigns (see Table 1).

Table 1: Selection of analysed questions relevant to the selection of case studies

Criteria
Awareness raising
ARQ1 Organisational structure
ARQ2 Diversity of objectives
ARQ3 Target audience(s)
ARQ4 Age group for literacy learners
ARQ5 Kind of intermediaries
ARQ6 Impact
Fundraising
FRQ1 Funding sources and availability of funding sources
FRQ2 The kind of activities for which funding was raised
FRQ3 Type of funder
FRQ4 Diversity of funding sources

Responses from the questionnaires were first coded and entered into an Excel file. Each organisation's responses were then analysed using the aforementioned criteria and seven geographically and programmatically diverse programmes with effective awareness and fundraising campaigns were identified for the case study work.

Qualitative Research: Seven European Case Studies

The study protocol was based on the 'multiple case studies design' (Baarda, De Goede, & Teunissen, 2009) referring to a study in which more cases have been selected in order to realise a more in-depth understanding of the phenomena.

Sample

Five organisations were selected for case studies on awareness raising: the National Adult Literacy Agency (NALA) (Ireland), Beanstalk (United Kingdom), the Hungarian Reading Association (Hungary), Country Hospital Dubrovnik (Croatia) and the community of Amsterdam, which is a cooperating partner of Stichting & Schrijven (The Netherlands). Besides this, three organisations were selected for case studies on fundraising: The Swedish Arts Council (Sweden), Beanstalk (United Kingdom), and Asociata Lectura si Scrierea pentru Dexvoltarea Gandirii Critice Romania (Romania). These are the seven good practices:

1. *General Hospital Dubrovnik - Croatia*

   The case study in the General Hospital Dubrovnik focuses on the "read to me" project of the paediatrics department. The project goals are to raise awareness on the importance of reading out loud to children at a young age and to show the impact of literacy on health. The target audiences are doctors, nurses and the paediatric community parents. The objective is to publish and distribute age-appropriate books for children, which can be distributed during infants' and children's regular health check-ups at the hospital. By the age of 6 every child should have received 4 high-quality children's books, with each book targeting a different developmental stage.

2. *Hungarian Reading Association - Hungary*

   The Hungarian Reading Association (HunRA) was established in 1991. Currently it has around 300 members and is comprised of librarians, teachers, publishers, NGO's, researchers and other relevant stakeholders. It aims to support a thriving reading and writing culture across different sectors. To achieve this, the Hungarian Reading Association organises numerous activities, including publishing books and leaflets on how to support reading practices, organising various awareness-raising campaigns, conferences and events, such as the national day of the folk tales, and providing expert support (reading mates) for children in foster care. It also actively participates in various networks at national and international levels. Some of its activities, such as the National Day of Folk Tales, are an annual tradition and involve many towns within and even beyond Hungary.

3. *NALA - Ireland*

   The National Adult Literacy Agency (NALA), an independent charity, was established in 1980 by volunteers concerned about the lack of support for adults with literacy and numeracy difficulties in Ireland. It has a threefold aim: first, to ensure that national policy priorities for adult literacy are implemented; second, to develop better opportunities for literacy and numeracy learning based on effective methods such as distance and blended learning; and third, to make it easier for people with literacy difficulties to take up literacy and numeracy learning opportunities and use other public services. To achieve these aims, NALA undertakes numerous activities, including development of appropriate teaching materials, distance learning, policy advocacy, research and campaigns to raise awareness about adult literacy challenges and services in Ireland (e.g. tutor training). NALA has become a leading campaigning and lobbying force on adult literacy issues in Ireland.

4. *The community of Amsterdam - The Netherlands*

   In order to bring (political) attention for literacy, the municipality of Amsterdam organised "language markets". First it aimed to provide a platform for decision-makers to share their plans for new policies, programmes and projects. In the future, the municipality would like to bring together members of the network, who haven't previously participated. The language market potentially provides an effective way for literacy supporters, volunteer organisations, language learning centres, the municipal library and the citizens of Amsterdam, and others to meet. In addition, the community of Amsterdam has organised language markets at the OBA (several locations of the library) to reach other citizens.

5. *Asociata Lectura si Scrierea Pentru Dexvoltarea Gandiri Critice Romania - Romania*

    The Asociata Lectura si Scrierea Pentru Dexvoltarea Gandiri Critice Romania is commonly translated as 'Romanian Reading and Writing for Critical Thinking Association'. This non-profit organisation supports teachers and contributes to efforts to support access to quality education for all. The Association supports its members by organising training courses and conferences. They have also participated in international consortia working on targeted European-funded projects.

6. *The Swedish Arts Council and partners - Sweden*

    The Swedish Arts Council provides grants to reading organisations, which together meet a range of needs. Corporate philanthropy to promote literacy issues is rare. However, the partnership between the Läsrörelsen Association and McDonald's stands out.   In many ways, it complements the public investments of the Arts Council. The partnership began serendipitously 15 years earlier. An earlier request to a paper company for a donation of paper for a book for readers with dyslexia had not been granted, but two years later, the company contacted the group to lead a McDonald's project to books to children. The books are published in all the Nordic languages, and a recent book was also translated to Somali. The partnership between a global 'big food' company and a small literacy organization is not necessarily a natural one, but can be important to reach out to families in places where they spend time together.

7. *Beanstalk - United Kingdom*

    Beanstalk has developed a mix of strategies to raise and sustain interest in literacy challenges and volunteer opportunities. The most significant campaign was with The Evening Standard, a free newspaper with a circulation of about 900,000. In partnership with Beanstalk, the paper published a series of stories. The series began by citing statistics on the scale of the challenge of low literacy for school-aged children. This was followed by stories focused on human interest stories. During the campaign, a school with particularly challenging circumstances was adopted as the 'flagship' for the campaign. The school was featured in a major Evening Standard story. They received funding and were allocated several Beanstalk reading volunteers to help children to meet reading targets. In addition to the partnership with The Evening Standard, Beanstalk has sponsored a Reading Festival (with 10.000 participants gathering in Trafalgar Square to read), celebrity ambassador school visits, and more targeted campaigns to recruit volunteers from different associations (retirees, police, and so on).

Procedure

In total, four ELINET researchers participated in case studies of expert and focus group interviews for the different organisations (one researcher participated in each case study). The aim of the case studies was to understand the organisation and the activities related to awareness or fundraising. These case studies also provided a way to test the alignment of indicators identified in the earlier report on 'indicators of success'.

These organisations' interviewees were selected according to specific criteria (outlined in Table 1). Firstly, the expert interviewees needed to have thorough knowledge of the organisation's funding, partnerships, vision and the strategy, the policy context and the

challenges facing the organisation. Secondly, the focus group participants were to include both internal and external partners and stakeholders and to be involved at some level in the awareness- and / or fundraising activities and campaigns of the organisation.

Instrument development

The interviews were semi-structured so there were opportunities for more in-depth and open discussion. Annex 3 includes the interview guide for the expert interviews and focus groups. The four researchers who selected the seven organisations agreed on topics and questions for the interviews.

Method of analysis

ELINET researchers used a deductive approach to analyse results of the desk research on 'indicators for success' in awareness and fundraising campaigns in other sectors. First, they developed a table setting out four categories of indicators (see annex 3). Next, they decided on the interview topics based on these categories. The interviews themselves were recorded, transcribed and analysed. Results from the earlier desk research were considered in light of the case findings. This also created opportunities to determine new indicators that could be used to track the success of awareness and fundraising of organisations analysed. A table with new categories, as identified by the four researchers, was developed. This group work also helped to address intersubjectivity and to develop a common outcome concerning success factors of awareness and fundraising activities for low literacy.

Chapter 3:   Results: Indicators for success as applied to the case studies

Based on the analysis of the expert and focus group interviews of the seven case studies, the researchers identified seven common elements of successful awareness raising campaigns and an additional seven common elements of successful fundraising campaigns. These elements emphasise the importance of the planning and implementation processes.

The common elements of success which emerged from case studies on awareness raising campaigns include:
1. Strategic planning: Expertise in the local context to shape effective strategies
2. Branding and reputation: Visibility, attractiveness, credibity and professional image
3. Timing: Synergy of interests and events
4. Partnerships: Cross-pollination among the media, politicians, target-group and stakeholders in different fields (the beekeeper role)
5. Innovativeness and risk-taking: Pioneering ideas and approaches (whether new for the context or not previously tried)
6. Quality of the message and the messenger: Communication of positive, consistent, clear message tailored for different target audiences and by a trusted source
7. Leadership and teamwork: Dynamic leadership, staff teamwork and ambassador support

The common elements of success which emerged from case studies on fundraising campaigns include:
1. Need and impact: Communicating a sense of urgency and need next to a return on investment
2. Timing and persistence in advocacy: Strategic action over time
3. Matching organisations' and funders' priorities: Communicating shared priorities in a simple and clear way
4. Longstanding reputation, profile and consistent professionalism: Maintaining professionalism and integrity in cooperation with celebrities and ambassadors in an informal network
5. Coherent and flexible mix of partners: Creating a clear 'chain of co-operation' consisting of media, politicians, ambassadors and various funders
6. Commitment of learners and voluntary key fundraisers: Sharing personal learning stories in a learner-centered approach
7. Creative lobbying with a clear message: Ensuring that messages are strong and clear

The following analysis is based on original quotes from the expert and focus group interviews. Grammatical errors have not been corrected (interviews in all countries were conducted in English) to ensure fidelity to the interview data. It should also be noted that the quotes refer to different target groups. So quotes may alternately highlight aspects related to

adult learners, to children, to volunteer recruitment, to different kinds of literacy programmes and to different countries.

Awareness raising

1. *Strategic planning: Expertise in the local context to shape effective strategies.*
   Knowledge of the local context and needs are vital to the development of local campaigns. For example, data on literacy levels in the local area may support calls to action among different stakeholders. An EIC[1] stakeholder said: "*I think questions, what you think we ask parents? What is your favorite activity to do with your children? Only 9 percent, euh, 8 percent said reading and story time. Then we asked what do you think is your children's favorite activity? Only 4.4 percent said reading and storytelling. Than we asked about daily routines. How often do you read to your children before going to bed? Only two percent of parents read to the smallest age groups, this means until 12 months of age. This means, nobody*" (EIC).
   Besides this, achievable goals should be set in order to ensure that campaign results will be clear and successful. According to interviewees of FGC: "*You must have short-term goals and long-term goals whatever you plan, whatever you do, to keep something working on you have to have a much bigger perspective*" (FGC). Furthermore it seems to be important to be realistic and to have a formative evaluation, which depends on a strong planning in order to achieve what you're heading for, like interviewees of FGN: "*Now I also notice what I could have done better. The preparation is essential. So that the people are prepared for what's coming. Because right now (…) then I have to do a lot of work in the different districts of the city. It's really a lot. I have three now, it's too many. South, east and south-east, I'd like to do it differently in the future, focusing on one part*" (FGN).
   Finally definition of campaign messages recognise sensitivities of the target group as illustrated by FGI interviewees*: "A lot of the adult learners would have had bad experiences at school. So they are trying to get that message across: look, you are adults, you will be treated like adults, and it's not like school. They all would have said that they were ashamed, and now they say we shouldn't have said that we were ashamed. 'There is nothing to be ashamed of*"(FGI).

2. *Branding and reputation: Visibility, attractiveness, credibility and professional image*
   Organisational branding and a reputation for quality were also key to awareness raising campaign's success. Interviewees associated branding and reputation with campaign visibility and trust in the messenger: "*This is really a good project for all over Europe*"

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[1] EIC refers to the particular expert interview or focus group. EI means 'expert interview' and FG means 'focus group'. The last letter is a special letter referring to the involved country (Croatia (C),Hungary (H), Ireland (I), The Netherlands (N), Romania (R), United Kingdom (UK) and Sweden (S)).

(FGS). Second, the messenger should be someone the target audience is likely to trust: "*So it has to be through a person, someone like their employer for instance, they have personal contact with, someone who can then refer us to them*" (FGN). Likewise EIC illustrates: "*(…) when I asked him, he said: it is okay (…). If you think it is important for our children, the money is yours.*

In addition, these EIC interviewees emphasise: "*People have to trust you or you have to have such a strong scientific background or such a strong empathy for people (…). You have to prove yourself*" (EIC).

Third, proper preparation attention should be paid to the selection and motivation of volunteers so that they are able to provide high quality services: "*We are very clear when we interview potential volunteers that it is all about the child and so you have to be committed to that, because that's what makes the difference. What we don't want is a volunteer go in, work with the child for a few months and then drop out. Because then the child feels like they've done something wrong. So we are very clear in all our messages of when we recruit volunteers about what's involved. (…) We found these people who got time and who are really passionate about reading.*" (EIUK1).

Furthermore, the quality of outputs is important: "*I think, with really good books it's only…you know the quality books. (…) It's really good books, high quality books*" (FGS). In addition, FGS interviewees noted that: "*it's also always high quality, always, always, always high quality and (…) is, showing all those books and it's always good quality. That is the most important thing*" (FGS).

Besides this various case studies' interviewees noted that such factors as clear campaign goals, alignment with broader (national) goals, political support for the campaign, regular and effective communication and committed staff also seems to be important: "*So we do have a newsletter, we have videos, we have a website, I also believe we communicate by organising gatherings. Yeah I do see it at the moment, I could I think make it my job for 24 hours a day to collect and broadcast messages. There are plenty of moments we are communicating.*" (EIN). Furthermore interviewees of EIS said: "*If we want to build up a national bookstore program, we'd need to have the politicians on our side. We have to make them want to do this, because they can / want to do something completely different.*" (EIS). Besides this EII underlines the importance of committed staff: "*There are other factors in terms of why in Ireland we are successful. And there is no doubt the staff in here is really committed. We have very good leadership and we have very committed staff …*" (EII) and interviewees of EIH underline the importance of good goals: "*It also depends on the goal that you have. What if you are, if you are making good goal and you are, it starts with communication. If you have a good goal to communicate and you have the money you can reach the people you have to reach*" (EIH1).

Finally, it was noted that projects should be attractive and interesting to the target group in order to be successful and ensure high quality branding: "*I think for the project is really important not to have the pressure, it must be interesting as useful for that. (…) They need to have love with the book. It's very important, if you do not have that attraction with*

the book you will not use it. The project must be like I told you: fun, easy, what do I get of it? (…) It has to be colorful, something that was well done with the choices of the color, that's why the children like that" (FGC).

3. *Timing: Synergy of interests and events*

    Timing is an important element for any awareness raising campaign. There is timing in terms of synchronicity and synergy of different organisations' interests in promoting literacy. This means that organisations should be flexible enough to take advantage of opportunities as they arise. For example, as interviewees of EIUK2 describe: *"The Get London Reading campaign, came about almost by chance from a meeting (…) with a journalist. (…) Who said (…) you should speak to (…) the editor of the London Evening Standard. Because they are a big campaigning newspaper in London (…) and he wants to do something around literacy but he has no idea what that might look like"* (EIUK2).

    Timing may also refer to whether and how a campaign is linked to the academic calendar or to special calendar events. Interviewees of EIUK1 describe how timing of the newspaper awareness raising campaign worked well for recruitment and training of volunteers in schools: *"I think the timing was quite good, because it gave us the summer holidays to train everybody so we could get back into schools and they were"* (EIUK1). Similarly, interviewees of EIH1 described awareness raising linked to special calendar events: *"In Hungary and there's a huge event each year, that's the national day of the folk tales. There's a conference on it and in a lot of towns and villages, connecting to schools"* (EIH1).

    For learners, the timing of a message may be very personal. One FGI interviewee, who was also an adult literacy learner, emphasised that: *"I was very involved with my own family and working and looking after my mum and dad. So I didn't realise really there was anything for adult literacy. Where I needed to go back, until I see an article in the paper. It was a small article. I could read, but I couldn't fully understand. It was me we are talking about."* (FGI).

    Furthermore several of the case study organisations emphasised, that there's a need to refresh the campaign message. As interviewees of EII describe: *"There is a danger I suppose that the messaging. (…) it's like a fruit that goes off, it loses its impact. So it's trying to keep the message fresh and relevant to people without being repetitive"* (EII). Also interviewees of EIUK2 showed that they were able to keep their literacy campaign fresh as a few weeks into the campaign, they decided to highlight one school with particularly challenging circumstances as a flagship. As an interviewee of EIUK2 describe: *"I had a head teacher contact me, to say: "Only around 45% of their year's set people were getting the level four that they needed for literacy in year six, which is shocking. It should be somewhere up around 90%. (…) So I went to The Standard: how about adopting this as your flagship school, where we want to transform the attainment of the school? They completely bought into that and that kept the campaign alive and gave it a new energy"* (EIUK).

4. *Partnerships: Cross-pollination among the media, politicians, target-group and stakeholders in different fields (the beekeeper role)*

One of the most important findings from the case studies was that awareness raising cannot be organised by just one organisation. In other words strong partnerships and networks are important in order to support the success of the awareness raising campaign. The target group itself needs to be involved. In order to attract individuals with literacy needs and get them involved, the need to know 'what's in it for them' is extremely important, as FGN interviewees explain: *"Because you cannot any longer fill in your tax forms with your pen, everything happens digitally. So it's aiming for integration skills, learning Dutch and basic skills as well the digital skills"* (FGN).

In addition, co-operation with media is extremely important. For example, as explained by FGI interviewees: *"If you get the learners' voices of that, be that in print media, radio, television or whatever: they will sell the service to anyone else. Because if they go on media, within three minutes the phone would start ringing. Since we are off the air, I wouldn't get into the car before the phone is ringing, before I get back. This service is only five minutes away from the radio station. When I heard X on the phone or on the radio, we did a PR campaign maybe two years ago. We had a couple of lads going on the radio. We had an ad going on the radio as well for that week. The next week we put a full page in the free newspaper, because a lot of people wouldn't buy the paper. So we worked with the free paper, because it is delivered into the houses. So we took a full paper on that. And it was very colourful with a lot of pictures and photographs. There were little testimonials. There might be four lines, but we had nothing the entire week, and the fourth week we did an interview with one of the learners. They had their photograph taken and told their story"* (FGI).

Furthermore, co-operation with professionals in different fields seems to be very important as explained by interviewees of EIC, whose programme is run out of a paediatric service: *"There are more than 15 paediatricians. Some of them, at the beginning, were [not] very aware about 'why should we do this'. So I spent a lot of time talking to them about the necessity of doing this because of influences on child development and now there are so many proofs that it works and then they said: it's okay"* (EIC). Or the co-operation with schools expressed by interviewees of EIH1: *"The main focus is on children, if you see our homepage, unfortunately in Hungarian, there are articles on how to read aloud to your children. There's a database on children books, what to read for children. There is a database of experts that school is our communities and asks and go there and they collect her or speech for the (…) for parents for example. We are trying to reach children to teachers and parents (…)"* (EIH1).

Maybe finally one of the most important areas of cooperation is with politicians, as discussed in interviews with EIC: *"There I talked, I think about 10 ministers or 3 or 4 Ministries, talking about the importance of early [out] loud reading to children and reading promotion. Last year finally the Ministry of Culture, they started writing national strategy for early [out] loud reading to children"* (EIC).

5. *Innovativeness and risk taking: Pioneering ideas and approaches (whether new for the context or not previously tried)*

Some interviewees underlined the importance of innovation. EII interviewees have taken an innovative approach to improving accessibility to language through 'Plain English': *"The Plain English service is where we can actually help them to write things in a way that people will understand from the first time they read it. (…) This is about trying to be clear and concise and just get rid of the fog and the cloud of words. And that is the service that we do" (EII).* In addition, EII interviewees said that: *"Anybody who is accessing public information has a better chance of understanding it if it is written in plain English. And they very much do campaigns in the health sector to make people aware that very often when you speaking to people in a health context they are quite stressed. They are going to find information quite difficult to understand, no matter what their literacy level is. So try to avoid using medical jargon and speak more clearly" (EII).*

A very innovative approach is to also use traditional and social media to provide people with ideas for very simple steps they can take to improve their literacy on a daily basis.

EII interviewees describe their approach: *"The 'help my kid', the family literacy work, we've done it on the television. We also have an online facility whereby you just can click on your child's age and you'll be given simple everyday activities that you can do with them to support their literacy and numeracy development" (EII).* Describing their TV presence, interviewees of EII note that: *"The national broadcaster was more interested in a more modern form of broadcasting which was more kind of the notion of the fly on the wall. A documentary following people who had literacy difficulties, who lack the education. That was called Written Off. But again, they were very successful on television, because they covered such a range of people, of different age groups, from age twenty to age sixty" (EII).*

Sometimes campaigns are groundbreaking for that particular context. EIC interviewees describe how to communicate ideas, which seem to be radical and innovative to the target audience and entail some level of risk taking for them: *"We divided this in two ways. First this was to work with paediatricians and paediatrician nurses. This was one part and another part was to sensitise the whole community. … There are more than 15 paediatricians. Some of them, at the beginning, were very aware about 'why should we do this? So I spent a lot of time talking to them about the necessity of doing this because of influences on child development and now there are so many proofs that it works and then they said: it's okay" (EIC).* But EIC interviewees also noted that the idea of introducing high-profile awareness-raising for literacy in a paediatric hospital was seen as risky at the beginning: *"I must say this was a very risky way that I took health promoting hospitals, community based hospital, literacy in the hospital. Everything was completely new for the whole country, but I believed that this can work here in this hospital (…). In the beginning there were so many complaints, even from my colleagues (…). But they always complain, so if you listen to these complaints then we never do nothing. After ten years they realised why was the European Commissioner so*

important, why James Bond was so important, why city mayor was so important, because in some way they recognise your work and they recognise your needs" (EIC).

6. *Quality of messages and the messenger: Communication of positive, consistent, clear messages tailored for different target audiences and by a trusted source*

Messages that appeal to the emotions are effective for creating awareness, but there is some risk that they may make the individual with poor literacy skills appear to be helpless. As an FGN interviewee noted, a better message is that: *"You are already valuable and good, but you can make more out of it. So a more positive approach I believe can result in something differently"* (FGN). Additionally interviewees of FGI commented that adults may hesitate to return to learning because they had such bad experiences at school. They noted that it's important to communicate a positive message: *"So we are now trying to get the message out to people, that this isn't school. This is actually different, that it's focused on your needs. That it is going to treat you with respect. So as an adult. (…) There is another challenge in staying positive. It's in trying to ensure that the message that goes out there is that, just because somebody is a beginning reader, they are not a beginning thinker. Or a beginning person or a beginning parent. Or a beginning worker. And trying to keep that positive dimension in terms of all the campaign and awareness work. I think is a challenge"* (FGI).

Interviewees said that they pay a great deal of attention to the quality of the message itself. In almost all case studies this factor was considered as one of the key success factors of awareness raising campaigns. Interviewees observed that content of the messages should be relevant, attractive and significant to the target audience: *"The emotional is a good thing, because it creates awareness, and you are able to see yourself in the shoes of the illiterates, the bad thing is, it places them a bad daylight, it makes the piteous"* (FGN). Also EIR interviewees underline the importance of a tailored message for the audience: *"I would probably recommend that they take good care of their messages reaching the public. Not only teachers, probably primarily teachers, but also parents and the policy makers. I don't think policy makers ever listen, unless you go and grab them and make them listen to you. [Laughter.] It's a job in itself, yeah. But thinks like: make sure their messages are important messages that reach people"* (EIRII).

Also, the message content should be shaped in positive way: *"Literacy affects different people in different times of their lives and everybody has a reason for wanting to improve it. But again, focusing in on the positive that there are lots of benefits with all these people turning their lives around, by improving their literacy"* (EII).

Also, messaging should be consistent, clear and relevant to the target audience and include concrete and clear next steps: *"So the messaging is consistent and the quality is consistent. (…) You don't necessarily need to have a mass media in your campaign, but you need to have clear messages (…) just having a really simple, clear message calling to action. And having a really, proper call of action that people could engage with"* (EIUK1).

7. *Leadership and teamwork: Dynamic leadership, staff teamwork and ambassador support*

A strong leader is one of the most important elements of an awareness raising campaign, as FGC interviewees note: *"She's also working on different (…) projects involved with child health, child education and all that so the community is already used to her face, to her meaning on everything, but she did a lot of humanitarian actions to save money to some very good things and she included also radio, media TV, newspaper and everything"* (FGC).

But besides this you need ambassadors, as FGI interviewees explain: *"The great thing about having students promoting the service is that a student can connect better with other students. When you hear a student talking, it's much more powerful"* (FGI).

In other words, there has to be a strong team working together in order to achieve the goals of the campaign itself. These workers can be professionals, but can also work on a voluntary basis in order to spread out the message of the campaign itself: *"And also we would have a student development group, where we bring in student adult learners. Or students as they like to be referred (…) to help us inform the people of the work that we do. So it is a group that actually comes in here regularly to help us develop our practice as well as our policy"* (EII).

Fundraising

1. *Need and impact: Communicating a sense of urgency and need next to a return on investment*

FGUK interviewees suggested that, a sense of urgency is needed to motivate funders: *"Why are we in there, why, that school was not the worst school in London. We went to a school that had hope for transformation, but I think that the result showed 57 per cent left primary school without being able to read or write at a required level, level 4"* (FGUK). Likewise interviewees of EIUK1 say: *"We use that data all the time, because obviously that is what makes it really powerful when we are talking to funders or when we are talking to stakeholders, because we've got really good evidence of need, we know there's a problem in the UK"* (EIUK1).

In order to show if investments are worthwhile it's important to show the impact of the programme. Therefore measuring impact (for example of a special programme on reading for children in schools) is necessary according to EIUK1 interviewees: *"We currently have a web-based system where we ask schools what the end-state on children is, all anonymised. We ask schools to enter data on the reading levels of the children as they start, but also the year before they start. So normally the children have had no progress the year before they start. And then we add some brackets through the three terms we work. So that we can see the progress. And then we just sort of average it all out you know? So we analyse it each year, to work out. And obviously not every school puts it in for every chart, but we get enough of data that we can see how much impact we've had"* (EIUK1).

Showing that there is a return on investment is also very effective, particularly for engaging policy makers (also as an advocacy tool): *"The best thing is to say, if you're doing this now you're saving a lot of trouble and money and it is not saving it is also (…) you want a society where everyone is included and this is about inclusion"* (FGS).

2. *Timing and persistence in advocacy: Strategic action over time*

Persistence and a coherent approach are essential for successful fundraising efforts. Ongoing efforts to educate policy makers and other funders can 'pay off' over time (which is comparable with advocacy). This is particularly the case for efforts to raise significant levels of funding. For example, significant government funding will be needed to run a range of programmes. For example, FGS interviewees said that: *"Fifteen millions (…) my plan is to go to the county and say this is money that already exist, but it exist in the hospital, it exist in the prisons and it exist everywhere but not in the culture section. But if you transfer the money into us and we are going to do the book start, then you don't need the money later on and that is the sustainability of course and it's very important issue for all counties in Sweden, so I am hoping for that argument… And we started two weeks ago to try to implement it and to try to persuade our politicians and so far they are listening and they are thinking it is a very good idea"* (FGS).

Those seeking funding need to be strategic about the timing of their requests and not to ask for everything all at once. One possibly starts with a pilot, builds evidence and develops a relationship with the funder, before a future bigger request: *"Politicians want (…) thrive of course and they want the people to be happy, that's a fact. They want development and want values of course. (…) So you have to work on that level. What can I bring to the table to make this county better? And if you are reasonable, of course you can't have everything at the same time, but I can say if I can have this one now and I show you how good it will be and perhaps you can fund the money to be more expensive next year (…)"* (FGS).

Persistence in seeking funding is also crucial according to interviewees of EIS: *"X has been very persistent working with this perspective saying it over and over again. And when this investigation, we were experts in the investigation and we kept saying this is important factors, we have to work with this. And then it came back, we get it. We got more funding and we were trying to work more strategically and telling regional level, this is our perspective, this is what we prioritise. Keeping on that work for a long time. Then it sort of gets going with you and it starts moving in the same direction. And now we try to reach out other policy areas, like working more with education or the cultural sector and saying this is what we can achieve if we work together and hang on to that"* (EIS).

Also interviewees of EIR have found that persistence in seeking international funds is necessary: *"We usually apply for EU funding, but we are also looking for other calls for proposals. If it is something which allows us, if it is friendly to us. If it allows us to do the project we want to do. (…) So this is the first thing. And on the other hand it is*

just that you need a clear thinking and it has to have a logic in the way you develop the plan of the project (ElR).

3. *Matching organisations and funders' priorities: Communicating shared priorities in a simple and clear way*

    A good fit between campaign developers' and fundraisers' priorities is another factor contributing to campaign success. FGS interviewees noted that they are most successful in raising funds when the project is relevant to potential funders: "*I would like to say that they gave us rather much money compared to what we have in our own acquisition budget, but it depends on the project. Some year I can have a half a million and some year nothing. It depends on what we're doing*" (FGS).

    Also, it is crucial to find the stakeholders who are interested in supporting the campaign as interviewees of ElUK1 emphasised: "*We work with the right people*" (ElUK1).

    In this regard it is also important to make the campaign donation process simple and accessible for everyone and to show the changes the donation can influence: "*So it was kind of volunteer today, donate today, change a child's life today and we had the landing page from the Evening Standard to our website. So that once people had been shocked by the campaign and the awareness raising around the scale of the problem then we wanted to mobilise people wanting to do something about it. And we put it out really simply: donate that amount of money and you will support three children for a year and you will change that child's life. Or you know, if you wanted to volunteer you click on a button, which puts you through to the inquiry form, you bring up. Somebody interviews you and then that kicks off that process and we had literally thousands and thousands of inquiries and people wanting to become reading helpers (…)*" (ElUK2). It is also important not only to find potential donors, but also involve them in the campaign: "*I asked her and then we could take this into Mc Donald's which was fantastic. It is fascinating, because Mc Donald's, the Swedish Mc Donald's they really, really love this project*" (FGS).

4. *Longstanding reputation, profile and consistent network: Maintaining professionalism and integrity in cooperation with celebrities and ambassadors in an informal network*

    According to FGS interviewees, a longstanding reputation and professionalism for effective work can have a surplus value: "*I work in an organisation that's called X, which means the workers' education and association and it is one of ten organisations in Sweden. (…) X is the largest one of the ten. We're about over a hundred years old and we're politically independent, but we share the values of the labour movement and we arrange study circles, courses and cultural events all over Sweden and we have about 120 organisations that we work together with*" (FGS).

    Partners' integrity is also important, according to FGUK interviewees *of FGUK*: "*Meetings we have laid out for the other newspapers exactly how we did it. How you triangulated, raised the money, (…) The groups that you have to work with, the*

integrity as you say, has to be from all the partners and we've led it all out and we said to the newspapers you know do it in your area and we haven't ask for any."

According to EIUK2 interviewees, it can be helpful to co-operate with celebrities and ambassadors: *"If so and so is involved, it's a celebrity then it must be a credible organisation. So that can also be a route to people to get engaged. But I think it's a mix actually. It's having ambassadors, real ambassadors who have struggled, been on that journey and are now able to engage in the world, because they can read or write. But it is also to have celebrities saying look this is a really important issue and we should all get behind it if kids see footballers reading"* (EIUK2).

Besides being a strong organisation informal networking on one's own way seems to be helpful according to interviewees of FGS: *"Networking is easy in a small, democratic country. (…) You are very near to everything in Sweden. You can be in contact with the minister. You can be in contact with a rich person if you want to. (…) And we are informal. (…) We are very used to organise ourselves, that's important"* (FGS).

5. *Coherent and flexible mix of partners: Creating a clear 'chain of co-operation' consisting of media, politicians, ambassadors and various funders*

   In order to raise sufficient funds for your literacy activities, a strong and collaborative leader with a good network is of primary importance: *"It is very important for me of course, because I understand that I will be some sort of spider in this on the county level. It is important, because I can make all the municipals to work together with a lot of organisations"* (FGS).

   This leader has to co-operate with different organisations in order to create a 'chain of co-operation' or more intensively a 'partnership', as interviewees of EIR1 note: *"There is another way and we sometimes use it if we partner with the teacher training house. Then they can receive money from our course and we deliver the course in the way we do. For example they give the space: it is a partnership. But actually the trainers we use are only our trainers"* (EIR1).

   Co-operation with media partners is necessary to gain visibility. Via media you can reach a lot of people, as interviewees of EIUK1 noted: *"She met with the Evening Standard, which is a big media, a newspaper in London. And it's a free newspaper that is given away on the Tube and you know. So it's got a huge readership"* (EIUK1). On the other hand interviewees of FGUK show that there's also a surplus value for the media itself: *"Time is more valuable than money and so to actually get people to pick that paper up and read it. And it is not of their birth right, because some people would be born reading the daily mirror or the telegraph. You have to have things there to want them to invest their time. And again in journalism many people say that campaigns don't sell newspapers. We have actually proven that they do, because you get a dedication and a following and a loyalty from the readers"* (FGUK).

   Thirdly the connection to politicians seems to be important (comparably with advocacy). According to interviewees of EIR2 it can help if the Ministry knows what

you are good at: *"So we know the people at the Ministry. And the good people we know agree with what we do. But the things are set up in a way that for instance when we were invited to partner with the Ministry, to do a project which was very much literacy oriented"* (EIR2).

Furthermore interviewees of EIUK2 underline the importance of involving political parties: *"At the moment with the elections coming up the seventh of May, almost all of the political parties, certainly the key political parties, have signed up in their manifestos to supporting the Read On, Get On campaign, which is a coalition we are part of around reading"* (EIUK2).

Fourthly, role models or ambassadors, including the involvement of celebrities, can help bring more attention and funding for your activity,: *"There are lots of celebrities involved, they are going in on school visits and it's got to be"* (EIUK2). Besides this, ambassadors can be supportive and sometimes they are even family: *"There are young fathers who come to the local club and they ask will we have a read from the dad today. Because my father used to go to one when I was a child and I think that's very good"* (FGS).

In addition to the involvement of different partners, it's important to have a mix of funding sources, as EIUK2 interviewees note: *"It's a mix. It's a really healthy mix. So the school's income, we charge the schools, which provide about 37% of our overall income. The rest of it we fundraise. So we have a really healthy Trust foundation, income applied, also corporate, but also major donors (…)"* EIUK2.

Finally, interviewees shared lessons learned regarding co-operation with different partners, such as the need to be aware of possible hidden agendas or competition: *"I think it's very important, because otherwise they pay you new books that they have done in other countries. They have taken other kind of books and I want so much (...) to have good old books, because new books you can't take in Mc Donald's. Then it's a competition for the book stores and so and also for the authors"* (FGS). Furthermore it seems to be important to discuss what is non-negotiable between partners, as an EIUK2 interviewee noted: *"So I think it's just to be very explicit about what the non-negotiables are and to think through about how that might play out through the life of the campaign"* (EIUK2).

6. *Commitment of learners and voluntary key fundraisers: Sharing personal learning stories in a learners centered approach*[2]

Learners' commitments, as well as voluntary key fundraisers were also important to the success of awareness raising as well as fundraising campaigns. For example, learners remain interested if services are adjusted to their experience and respect is shown: "*A lot of the adult learners would have had bad experiences at school. So they are trying to get that message across: look, you are adults, you will be treated like*

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[2] For this element two examples of an awareness raising case study has been used, due to the strong examples given by the interviewees of that particular case study.

adults, and it's not like school. (…) So we are now trying to get the message out to people, that this isn't school. This is actually different, that it's focused on your needs. That it is going to treat you with respect. So as an adult" (FGI).

Besides this, the content of the message itself matters: *"they built it was sort of a narrative of what the story was. And then it's like we have got to do something about it! That's why it was so powerful, because it wasn't just oh is this terrible. It was like and here's something you can do! You can volunteer! You can become a volunteer and go to a local school and make a difference, and if you can't volunteer you can make a donation to the charity. It was really simple"* (EIUK1).

The storytelling is supportive to the learner's centered approach, which also helps to keep learners interested and participative in the programme according to interviewees of EII: *"when I volunteered as a tutor, my student only wanted to be able to pass an exam to allow him to get a taxi license. So the only thing we worked on was the spelling on place names in Dublin. Because that was the key component. And that's all he wanted. So that would be an example of when somebody wants to learn something quite specific and that there is no course. We just built a course around their needs"* (EII).

7. *Creative lobbying with a clear message: Ensuring that messages are strong and clear*
Clarity in communicating goals is essential for effective lobbying, as emphasised by EIUK1 interviewees: *"We want to help more children, which is why we needed to have a fundraising campaign and an awareness raising campaign. So we want to grow and help as many children as we can in Britain to learn to read. So that's why we do this campaign really"* (EIUK1).

But besides the message itself, choosing the right messenger (for example ambassadors, celebrities, learners and their families) is important for an awareness raising campaign, and can also help in raising sufficient funding. As EIS interviewees note: *"The criteria for that money is that they have to cooperate with professional artists and authors. So it is all very connected. So they can invite an author who can read to the children. But it can be different things. It could be film, it could be theatre, it could be music, it could be anything"* (EIS).

The next step is to develop a good strategic plan regarding follow through, for example, with individuals who contact the organisation, to volunteer or to contribute otherwise. This does not seem to be fundraising per se, but people liking to contribute their time. Interviewees of EIUK1 discussed this aspect: *"We did have a plan…, but you need to really think through all the 'what if's'. So for us it was like we didn't realise the phone would be off the hook. So I mean, we had already managed more staff come in to handle the phone. (…) It was all about planning, being prepared, and, yeah, just trying to be creative, I guess. It's always thinking about different ideas of what you can do"* (EIUK1).

To succeed, it is important to adapt the fundraising activity and campaign to the culture of the 'community': *"The culture in the country cannot be ignored. (…) Up to a*

point in our history, we tried to make sure that we know the person. You know we have seen the person. We can associate a name to a face or the other way around. A face to the e-mail address or at least someone on the Board can do that. At this point, I think we are back to that size where we can identify everyone" (EIR2).

Chapter 4:   Discussion and conclusions: Campaign development, implementation and impact monitoring

As noted in the introduction, this report, along with the earlier ELINET report on 'success indicators' for awareness and fundraising campaigns, cover the full cycle of campaign development, implementation and impact monitoring. The campaign goals and strategy discussed in this report, and impact indicators discussed in the earlier report, need to be aligned. Indeed, impact evaluations should provide information necessary to reinforce and improve future campaign development and implementation.

The earlier ELINET report provided a meta-analysis of 52 evaluations of impact of awareness raising and fundraising campaigns. It identified nine commonly used indicators of success in different sectors (Masiulienė et al., 2015). The majority of the evaluations identified for the earlier report were for health campaigns (a few evaluations of adult education campaigns were also identified), but as highlighted in the case studies of literacy campaigns conducted for this report, they are similarly focused on influencing understanding, mind set and behaviours. Figure 1 shows the interconnection between the main elements, indicators and the elements of success.

Figure 1: Interconnection between elements, indicators and common elements of success of awareness raising and fundraising
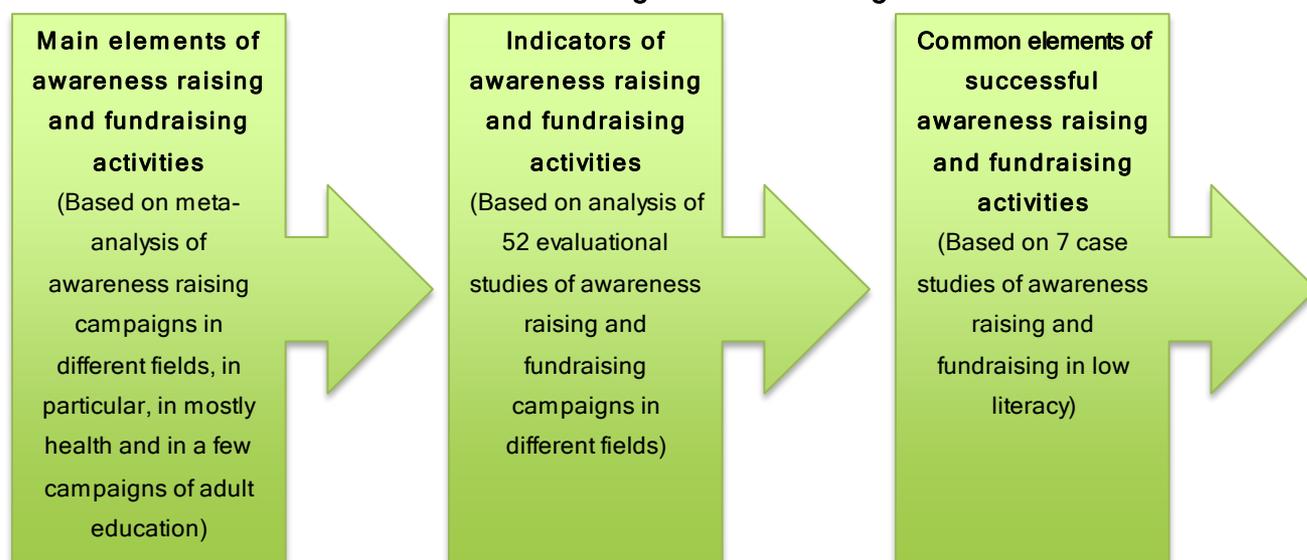

Table 2 (below) links the 9 success indicators identified in the earlier report with the appropriate common elements of successful campaign development and implementation identified in the current report.

Ultimately, as noted in the above analysis, each campaign should be tailored to the local context and target audience. The common elements of success identified in this report

provide a framework for campaign development and implementation. These elements serve as general principles to guide each campaign, rather than as a rigid set of rules or a recipe. The indicators, which should be clearly linked to each campaign's goals and strategy, provide information on whether campaigns are meeting their goals, and areas where improvements may be needed.

The experiences of campaign developers, and evidenced in indicators of impact, will also be important to share across ELINET and beyond to ensure ongoing peer learning and to strengthen capacity of organisations to reach their target audiences. These combined efforts are vital to reaching literacy goals across Europe.

Table 2: Elements, indicators and guidelines in successful awareness raising and fundraising for literacy

Main elements of awareness and fundraising (based on meta-analyses on success factors of awareness raising campaigns in different fields, in particular, in health and in a few campaigns of adult education)	Indicators (based on desk research of 52 evaluation studies concerning awareness raising and fundraising)	Common elements of successful campaigns (based on case studies) For the explanation of the elements see the results of the case studies described in chapter 3
1. Planning and monitoring of impact	▪ Could every partner implement the activity / programme? *Possible instrument to measure this indicator: case study*	▪ Strategic planning: Expertise in the local context to shape effective strategies ▪ Need and impact: Communicating a sense of urgency and need next to a return on investment ▪ Timing and persistence in advocacy: Strategic action over time ▪ Timing: Synergy of interests and events
2. Goal setting	▪ How many activities concerning prevention of low literacy have been organised? *Possible instrument to measure this indicator: quantitative data collection or online questionnaire*	▪ Branding and reputation: Visibility, attractiveness, credibility and professional image ▪ Matching organisations and funders' priorities: Communicating shared priorities in a simple and clear way
3. Target audience	▪ Has the use of the fundraising campaign 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 campaign increased recognition of the problem of low literacy? *Possible instrument to measure these indicators: case studies*	▪ Commitment of learners and voluntary key fundraisers: Sharing personal learning stories in a learner-centered approach
4. Message	▪ How has the message concerning low literacy of the awareness and fundraising campaign been perceived by focussing on the target audience? *Possible instrument to measure this indicator: case study*	▪ Quality of the message and the messenger: Communication of positive, consistent, clear message tailored for different target audiences and by a trusted source ▪ Longstanding reputation, profile and consistent professionalism: Maintaining professionalism and integrity in cooperation with celebrities and ambassadors in an informal network
5. Stakeholder engagement	▪ What are the most important activities of local and regional partners (stakeholders) concerning prevention of low literacy after the campaign? *Possible instrument to measure this indicator:*	▪ Partnerships: Cross-pollination among the media, politicians, target-group and stakeholders in different fields (the beekeeper role) ▪ Coherent and flexible mix of partners: Creating a clear 'chain of co-operation' consisting of media, politicians, ambassadors and various funders

		quantitative data collection or online questionnaire	*See also earlier mentioned common elements of success:* ▪ Timing and persistence in advocacy: Strategic action over time ▪ Matching organisations and funders' priorities: Communicating shared priorities in a simple and clear way
		▪ How many local and regional partners have joined partnerships concerning low literacy after using the campaign? *Possible instrument to measure this indicator: quantitative data collection or online questionnaire*	
		▪ Has the use of the fundraising campaign increased the amount of money or increased the potential to raise money concerning the development of low literacy activities? *Possible instrument to measure this indicator: case study*	
6.	Staff motivation	▪ Do professionals and volunteers (stakeholders) know more about the phenomenon of low literacy after using the campaign? ▪ Do professionals and volunteers (stakeholders) understand to sense of urgency of fighting and preventing low literacy after using the campaign? ▪ Do professionals and volunteers (stakeholders) underline the importance of action against and fundraising for low literacy after using the campaign? ▪ Do professionals and volunteers (stakeholders) invest more time in literacy related activities by using the campaign? ▪ Do professionals and volunteers (stakeholders) recognise people (of all ages) with low literacy skills after using the campaign? ▪ Do professionals and volunteers (stakeholders) redirect persons (of all ages) with low skills to literacy activities after using the campaign? *Possible instrument to measure these indicators: quantitative data collection or online questionnaire*	▪ Leadership and teamwork: Dynamic leadership, staff teamwork and ambassador support
7.	Communication channels	▪ How has the lay-out and the format of the campaign been perceived? *Possible instrument to measure this indicator: case study*	▪ Creative lobbying with a clear message: Ensuring that messages are strong and clear
8.	Resource management	▪ How has the lay-out and the format of the campaign been perceived? ▪ Has the use of the fundraising campaign increased	*See earlier mentioned common elements of success:* ▪ Need and impact: Communicating a sense of urgency and need next to a return on investment

		the amount of money or increased the potential to raise money concerning the development of low literacy activities? *Possible instrument to measure these indicators: case study*	▪ Timing and persistence in advocacy: Strategic action over time
9.	Multisectoral collaboration	▪ Which 'powerful' organisations have developed or are interested in development of new partnerships concerning low literacy after using the campaign? *Possible instrument to measure this indicator: quantitative data collection or online questionnaire* ▪ Could partners (stakeholders) working in different fields (e.g. health care, education, welfare and labour market) implement the materials of the campaign in their own local or regional setting? *Possible instrument to measure this indicator: case study*	▪ Innovativeness and risk-taking: Pioneering ideas and approaches (whether new for the context or not previously tried) *See also earlier mentioned common elements of success:* ▪ Longstanding reputation, profile and consistent professionalism: Maintaining professionalism and integrity in cooperation with celebrities and ambassadors in an informal network ▪ Timing and persistence in advocacy: Strategic action over time ▪ Partnerships: Cross-pollination among the media, politicians, target-group and stakeholders in different fields (the beekeeper role)

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Annex 1: Participating countries in the awareness raising questionnaire

Country	Organisation
Eastern Europe	
Bulgaria	Bulgarian Reading Association (BulRA)
Croatia	General Hospital Dubrovnik
Czech Rep.	Charles University in Prague (P47)
Hungary	HIERD
Romania	Romanian Institute for Adult Education
	Teachers'Centre
	Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania
	Filocalia Foundation
Slovenia	Bralno društvo Slovenije
Northern Europe	
Finland	University of Jyväskylä
	Finnish Reading Centre "Lukukeskus"
	FinRa
Iceland	University of Iceland
Norway	NVL
	VOX
Estonia	Tallinn University
Sweden	The Swedish Arts Council
Lithuania	PPMI
Southern Europe	
Cyprus	Cyprus Pedagogical Institute
Italy	Centro per la salute del bambino onlus
Western Europe	
Austria	Österreichisches Bibliothekswerk
	Österreichischer Buchklub der Jugend (Austrian Book Club for Young People)
	Literacy Centre Styria
	Inspire-Verein für Bildung und Management
Belgium	Federatie Centra voor Basiseducatie vzw
	Vrije Universiteit Brussel
	EAEA
	Stichting Lezen Vlaanderen
	BELFRA
	MENON Network
Germany	University of Cologne
	UNESCO Institute for Lifelong Learning
	University of Hamburg
	Bundesverband Lesefoerderung
	LitCam gGmbH
Ireland	LGMA
	National Adult Literacy Agency
Netherlands	Stichting Lezen & Schrijven
	National Center for Language Education
	Stichting Lezen
	European Bureau of Library, Information and Documentation Associations (EBLIDA)
	CINOP
	ABC
Switzerland	PH FHNW
	Swiss Institute for Childrens an Youth Media SIKJM
	Leseforum SchwEIS (Swiss Reading Association)
UK	The Reading Agency
	NIACE
	Booktrust
	RaPAL
	Beanstalk
	Education Scotland
	University College Cork
	IEE, University of York
	IOE
	National literacy trust
	United KIngdom Literacy Association
	Institute of Education, University of London

Annex 2: Participating countries in the fundraising questionnaire

Country	Organisation
Eastern Europe	
Bulgaria	Bulgarian Reading Association
Czech Rep.	Charles University in Prague (p47)
Hungary	Kecskemét College Teacher Training Faculty
Romania	Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania
	Filocalia Foundation
	Romanian Institute for Adult Education
Slovenia	Bralno društvo Slovenije / Slovenian Reading Association
	Bralno društvo Slovenije (BDS)
Northern Europe	
Estonia	Tallinn University
Finland	Finnish Reading Centre "Lukukeskus"
	University of Jyväskylä
Iceland	University of Iceland, School of education
Lithuania	PPMI
Norway	Nordic Network for Adult Learning (NVL)
Southern Europe	
Greece	University of Crete
Italy	Centro per la Salute del Bambino - Onlus
Portugal	University of Minho
Western Europe	
Austria	inspire - Verein für Bildung und Management
	Literacy Centre Styria
	Austrian Bookclub
Belgium	Belgian Francophone Reading Association
	Stichting Lezen Vlaanderen
	Vrije Universiteit Brussel
France	ANLCI
	European Institute of Education and Social Policy
Germany	Stiftung Lesen/ Reading Foundationj
	Bundesverband Lesefoerderung
Ireland	National Adult Literacy Agency
Netherlands	Stichting Lezen Dutch Reading foundation
	National Centre for Language Education
	ABC
	Stichting ABC
	KWP Risbo Erasmus University Rotterdam
	Stichting Lezen & Schrijven (Reading & Writing Foundation)
	Stichting ABC
Switzerland	PH FHNW, IFE, Zentrum Lesen
	Swiss Federation for Adult Learning SVEB
	Leseforum SchwEIS (Swiss reading Association)
	Swiss Institute for Children's and Youth Media
UK	United Kingdom Literacy Association
	National literacy trust
	Education Scotland
	University College Cork
	IEE, University of York
	IOE
	Beanstalk
	RaPAL

Annex 3: Interview guidelines case studies

A. Awareness raising expert interview

0. Introduction round	- Introduction to the research - Name organisation - Name contact person - Function
1. General information	- General description AR activities - General vision - Policy context of the country - Local, national or international level - Target-group - Main funding-sources
2. Accessibility of messages	- Diversity of target-groups - Are messages aligned with diversity - How to identify needs? - How to adapt message? - Procedure - Level of campaign (local / international) - Communication channels - Timeline - Strategy implementation of AR activities

3. Impact on knowledge, skills and attitudes	- Impact of activities on target group
	  - Perception
	  - Skills
	  - Attitudes
	  - Motivation
	  - Beliefs
	- Prospective outcomes
	- Measure of impact in a systematic way?

4. Impact on interest and motivation	- Recognition of activities - AR activities for literacy OR activities for literacy - Measure of impact on interest and participation
5. Sustainability of change	- Cooperation with professionals and volunteers - Cooperation and partnerships with other stakeholders - Countries policy context - Influence on the community?
6. Challenges	- Challenges of the field - Challenges concerning awareness raising activities - Lessons learned
7. 3 factors of success	- 3 factors that have led toward success in AR
8. Additional information	- Add additional information to the interview?

B. Awareness raising group interview

0. Introductory phase	- Attendance list - Introduction of each participant - Cooperation with each other - Strategy / approaches - Target groups **GOAL:** To understand the interrelationships of the participants

1. Accessibility of messages	- Diversity of target groups
	- Alignment of target group and messages
	  - How to define needs of target groups
	  - How to shape messages
	- Communication channels
	- Transferability of messages
	- Specific tools
	- Dream-campaign
	- Timeline

	GOAL: To understand how these different partners shape a message for awareness raising for literacy together and how this cooperation contributes to the quality of the message.

2. Impact on knowledge, skills and attitudes	- Amount of reached people
	- Impact of activity on target group
	     - Perception
	     - Skills
	     - Attitudes
	     - Motivation
	     - Beliefs
	- Measure of impact
	GOAL: To understand how these stakeholders have impact on skills and attitudes and how this is measured.

3. Impact on interest and participation	- Recognition of activities - Participation & interest? GOAL: To understand how their activities influence participation and interest.
4. Sustainability of change	- Inevitable element and key success factor of the cooperation - Policy Context - Influence on the community
5. Challenges	- General challenges - Challenges concerning cooperation - Challenges concerning awareness raising activities - Lessons learned
6. Factors of success	- Factors that have led toward success in AR
7. Additional info	- Add additional information to the interview?

C. Fundraising expert interview

0. Introduction	- Introduction to research + informant consent - Name organisation - Name of the contact person - Function
1. General questions	- General description AR activities - General vision and strategy / approaches to organise FR activities - Policy context of the country - Local, national or international level - Target-group - Main funding-sources - Strategy / approach towards implementation of FR activities - Goals - Timeline

2. Accessibility of messages	- Diversity of target-group
	     - Alignment of messages
	     - Which groups
	     - Selection of groups
	- Communication channels
	- Universal or local message

3. Impact on knowledge, skills and attitudes	- Impact of FR activities on the target-groups
	     - Perception
	     - Attitudes
	     - Motivation
	     - Beliefs
	- Measure of this impact

4. Impact on interest and participation	- Recognition of activities / program? - Are they willing to join FR - The lever to attract possible fundraisers - Measure of the impact.
5. Sustainability of change	- Cooperation with funders - Cooperation and partnerships with other stakeholders - Implementation in policy context - Implications for your own policy - Further engagement of supporters
6. Challenges	- General challenges - Challenges concerning fundraising activities - Lessons learned
7. 3 factors of success	- 3 factors that have led toward success in FR
8. Additional information	- Add additional information to the interview?

D. Fundraising group interview

0. Introductory phase	- Introduction of each participant - Cooperation with each other - Strategy / approaches - Target groups **GOAL:** To understand the interrelationships of the participants
1. Accessibility of messages	- Diversity of target-group - Alignment of messages - How to define needs of target groups / How to shape messages - Communication channels - Universal or local message - Specific tools - Dream-campaign - Timeline **GOAL:** To understand how these different partners shape a message for fundraising for literacy together and how this cooperation contributes to the quality of the message.

2. Impact on knowledge, skills and attitudes	- Participation rate
	- Impact of the FR activities on target-groups concerning:
	   - Perception
	   - Attitudes
	   - Motivation
	   - Beliefs
	- Measure of impact
	GOAL: To understand how these stakeholders have impact on skills and attitudes and how this is measured.

3. Impact on interest and participation	- Recognition of FR activities for literacy - Participation and interest in activities and funding **GOAL:** To understand how their activities influence participation and interest.
4. Sustainability of change	- Inevitable element and key success factor for cooperation and partnerships - Policy context - Influence on community - Influence of your organisation on strategy of your own organisation / Joint cooperation in literacy
5. Challenges	- General challenges - Challenges concerning cooperation - Challenges concerning fundraising activities - Lessons learned
7. Factors of success	- Factors that have led toward success in FR
8. Additional information	- Add additional information to the interview?