

*Elements, indicators and guidelines in successful awareness raising and fundraising for literacy*

<p><i>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)</i></p>	<p><i>Indicators (based on desk research of 52 evaluation studies concerning awareness raising and fundraising)</i></p>	<p><i>Common elements of successful campaigns (based on case studies)</i></p> <p><u><i>For the explanation of the elements see the results of the case studies described in chapter 3</i></u></p>
<p>1. Planning and monitoring of impact</p>	<ul style="list-style-type: none"> <li>▪ Could every partner implement the activity / programme? <i>Possible instrument to measure this indicator: case study</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Strategic planning: Expertise in the local context to shape effective strategies</li> <li>▪ Need and impact: Communicating a sense of urgency and need next to a return on investment</li> <li>▪ Timing and persistence in advocacy: Strategic action over time</li> <li>▪ Timing: Synergy of interests and events</li> </ul>
<p>2. Goal setting</p>	<ul style="list-style-type: none"> <li>▪ How many activities concerning prevention of low literacy have been organised? <i>Possible instrument to measure this indicator: quantitative data collection or online questionnaire</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Branding and reputation: Visibility, attractiveness, credibility and professional image</li> <li>▪ Matching organisations and funders' priorities: Communicating shared priorities in a simple and clear way</li> </ul>
<p>3. Target audience</p>	<ul style="list-style-type: none"> <li>▪ 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?</li> <li>▪ Has the use of the awareness and fundraising campaign increased recognition of the problem of low literacy? <i>Possible instrument to measure these indicators: case studies</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Commitment of learners and voluntary key fundraisers: Sharing personal learning stories in a learner-centered approach</li> </ul>
<p>4. Message</p>	<ul style="list-style-type: none"> <li>▪ How has the message concerning low literacy of the awareness and fundraising campaign been perceived by focussing on the target audience? <i>Possible instrument to measure this indicator: case study</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Quality of the message and the messenger: Communication of positive, consistent, clear message tailored for different target audiences and by a trusted source</li> <li>▪ Longstanding reputation, profile and consistent professionalism: Maintaining professionalism and integrity in cooperation with celebrities and ambassadors in an informal network</li> </ul>
<p>5. Stakeholder engagement</p>	<ul style="list-style-type: none"> <li>▪ What are the most important activities of local and regional</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partnerships: Cross-pollination among the media, politicians, target-group and stakeholders in different fields (the beekeeper role)</li> </ul>

partners (stakeholders) concerning prevention of low literacy after the campaign?

*Possible instrument to measure this indicator: quantitative data collection or online questionnaire*

- 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

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

*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

- Leadership and teamwork: Dynamic leadership, staff teamwork and ambassador support

	<p>volunteers (stakeholders) redirect persons (of all ages) with low skills to literacy activities after using the campaign?  <i>Possible instrument to measure these indicators: quantitative data collection or online questionnaire</i></p>	
7. Communication channels	<ul style="list-style-type: none"> <li>How has the lay-out and the format of the campaign been perceived?  <i>Possible instrument to measure this indicator: case study</i></li> </ul>	<ul style="list-style-type: none"> <li>Creative lobbying with a clear message: Ensuring that messages are strong and clear</li> </ul>
8. Resource management	<ul style="list-style-type: none"> <li>How has the lay-out and the format of the campaign been perceived?</li> <li>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?  <i>Possible instrument to measure these indicators: case study</i></li> </ul>	<p><i>See earlier mentioned common elements of success:</i></p> <ul style="list-style-type: none"> <li>Need and impact: Communicating a sense of urgency and need next to a return on investment</li> <li>Timing and persistence in advocacy: Strategic action over time</li> </ul>
9. Multisectoral collaboration	<ul style="list-style-type: none"> <li>Which 'powerful' organisations have developed or are interested in development of new partnerships concerning low literacy after using the campaign?  <i>Possible instrument to measure this indicator: quantitative data collection or online questionnaire</i></li> <li>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?  <i>Possible instrument to measure this indicator: case study</i></li> </ul>	<ul style="list-style-type: none"> <li>Innovativeness and risk-taking: Pioneering ideas and approaches (whether new for the context or not previously tried)</li> </ul> <p><i>See also earlier mentioned common elements of success:</i></p> <ul style="list-style-type: none"> <li>Longstanding reputation, profile and consistent professionalism: Maintaining professionalism and integrity in cooperation with celebrities and ambassadors in an informal network</li> <li>Timing and persistence in advocacy: Strategic action over time</li> <li>Partnerships: Cross-pollination among the media, politicians, target-group and stakeholders in different fields (the beekeeper role)</li> </ul>