



EFA Certification Handbook 2021

A guide to EFA Certification, the competence framework for professional fundraising and guidelines for delivery

FOREWORD

The nonprofit sector in Europe is going through a period of intense change. Societal needs, consumer trends, communication channels and digital platforms are all evolving rapidly, along with changes in best practice and regulation. Fundraising organisations are finding innovative new funding solutions and stepping up to these challenges in ways that have never been seen before.

Today's fundraisers are developing new skills in what has become one of the most dynamic, exciting and rewarding professions. And, perhaps what is most encouraging of all, we are seeing more and more people choose to become fundraisers, developing their careers within the profession. Currently, there are an estimated 60,000 fundraising professionals working across Europe, and this figure is predicted to rise by a factor of five by 2030.

In such a fast-changing world, it is essential that there is clarity over the standards, skills and knowledge required for practitioners, and a clear pathway to help industry bodies and training providers develop qualifications that reflect the realities of today's fundraising environment.

In recent years, we've seen considerable advances in fundraising training across Europe. EFA Certified qualifications have been developed and accredited in 11 countries. These have been completed by 5,500 fundraisers, serving as a fundraising passport and giving them the mobility to work across the world with a recognised professional qualification.

As fundraising has evolved, so too has the Certification framework and we're delighted to launch the second edition of this handbook, identifying the competencies and skills required in any EFA Certified fundraising qualification, together with guidelines for delivery and assessment.

EFA's Board joins us in thanking all those who contributed their time and expertise to the development of the revised EFA Certification framework. And, for associations and organisations that are considering developing fundraising qualifications, we hope that this will help advance fundraising training in your country, nurturing talent within the profession and inspiring practitioners to deepen their knowledge.



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INTRODUCTION

At EFA, our mission is to strengthen and develop fundraising across Europe and our Certification scheme – the first European qualification framework for fundraising – is a core part of that work programme. This handbook has been produced to support national fundraising associations and organisations, and training providers across Europe in developing fundraising qualifications that will meet EFA’s Certification criteria, explaining the assessment process and guidelines for delivery.

Although this guide is designed to support those who are developing fundraising training and qualifications, our framework, which identifies the relevant skill sets for today’s professional fundraisers, may well be of interest to a far broader audience.

Background to EFA Certification

EFA Certification was first launched in 2007, developed with EU funding and modelled on the Institute of Fundraising’s Certificate in Fundraising Management. Fundraising and academic experts from 15 nations fed into its creation, with the goal of establishing a European standard for fundraising qualifications, raising the bar and helping practitioners to become successful and resourceful fundraisers. The Certification scheme enables fundraising associations and organisations to develop qualifications that share one core syllabus and a set of fundraising competencies, while reflecting the cultural, economic and geographic backdrop of the national fundraising environment.

Updates to the Certification framework

Now in 2020, after over a decade of change and with increasing appetite for professional fundraising development, EFA’s Certification scheme has been revised and updated to ensure it reflects the growing social impact of philanthropy, advances in technology, new fundraising channels and trends, as well as changes to regulation and best practice. The review, led by Professor Adrian Sargeant, included in-depth interviews with European fundraisers and academics, a survey of the alumni who had completed EFA Certified training courses and dedicated symposiums to agree key areas of change, with EFA’s Certification Committee working to finalise the details of the new programme.

While the core components of the Certification process remain, we are proud to present the new criteria required for EFA Certified qualifications in this handbook, which apply to both new applications and certification renewal. Developing a fundraising qualification is a significant step forward in supporting the profession and promoting best practice in your nation. For assistance, support or to raise any questions with us, please don’t hesitate to get in touch.

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EFA COMPETENCE FRAMEWORK

Welcome to the second edition of the European Fundraising Association's Competence Framework. Our intention with this document is to provide national associations and organisations, and educational providers with a framework to guide the structure and content of fundraising qualifications.

New for this edition, the fundraising competencies are aligned to levels 3 and 4 of the European Qualification Framework (EQF)¹. We recognise that some providers may be delivering content at a higher level in the educational framework, but our goal is to map out the minimum standards that should be met. The clusters of standards and EFA's Competence Framework are depicted in Figure 1.

Within this handbook, the focus is on the competencies directly linked with fundraising, rather than those that are typically regarded as core skills (such as communication, numeracy, information and communication technology, working with others and problem solving). These core skills are certainly implicit in our fundraising standards (e.g. the requirement for numeracy in developing a fundraising budget) but are not addressed explicitly within this competency framework. Providers are encouraged to reflect on the extent to which their programmes will allow participants to develop their core skills at appropriate levels.

It is important to note that the competencies we outline are not offered as an exhaustive list of what should be delivered to students, but to provide a base from which providers can build, reflecting their own unique expertise and the needs of the distinct national context in which they are operating.

Fundraising Competencies

The fundraising competencies are organised into five clusters within the Framework:

- CF1: Fundraising in Context
- CF2: Fundraising Planning
- CF3: Fundraising from Individuals
- CF4: Institutional Fundraising
- CF5: Building Supporter Relationships

To achieve EFA Certification, it will be necessary for applicants to evidence that in aggregate, their qualification frameworks deliver at least 70% of the knowledge and skills we outline. Each accredited course should entail a minimum of 300 hours of study.

CF1 and CF2 are compulsory. All EFA accredited programmes must include coverage of these units.

¹ The European Qualifications Framework (EQF) is an 8-level learning outcomes-based framework, mapping qualifications across Europe, with the purpose of making them more readable and understandable across different countries and systems.

Figure 1: Fundraising Competencies

Fundraising Competencies

CF1: Fundraising in Context

- CF1.1: Philanthropy and Fundraising
- CF1.2: Fundraising Ethics
- CF1.3: Fundraising Regulation / Self-Regulation
- CF1.4: Cultural and Social Context

CF2: Fundraising Planning

- CF2.1: Conducting a Fundraising Audit
- CF2.2: Developing a Fundraising Plan
- CF2.3: Establishing a Case for Support
- CF2.4: Fundraising Evaluation and Control

CF3: Fundraising from Individuals

- CF3.1: Community Fundraising and Events
- CF3.2: Legacy Fundraising
- CF3.3: Major Gift Fundraising
- CF3.4: Direct Marketing for New Donor Acquisition
- CF3.5: Digital Fundraising for New Donor Acquisition

CF4: Institutional Fundraising

- CF4.1: Corporate Fundraising
- CF4.2: Fundraising from Trusts / Foundations and Government

CF5: Building Supporter Relationships

- CF5.1: Understanding Donor Behaviour
- CF5.2: Supporter Retention and Loyalty
- CF5.3: Conducting Donor Research

CF1: Fundraising in Context

This cluster of units provides an understanding of the environment in which the focal fundraising will be taking place. Students new to the nonprofit sector will require an understanding of its history, identity and the key challenges it faces. They will also require an understanding of the organisations that make up the sector and the sources of income that are available to fund their work. It is similarly essential that students receive a thorough grounding in the political, fiscal, social, cultural and legal environments in which their organisation will be operating.

CF1.1: Philanthropy and Fundraising

Requirement

In order to practice effectively as a fundraiser, it is important students understand the history and development of the profession and how its activities are structured. They should also understand the relationship between those activities and the experience and practice of philanthropy.

Performance Criteria

Fundraisers should be able to:

1. Describe the scale, scope and role of the nonprofit sector in the focal society/Europe.
2. Understand the development and role of philanthropy in the focal society/Europe.
3. Reflect on the relationship between fundraising and philanthropy and develop a personal perspective.
4. Describe the role and impact of a professional fundraiser.
5. Utilise the vocabulary of the fundraising industry in Europe and apply it to be able to communicate effectively with other fundraising practitioners.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. The nonprofit sector:
 - scale, scope and role of the sector;
 - tax and structural/operational definitions;
 - organisational forms;
 - categories of nonprofit;
 - role of boards/governing bodies;
 - role of volunteering/volunteers;
 - sources of nonprofit income; and
 - trends in nonprofit income.
2. Philanthropy:
 - the definition, role and historic development of philanthropy supporting the nonprofit sector; and
 - philanthropy in different cultures and traditions;
 - significance and role of trust in the philanthropic sector.
3. History and development of the fundraising profession:
 - role of the fundraiser;
 - different fundraising roles;
 - structure of fundraising activity; and
 - the relationship between fundraising and philanthropy.
4. Fundraising:
 - the fundraising cycle;
 - concept and role of donor centricity
 - the development process;
 - categories of campaign;

- categories of funder/donor;
- types of gifts; and
- the role of tax-effective giving.

CF1.2: Fundraising Ethics

Requirement

An understanding of fundraising ethics is vital for every fundraising practitioner. The actions they take in their role will shape their own reputation as a fundraiser but can also have a wider impact on public perceptions of their organisation and of the fundraising sector as a whole. Fundraisers must therefore be equipped with the knowledge they need to inform ethical decision making. This unit provides a window on the advice available and theoretical frameworks that may be used where extant advice is found to be lacking.

Performance Criteria

Fundraisers should be able to:

1. Understand the importance and role of professional ethics.
2. Access appropriate sources of ethical advice and guidance.
3. Analyse given scenarios and identify the core ethical issue(s).
4. Assess whether appropriate ethical advice exists (or may be extrapolated).
5. Apply utilitarian and deontological principles to develop a framework for ethical decision making.
6. Resolve common ethical dilemmas in fundraising.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. Ethics and best practice:
 - definition and scope of fundraising ethics;
 - difference between ethical and legal issues;
 - normative fundraising ethics; and
 - rights of the donor versus rights of the beneficiary.
2. Ethical frameworks:
 - codes of conduct;
 - ethical and values-based decision making; and
 - ethical policies and processes for their development.
3. Examples of ethical codes:
 - Code of Ethical Standards;
 - Donor Bill of Rights;
 - Independent Sector Code of Ethics;
 - International Statement of Ethical Principles in Fundraising
 - Institute of Fundraising Code of Conduct; and
 - consequences of a breach.

4. Common ethical dilemmas in fundraising and their resolution:
 - gift acceptance policies;
 - who owns the donor relationship; and
 - whose interests should the fundraiser primarily uphold.

CF1.3: Fundraising Regulation / Self-Regulation

Requirement

Across Europe there is increasing interest in the regulation and self-regulation of fundraising. This unit ensures that students are familiar with the regime(s) in place in their focal country, but it should also give them an overview of the approaches to regulation adopted in other European countries. Fundraisers should understand the different forms that this regulation might take and the strengths and weaknesses of each approach.

They must understand where to access information on regulatory requirements and the steps that they need to take to be compliant.

Performance Criteria

Fundraisers should be able to:

1. Understand the nature and role of fundraising regulation/legislation in the focal jurisdiction.
2. Understand the nature and role of fundraising self-regulation in the focal jurisdiction.
3. Develop fundraising that is consistent with local regulatory and self-regulatory requirements.
4. Describe models of regulation/self-regulation in different jurisdictions and appraise the advantages/disadvantages of each.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. Laws, regulation and self-regulation within the fundraising sector.
2. Advantages/disadvantages of fundraising self-regulation.
3. Methods of self-regulation:
 - codes of practice/conduct;
 - certification/accreditation schemes; and
 - the advantages/disadvantages of each approach.
4. Management of self-regulatory standards:
 - derivation of standards;
 - compliance and enforcement; and
 - consequences of a breach.
5. Regulation/self-regulation that applies to focal forms of fundraising.

CF1.4 Cultural and Social Context

Requirement

It is essential that fundraisers conduct fundraising in a manner that is consistent with (and appropriate for) the focal cultural and social context(s). They should have an understanding of how these factors shape the market for fundraising both nationally and in Europe more generally. Students should also be familiar with sources of information on each market and how to use this information.

Performance Criteria

Fundraisers should be able to:

1. Describe trends in the social and political environment for fundraising (both national and European).
2. Describe trends in the cultural environment for fundraising (both national and European).
3. Critically evaluate the opportunities and threats presented by the macro environment to identify appropriate market opportunities.
4. Define, research and evaluate relevant fundraising markets (both national and European).

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. Key social, cultural and political factors (both national and European);
2. A range of sources of secondary market research relevant to fundraising; and
3. Key results of market research and relevance for focal forms of fundraising.

CF2.0: Fundraising Planning

This cluster of units relate to the process of fundraising planning. All fundraisers should be able to develop a coherent and actionable plan for their area of fundraising activity. Broadly these units address the key components of a plan namely; *“Where are we now?”* *“Where do we want to be?”* and *“How will we get there?”*. These units address the process of conducting a fundraising audit, how to write appropriate fundraising objectives and how to develop fundraising strategies and tactics to meet those objectives. Fundraisers should also be able to monitor and control their plan as it is implemented.

CF2.1: Conducting a Fundraising Audit

Requirement

Students should be able to conduct a fundraising audit for their area of responsibility. This should include an appraisal of the wider environment in which the organisation is operating, a competitor analysis, an analysis of potential collaborators (where appropriate) and an assessment of each of the key supporter markets in which the organisation is operating. The audit should also contain an

appraisal of the past performance of the organisation's fundraising activity, the approach and tactics pursued and the impact on the supporter experience and response.

Performance Criteria

Fundraisers should be able to:

1. Utilise systems to gather and manage information effectively, efficiently and ethically.
2. Identify and evaluate relevant trends and developments, including those covering political, economic, social, cultural, regulatory and technological developments.
3. Review the fundraising activity of competitor organisations (e.g. nonprofits of a similar size, working in a similar field, or involved in creative/innovative fundraising practice) to identify possible learning.
4. Review the potential to collaborate with other organisations for the purposes of fundraising.
5. Conduct an analysis of the critical issues, trends and giving patterns in each of the supporter markets the organisation is presently operating (e.g. corporate, trust/foundation, major gift, community fundraising, etc.)
6. Conduct a review of relevant past fundraising performance and assess the suitability of the organisation's present portfolio of activities and supporter care processes.
7. Conduct a SWOT analysis of audit data.
8. Write a clear and comprehensive fundraising audit report.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. The purpose of a fundraising audit and its structure and content.
2. Key external sources of fundraising audit data and how to interpret them.
3. External fundraising audit:
 - STEEPLE Analysis;
 - competitor analysis;
 - collaborative analysis; and
 - market analysis.
4. Internal fundraising audit:
 - product/service lifecycle;
 - nonprofit portfolio analysis;
 - calculation and interpretation of simple fundraising metrics; and
 - supporter care processes – e.g. payment systems, acknowledgement and welcome.
5. SWOT analysis:
 - strengths, weaknesses, opportunities and threats analysis; and
 - interpretation of findings.

CF2.2: Developing a Fundraising Plan

Requirement

Every competent fundraiser should be able to develop a plan for their area of responsibility. Students must therefore be able to develop SMART fundraising objectives. They also need to be able to supply strategy and tactics capable of achieving those objectives.

Performance Criteria

Fundraisers should be able to:

1. Analyse and interpret fundraising audit data.
2. In light of this data, agree on SMART fundraising objectives consistent with the requirements of the organisation.
3. Develop and specify fundraising strategies (e.g. overall direction, segmentation, positioning, case for support) to achieve the objectives that are consistent with organisational requirements and reflect the opportunities and threats highlighted in the audit.
4. Develop simple tactics for the implementation of each selected form of fundraising.
5. Develop a simple fundraising budget and schedule.
6. Specify and implement appropriate metrics/controls to track implementation.
7. Coordinate the implementation of the plan with relevant colleagues and other stakeholders to ensure that it does not conflict with the priorities and plans of other parts of the organisation.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. Benefits and drawbacks of planning:
 - approaches to planning;
 - alternatives to planning; and
 - possible structure(s) for a fundraising plan.
2. Fundraising objectives:
 - importance of SMART objectives;
 - objective setting;
 - categories of fundraising objective e.g. unrestricted versus restricted gifts, pledge versus cash, cash versus monthly giving, acquisition versus retention; and
 - sector benchmarks for the performance of various forms of fundraising.
3. Fundraising strategy:
 - overall direction;
 - segmentation - a priori approaches (demographic, geodemographic and lifestyle segmentation) and post hoc approaches (behavioural segmentation, benefit segmentation, RFM, RFV and FRAC);
 - positioning - value proposition and sources of distinctiveness;
 - case for support; and
 - case expressions.

4. The fundraising mix:
 - overview of direct response fundraising (including digital);
 - major gift fundraising;
 - community fundraising;
 - legacy fundraising;
 - corporate fundraising and fundraising from trusts/foundations;
 - simple best practices in relation to each form of fundraising; and
 - typical returns and timescales associated with each.
5. Developing a fundraising budget:
 - methods of budget setting;
 - categories of costs; and
 - accounting for risk.
6. Scheduling:
 - use of Gantt charts.
7. Monitoring/Evaluation:
 - importance of fundraising metrics; and
 - calculation and interpretation of simple metrics (e.g. average gift level, return on investment, lifetime return on investment).

CF2.3: Establish a Case for Support

Requirement

The fundraising case for support is such an essential component of fundraising strategy that we focus on it specifically in this unit. To be effective, fundraisers should be able to develop a case that is valid and dynamic, creating enthusiasm and emphasising what the donor can accomplish through their giving. It should be stated in terms that reflect the interests and concerns of potential supporters, as well as those of the project itself.

Performance Criteria

Fundraisers should be able to:

1. Identify and utilise a wide range of internal information resources relevant to the case.
2. Work with others in their organisation to identify beneficiary need and acquire appropriate exemplars/case studies of that need.
3. Understand the genuine needs of donors and explore the match with project opportunities.
4. Write an appropriate case for support using an understanding of both organisational and donor needs/ requirements.
5. Ensure that the resulting case is compatible with the ethical policies of the organisation and the wider ethics of the profession of fundraising (e.g. concerning the depiction of beneficiaries).
6. Develop case expressions from the aggregate case for specific appeals, communications or donor conversations.
7. Utilise key emotions and feelings in the design of fundraising communications.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. Simple communication theory:
 - linear model of communication;
 - network theory; and
 - influences on the communications process.
2. How donors process information:
 - perception;
 - perceptual selection;
 - perceptual interpretation;
 - learning;
 - behavioural learning;
 - cognitive learning;
 - interference theory; and
 - cognitive response.
3. Attitudes:
 - attitude components;
 - intentions;
 - compensatory models;
 - cognitive component;
 - affective component; and
 - conative component.
4. Environmental influences on donor information processing:
 - culture;
 - sub-culture;
 - purchase situation; and
 - communications situation.
5. Case for support:
 - case documents and case expressions; and
 - connections and inter-relationships between these.
6. Case preparation:
 - sources of data to inform the case; and
 - methods of deriving an appropriate compelling and donor centric case.
7. Case expressions:
 - use of Four Pillars exercise; and
 - the role of storytelling.
8. Creative approaches:
 - copywriting;
 - use of imagery;
 - the role of emotions and feelings-based appeals; and
 - the differences in high/low involvement contexts.

9. Communication ethics:
 - codes of conduct;
 - assessment of potential harms;
 - portrayal of beneficiaries; and
 - use of guilt/fear in appeals.

CF2.4: Fundraising Evaluation and Control

Requirement

It is important that fundraisers can show that fundraising activities are on target to meet the objectives identified in the fundraising plan and that the performance of all the selected channels/media/products or segments are within acceptable bounds. Fundraisers should therefore be able to construct appropriate control mechanisms and to calculate and interpret the relevant metrics.

Performance Criteria

Fundraisers should be able to:

1. Understand the range of possible metrics that could be used to assess the performance of focal forms of fundraising.
2. Work with others to select appropriate performance measures against which the fundraising strategy/tactics can be assessed.
3. Monitor and evaluate performance against the agreed indicators and measures.
4. Establish which aspects of fundraising are performing according to expectations and which aspects may benefit from review and possible amendment.
5. Monitor and evaluate the impact of internal and external environmental factors on the performance of the organisations' fundraising strategy.
6. Use indicators and measures to inform future fundraising activity.
7. Identify and utilise a range of sector benchmarks to critically evaluate fundraising performance.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. Performance metrics:
 - metrics applicable to each focal form of fundraising; and
 - metrics associated with money, donors/participants, time and activity.
2. Simple financial analyses applicable to fundraising to calculate:
 - average gift size;
 - response rates;
 - net income;
 - average cost per gift/donor;
 - cost of fundraising;
 - return on investment;
 - payback period; and
 - lifetime return on investment.

3. Use and interpretation of published accounts and management accounting reports:
 - distinction between restricted, unrestricted and designated funds.
4. External benchmarking tools and initiatives:
 - fundraising effectiveness project;
 - fundraising fitness tool; and
 - sources of secondary benchmarking data.

CF3.0: Fundraising from Individuals

This cluster of units focuses on the key forms of fundraising from individuals and the associated fundraising channels. Students should know how to implement each form of fundraising and the best practices associated with each. They should also be capable of applying a range of theoretical tools and frameworks to inform their fundraising and of using the latest academic and professional research to enhance the quality of their professional practice. All the fundraising undertaken must be consistent with ethical and legal requirements in the focal jurisdiction.

We deal with direct response fundraising in two units. The first examines the use of more traditional channels, such as direct mail and print media, while the second focuses on digital. We split direct response in this way for convenience of explanation. We do not mean to imply that acquisition channels should be managed separately. Rather the converse, fundraisers should be able to develop *integrated* campaigns that exploit the synergies between channels and facilitate communication with donors in ways they will find appropriate and personally compelling.

CF3.1: Community Fundraising and Events

Requirement

This unit is about raising funds from local communities. This may include schools fundraising, fundraising within local organisations/community groups, street and house-to-house collections, church fundraising and local/community events.

Fundraisers should be able to develop a clear and achievable plan to generate community support, involving volunteers as appropriate. It will identify how the organisation intends to secure funds and resources from the community, the methods that will be used, the associated resource requirements and what performance will be achieved as a consequence.

Performance Criteria

Fundraisers should be able to:

1. Describe a range of different forms of community fundraising and critically evaluate their suitability for a focal organisation.
2. Understand the role and motivation of volunteers in community fundraising.
3. Describe how to recruit and retain fundraising volunteers.

4. Plan, implement and evaluate community fundraising activities.
5. Establish and maintain appropriate systems and processes to deal with event enquiries, registrants and attendees.
6. Establish and maintain appropriate systems/processes to manage income, expenditure and return on investment.
7. Understand the importance of critical legislation impacting on fundraising events (e.g. health and safety, food safety, access for individuals with disabilities).
8. Ensure that any other relevant legal and ethical requirements have been met.
9. Monitor and evaluate the success of community fundraising activity.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. Local/Community fundraising:
 - forms of community support and best practice in relation to each - cash donations, gifts in kind, sponsorship, volunteer fundraising, collections and events;
 - motives for giving within local communities;
 - forms of solicitation; and
 - the distinction between raising funds “on behalf of” and “in aid of”, and why this matters.
2. Motives for volunteering:
 - the role and value of volunteers in local/community fundraising;
 - volunteer recruitment best practice and procedures; and
 - volunteer retention and motivation.
3. Events fundraising:
 - categories of event;
 - characteristics of each;
 - aims/objectives of each;
 - forms of giving applicable to each;
 - administration of individual sponsorship; and
 - the role of online suppliers in support activities such as ticket sales, auction management and donation collection.
4. Event management:
 - event planning;
 - use of Gantt charts;
 - critical path analysis (or alternatives);
 - resource planning - effective budgeting, costing and pricing decisions, venue selection, logistics, planning for Health and Safety and other legal obligations;
 - briefing and working with third party suppliers; and
 - ethical obligations.

CF3.2: Legacy Fundraising

Requirement

This unit is about raising funds through the promotion and solicitation of legacies. In relevant jurisdictions, fundraisers should be able to develop a clear and achievable plan to generate legacy support. The plan will identify how the organisation intends to secure legacy income, the methods that will be used, the associated resource requirements and what performance will be achieved as a consequence.

The unit also addresses the essentials of in memoriam and tribute giving.

Performance Criteria

Fundraisers should be able to:

1. Understand motives for offering legacy and in memoriam/tribute gifts.
2. Develop and implement a plan for legacy/tribute/in-memoriam fundraising.
3. Manage board and/or senior management expectations in respect of the returns that will accrue from legacy giving.
4. Plan and implement appropriate pledger/donor recognition activity.
5. Plan and implement appropriate pledger stewardship activity.
6. Monitor and evaluate the success of legacy fundraising.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. Legacy giving:
 - forms of legacy and/or planned giving;
 - current trends and issues in legacy giving; and
 - social norms and associated trends.
2. Legacy giving behaviour:
 - generic motives for giving;
 - specific motives for legacy giving;
 - the role of tax;
 - barriers to legacy giving and how to overcome them; and
 - demographic, attitudinal and behavioural characteristics of legators/ pledgers.
3. Legacy solicitation methods and best practices associated with each:
 - direct marketing;
 - digital marketing;
 - personal solicitation;
 - events/presentations; and
 - the integration of legacy fundraising in overall fundraising mix.
4. Joint promotions:
 - work of third-party promoters as applicable to the focal jurisdiction (e.g. Remember A Charity, Leave A Legacy).

5. Stewardship:
 - importance of pledger care; and
 - the design and implementation of pledger care programmes or 'Legacy Societies.'
6. Legal and ethical issues in the focal jurisdiction(s).

CF3.3: Major Gift Fundraising

Requirement

Fundraisers should be able to develop a clear and actionable plan to generate major gift support. The plan will identify how the organisation intends to secure major gift income, the methods that will be used, the associated resource requirements and what performance will be achieved as a consequence.

Performance Criteria

Fundraisers should be able to:

1. Define major gifts in the context of their own organisation.
2. Review the current major gift environment identifying trends, critical issues and giving patterns.
3. Describe common motives of major gift donors and evaluate the implications for their fundraising approach.
4. Conduct or commission prospect research, employing both print and digital resources appropriate to the jurisdiction.
5. Qualify and prioritise prospects.
6. Develop a gift range chart.
7. Plan and implement appropriate cultivation and solicitation activities.
8. Plan and implement appropriate donor recognition activity.
9. Plan and implement effective stewardship activity.
10. Monitor and evaluate the success of major gift fundraising activity.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. Major gift fundraising:
 - forms of major gift - cash/asset donations, tax-efficient gifts; and
 - sources of information on issues and trends in major donor giving.
2. Motives for major giving and the role of tax.
3. Principles of prospect research:
 - wealth screening;
 - sources of secondary data (print and digital);
 - sources of potential major gift prospects;
 - procedures for prospect qualification and prioritisation;
 - gift range charts;
 - linkage, ability and interest; and
 - implications of GDPR.

4. Prospect solicitation:
 - how to prepare for a solicitation;
 - how to decide on the solicitation team;
 - how to ask for the donation;
 - principles of effective communication and presentations; and
 - how to thank appropriately.
5. Stewardship:
 - selection of appropriate approaches to donor recognition and stewardship; and
 - principles of impact evaluation and reporting.
6. Institutional readiness:
 - systems and processes to support major gift fundraising;
 - the role of Board support and involvement;
 - importance of liaison with other teams;
 - identification of appropriate recognition and stewardship opportunities; and
 - consideration of return on investment and timeframe for the generation of appropriate returns.
7. Legal and ethical requirements appropriate to the jurisdiction(s).

CF 3.4: Direct Marketing for New Donor Acquisition

Requirement

This unit addresses how to use a wide range of direct marketing channels to recruit new donors. Here we consider the use of mail, print, telephone, direct dialogue and broadcast channels to recruit donors into “cash” or monthly/sustained giving. Fundraisers should be able to write a plan for new donor acquisition using the media and channels most appropriate to that task.

Performance Criteria

Fundraisers should be able to:

1. Review the current direct marketing environment identifying trends, critical issues and giving patterns.
2. Critically evaluate existing direct marketing activity, identifying areas for improvement and change.
3. Develop and implement a plan for new donor acquisition.
4. Develop appropriate case expressions for each channel (e.g. fundraising propositions).
5. Develop donor centric communications that reflect the needs/interests of the focal donor segment.
6. Develop communications that are consistent with the legal and ethical requirements of the focal jurisdiction.
7. Create systems and processes required to ensure the timely fulfilment of any direct marketing response.
8. Monitor and evaluate the success of direct marketing activity.
9. Develop and implement appropriate testing plans.

10. Brief, liaise with and manage third party suppliers of specialist, logistical or technical support as appropriate.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. Direct marketing:
 - definition;
 - evolution and role of direct response;
 - role and use of a fundraising database;
 - the most commonly used channels;
 - current trends; and
 - issues and patterns of performance.
2. Direct response planning:
 - recruitment/development objective setting;
 - profiling;
 - segmentation;
 - targeting;
 - media selection and planning;
 - scheduling;
 - budgeting;
 - responsibilities;
 - monitoring and control; and
 - acquisition and welcome cycles.
3. Direct mail:
 - recruitment objective setting;
 - the importance of allowable cost per donor;
 - different categories of lists;
 - list swapping (where permitted);
 - list quality;
 - the use of list brokers;
 - copywriting;
 - storytelling;
 - principles of design and layout;
 - characteristics of effective fundraising communications;
 - direct mail fulfilment and data capture;
 - budgeting for direct mail;
 - the costs; and
 - metrics and sector performance benchmarks.
4. Telephone:
 - role of telephone in an integrated communications mix;
 - outgoing and inbound telemarketing;
 - scripting and CATI approaches;
 - the importance of staff training and evaluation;
 - in-house versus agency suppliers;
 - budgeting for telephone;

- the costs; and
 - metrics and sector performance benchmarks.
5. Direct dialogue:
 - role of face-to-face and door-to-door approaches in an integrated communications mix;
 - working with agency suppliers;
 - in-house versus agency options;
 - problems of donor quality and attrition;
 - importance of onboarding and welcome processes;
 - budgeting for direct dialogue;
 - the costs; and
 - metrics and sector performance benchmarks.
 6. Direct response advertising:
 - role of direct response advertising in an integrated communications mix;
 - forms of direct response advertising (e.g. television, radio, print, inserts, outdoor, ambient);
 - copywriting;
 - storytelling;
 - principles of design and layout;
 - characteristics of effective advertising communication;
 - budgeting for advertising;
 - the costs; and
 - metrics and sector performance benchmarks.
 7. Legal and ethical requirements for each channel.

CF3.5: Digital Fundraising for New Donor Acquisition

Requirement

Fundraisers should understand how to use a range of different digital channels to communicate with potential supporters and engage them with the work of the organisation. Fundraisers should also be able to write a plan for new donor acquisition employing digital channels.

Performance Criteria

Fundraisers should be able to:

1. Review the current digital environment, identifying trends, critical issues, changes in technology and giving patterns.
2. Critically evaluate existing digital marketing activity, identifying areas for improvement and change.
3. Develop and implement a digital fundraising plan for new donor acquisition.
4. Develop appropriate case expressions for each digital channel (fundraising propositions).
5. Develop donor centric digital communications that reflect the needs/interests of the focal donor segment.
6. Develop digital communications that are consistent with legal and ethical requirements of the focal jurisdiction.
7. Monitor and evaluate the success of digital fundraising activity.

8. Develop and implement appropriate testing plans.
9. Brief, liaise with and manage third party suppliers of specialist, logistical or technical support as appropriate.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. Digital fundraising environment:
 - trends;
 - issues;
 - changes in technology; and
 - patterns in donor behaviour.
2. Digital communications mix:
 - search engine marketing (organic and paid);
 - online PR;
 - advertising (Pay-Per-Click and CPM);
 - viral marketing;
 - mobile (and SMS);
 - email;
 - website design and optimisation; and
 - best practices associated with each.
3. Social media fundraising:
 - strengths and weaknesses of all major social media platforms;
 - associated costs and risks;
 - sources of performance and benchmarking data;
 - characteristics of effective fundraising communications; and
 - one versus two stage recruitment.
4. Digital etiquette:
 - styles of content provision;
 - norms and manners for each technology; and
 - tone and culture of different audiences.
5. CRM systems:
 - analytical, operational, collaborative and social; and
 - common CRM features (contact management, contact support, email fundraising and fundraising automation).
6. Security:
 - sources of threat and risk to digital information;
 - the importance of security policy;
 - key provisions of the Data Protection Act and consequences of a breach;
 - GDPR and Electronic Privacy Regulations;
 - the importance of opt-in versus opt-out;
 - copyright and Intellectual Property; and
 - other legal and ethical requirements relevant to the jurisdiction.

CF4.0: Institutional Fundraising

This cluster of units addresses the issue of fundraising from organisations, with a particular focus on corporate philanthropy and the solicitation of funds from grant making foundations and trusts. The size and significance of the income accruing from these sources will vary considerably by jurisdiction, but since many such funders now operate globally, the content of these units will be generally applicable. We do not specifically address the solicitation of statutory funding, although many of the principles of foundation fundraising will obviously apply.

CF4.1: Corporate Fundraising

Requirement

Fundraisers should be able to write a plan for corporate fundraising activity, securing a range of different forms of corporate support. All fundraising conducted should be done in accordance with the legal and ethical requirements of the focal jurisdiction(s).

Performance Criteria

Fundraisers should be able to:

1. Review the market for corporate philanthropy, identifying trends, critical issues and giving patterns.
2. Describe common motives for corporate support and evaluate the implications for their own fundraising approach.
3. Understand organisational decision-making processes and the role of the decision-making unit.
4. Conduct prospect research and prioritise potential funders.
5. Qualify and prioritise corporate prospects.
6. Appraise potential corporate funders against their organisation's own code of fundraising ethics and gift acceptance policy.
7. Cultivate prospects and solicit a variety of different categories of funding and support.
8. Deliver a tailored and customer centric pitch for corporate support.
9. Plan and implement appropriate donor recognition and stewardship activity.
10. Monitor and evaluate the success of corporate fundraising activity.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. Corporate fundraising environment:
 - key trends; and
 - issues in corporate giving and philanthropy.
2. Forms of corporate support:
 - cash, gifts in kind, volunteer time, specialist expertise, promotional support, cause related marketing and sponsorship;
 - current trends; and
 - issues in relation to each.

3. Motives for support:
 - altruism versus self-interest;
 - the role of tax-efficient giving;
 - the role of Corporate Social Responsibility agenda; and
 - the role of corporate partnerships.
4. Organisational giving behaviour:
 - organisational decision making;
 - the role of decision-making unit;
 - common decision-making units;
 - the role of relationship marketing;
 - criteria used to evaluate potential partners; and
 - common pitfalls.
5. Selection of appropriate solicitation methods:
 - principles of proposal writing/effective presentations;
 - budgeting/costing a proposal;
 - concept of customer centricity; and
 - the articulation of customer needs.
6. Relationship development:
 - criteria used to evaluate business/not for profit relationships;
 - the role of service quality;
 - service quality management; and
 - relationship termination.
7. Legal and ethical requirements of the focal jurisdiction(s).

CF4.2: Fundraising from Trusts/Foundation and Government

Requirement

Fundraisers should also be able to plan grant-fundraising activity and develop appropriate and targeted applications for grant funding. They should be able to identify and compile suitable project proposals that match to foundation objects or government grant requirements. They should also be able to compile a project costing/budget and develop appropriate measures to capture the impact of the grant in line with organisational and funder needs.

Performance Criteria

Fundraisers should be able to:

1. Review the market for foundation philanthropy, identifying trends, critical issues and giving patterns.
2. Review the potential for government grants.
3. Understand the nature, purpose and operation of grant funders.
4. Research appropriate projects within their own organisation suitable for grant funding.
5. Conduct prospect research using a range of online and offline sources and prioritise potential funders or funding opportunities
6. Match potential funders with suitable organisational needs and projects.

7. Research and write a compelling grant proposal.
8. Understand how funders evaluate the proposals they receive and why proposals are rejected.
9. Honour reporting obligations under a grant and steward ongoing relationships with funders.
10. Monitor and evaluate the success of grant fundraising activity.

Underpinning Knowledge

Fundraisers should demonstrate an understanding of:

1. Grant fundraising:
 - sources of grant income – categories of statutory/government funding (European, national, regional, local) and grant making trusts/foundations;
 - operation of grant making trusts/foundations, including the role of charitable objects;
 - patterns and trends in statutory/government and trust/foundation funding; and
 - the significance of grants versus contracts.
2. Project development:
 - identification of need appropriate for grant support;
 - difference between restricted and unrestricted funds;
 - costing of proposals;
 - direct and indirect costs;
 - full cost recovery;
 - derivation of likely impacts/outcomes from project;
 - the role of fundraising staff and programme staff in application development;
 - differences between organisational and funder perspectives; and
 - principles of impact evaluation and reporting.
3. The fundraising approach:
 - identification and selection of appropriate funding sources;
 - match between foundation “objects” and those of the project;
 - case writing and principles of storytelling;
 - organisational capacity – what and how to document readiness;
 - partnerships and letters of collaboration;
 - provision of appropriate documentation and attachments;
 - budgets and budget narratives; and
 - planning for the sustainability of efforts.
4. Institutional giving behaviour:
 - organisational decision-making;
 - the role of decision-making units and the grant cycle;
 - criteria used to evaluate grant proposals; and
 - common pitfalls.
5. Reporting requirements:
 - impact evaluation and reporting;
 - the role of feedback; and
 - other factors in relationship building.
6. Legal and ethical factors appropriate to the focal jurisdiction(s).

CF5.0 Building Supporter Relationships

This cluster of units relates to the task of building donor and supporter relationships. It provides an understanding of the science of donor behaviour and how to apply this to create more meaningful supporter relationships that build loyalty to a focal organisation and contribute to the wellbeing of supporters. It will also cover how to collect meaningful and appropriate information on supporter interests, preferences, behaviours and perceptions and how to utilise this knowledge to inform the fundraising strategy and approach.

CF5.1: Understanding Donor Behaviour

Requirement

Fundraisers should have a detailed understanding of the needs of their donors and how they can add value for those supporters in fundraising and other communications. Fundraisers should also be familiar with (and able to apply) findings from the emerging science of donor behaviour to inform their approach.

Performance Criteria

Fundraisers should be able to:

1. Describe the demographic, attitudinal and lifestyle characteristics of donors.
2. Explain the role of tax relief in stimulating donations and the operation of any tax-effective giving schemes in the focal jurisdiction(s).
3. Describe why donors support charities, emphasising the different categories of utility that can accrue from giving.
4. Distinguish between content and process models of giving and explain how findings in each may be used to inform fundraising activity.
5. Describe the key barriers to giving and how fundraisers can overcome them.
6. Understand the reasons that donors terminate their support and design communications to build loyalty.

Underpinning Knowledge

Fundraisers should demonstrate knowledge of:

1. Individual giving:
 - demographic, attitudinal and lifestyle characteristics of donors and non-donors; and
 - factors driving differences in giving behaviour.
2. Motives for individual giving:
 - familial utility, personal utility, demonstrable utility, spiritual utility and emotional utility;
 - influence of culture/religion/faith on giving;
 - barriers to giving; and
 - primary causes of donor attrition.
3. Categories of donor by value:
 - behaviour of low value donors, mid-level donors, major donors, cash donors and monthly/sustained donors; and
 - variations in behaviour and motives for giving.

4. Content and process models of giving behaviour:
 - reviews/summaries of studies on giving behaviour; and
 - key research findings and implications of each.
5. Group and environmental influences on behaviour:
 - role of identity – donor identity, social identity, symbolic social identity, moral identity and religious identity;
 - key research findings; and
 - implications of each.
6. Communications design:
 - donor centricity;
 - copywriting - type, design and layout;
 - key concepts from philanthropic psychology and behavioural economics; and
 - recent findings from testing and research.

CF5.2: Supporter Retention and Loyalty

Fundraisers should be able to build supporter loyalty, utilising the latest science and research to inform their approach. They should be able to identify problems in their current pattern of performance and suggest strategies/tactics to garner improvement. They should also be familiar with and able to apply a range of key loyalty metrics.

Performance Criteria

Fundraisers should be able to:

1. Describe why donor loyalty matters.
2. Describe the key factors that drive donor loyalty.
3. Critically evaluate their own organisation's pattern of donor loyalty and benchmark this performance against sector norms.
4. Develop a plan to build donor loyalty.
5. Explain how relationship fundraising differs from 'transactional' fundraising.
6. Plan integrated supporter journeys to deliver value for supporters.
7. Calculate and interpret key loyalty metrics.

Underpinning Knowledge

Fundraisers should have a knowledge of:

1. Donor retention/supporter loyalty:
 - definitions;
 - degrees and types of loyalty; and
 - the value of loyalty to a nonprofit.
2. Drivers of loyalty:
 - role of satisfaction, commitment and trust;
 - measurement of these factors;
 - sources of donor satisfaction and dissatisfaction; and
 - antecedents and consequences of satisfaction, commitment and trust.

3. Relationship fundraising:
 - distinction between relational and transactional approaches;
 - psychology of relationship building;
 - wellbeing in relationships; and
 - consequences of relationship fundraising.
4. Principles of relationship marketing/fundraising:
 - planning donor journeys;
 - establishing retention programs (welcome, upgrade, cross-sell, engagement, stewardship and reactivation); and
 - collecting and using volunteered and behavioral information for personalisation and to drive differentiated propositions.
5. Loyalty metrics:
 - concept of donor lifetime value;
 - loyalty ladder/frameworks; and
 - how to calculate and interpret key loyalty metrics.

CF5.3: Conducting Donor Research

Research is vital to any successful fundraising operation. Fundraisers should demonstrate that the fundraising strategy is based upon well-researched, up-to-date information. Fundraisers should research and analyse the organisation's stakeholders, identifying their characteristics, interests and motivations and linking these to a range of fundraising activities.

Performance Criteria

Fundraisers should be able to:

1. Identify appropriate areas for donor research.
2. Specify market research objectives.
3. Distinguish between qualitative and quantitative research and understand when the use of each is appropriate.
4. Commission both qualitative and quantitative research, as appropriate for a given research project.
5. Make the case to fundraising or organisational leadership for investment in research.
6. Brief and supervise a third-party supplier of research services.
7. Interpret and critically evaluate the findings from research.
8. Utilise research findings to inform fundraising strategy and tactics.

Underpinning Knowledge

Fundraisers should demonstrate knowledge of:

1. Researching donor behaviour:
 - definition of research; and
 - when and why to use research.

2. Primary and secondary research:
 - sources of secondary data;
 - sources of primary data; and
 - research collection methods.
3. Primary research methods:
 - qualitative versus quantitative research;
 - use of focus groups and interviews;
 - postal, telephone and digital survey;
 - use of survey platforms e.g. Survey Monkey and Qualtrics;
 - advantages/disadvantages and costs of each approach; and
 - experiments – simple A/B testing.
4. Sampling:
 - simple random, systematic random, stratified sampling, cluster sampling, quota sampling; and
 - advantages/disadvantages of each approach.
5. Questionnaire design:
 - open versus closed questions;
 - questionnaire structure – funneling; and
 - question types – open/closed, Likert questions, semantic differential scales.
6. Interpreting research data:
 - how to critically evaluate research; and
 - concepts of validity and reliability.
7. Research ethics:
 - transparency and importance of consent;
 - GDPR and privacy;
 - personal data versus sensitive personal data and rules relating to each; and
 - right to withdraw.

PROGRAMME DELIVERY GUIDELINES

Study for an EFA Certified Fundraising Training Programme requires a serious commitment from candidates. Those successfully completing courses will be capable of designing and implementing a fundraising programme and providing others with the support necessary to be able to fundraise effectively.

Induction

It is strongly recommended that an induction session is run for students to explain the course approach, attendance requirements, tutorial support, assessment processes, submission deadlines, and so on. The individual learning contract can form part of this process.

Syllabus Coverage

To achieve EFA Certification it is necessary for associations and organisations to evidence that in aggregate, their qualification frameworks deliver at least 70% of the knowledge and skills outlined within the Fundraising Competencies. CF1 and CF2 are compulsory. All EFA accredited programmes must include coverage of these units.

Course Duration

EFA Certified Fundraising Training Programmes should comprise of at least 300 notional learning hours. There is no formal upper limit. This figure represents the estimated learning time taken by the average student to achieve the specified learning outcomes of the programme, and thus earn the qualification. It is deliberately not a precise or prescriptive measure – but is meant as an indication of the magnitude of the commitment being taken on by students, in terms of study and assessment load. Even though the figure of 300 hours is not prescriptive, training providers should be able to demonstrate that the amount of study associated with any programme leading to an EFA qualification is sufficient to ensure achievement of the appropriate learning outcomes and standards. As a professional qualification, study time can include relevant work-based activities as well as academic or independent learning.

Notional learning time includes:

- Teaching contact time (e.g. lectures, seminars, tutorials, workshops);
- Preparation for and carrying out assessments (e.g. written coursework, oral presentations, in-class questions and problem solving in groups or individually, examinations);
- Private study sessions (e.g. library research, term-time and vacation reading and information retrieval online or in a direct social context); and
- Work-based activities which lead to assessment, including practice, gaining, applying and refining skills to achieve the threshold level of competence.

Group Size

Because of the specialised professional nature of an EFA Certified Fundraising Training Programme, it is strongly recommended that a maximum group size of one tutor to 20 students is not exceeded.

Learning Contracts

Given the professional commitment of the candidates, it is highly recommended that EFA Certified Fundraising Training Programmes include individual learning contracts with their students regarding study hours both inside and outside their formal teaching sessions so that expectations are as explicit as possible.

Managerial Support

Because of the work-related nature of the assessment for EFA Certified Fundraising Training Programmes, there are resource implications beyond basic classroom or distance learning delivery. Individual students will need to be guided on their choice and interpretation of assignment topics and supported in their research and gathering of evidence for such assignments as appropriate.

Links with Employers

Wherever possible, links with fundraising organisations should be encouraged so that students can apply their learning in a practice context, fully supported by colleagues and managers. A supportive atmosphere at work will help students embed their learning, as well as facilitate access to information and examples to be used in their assignments.

This has the effect of creating a learning community who can share their insights and network effectively outside as well as inside organisations. It may also encourage employers to sponsor or contribute to the fees of students as well as giving them help with study time or equipment. Linking employers to a programme is not only good marketing for the training programme, but also an excellent learning resource in its own right.

Tutor Support

As with any adult learning situation, a facilitative style of teaching where candidates can learn from and with each other is preferable to a didactic approach. As well as group teaching (whether face-to-face or online), each student should receive individual tutorial support.

Tutor Profile

Parts of the EFA Certification syllabus relate to generic management topics and most suitable educational partners will have tutors that are experienced in teaching such material. However, the specialist fundraising elements of the programme will need to be taught by trainers with relevant

fundraising expertise, which includes:

- At least five years fundraising experience; or
- Significant experience of managing fundraising staff as a line manager or consultant; or
- Training experience within a fundraising environment.

All trainers must demonstrate a commitment to continuing professional development as a fundraising tutor or specialist tutor within a programme including:

- Keeping up with relevant practitioner and academic literature on fundraising and/or their specialist subject;
- Keeping updated on advances in best practice in teaching and tutoring; and
- Interacting with other fundraising tutors on EFA Certified courses to share best practice.

Trainers must be able to provide a reference from a senior member of the profession in good standing with his or her national fundraising association or organisation.

Administrative Support

As well as tutorial experts responsible for teaching and assessment, training providers must have administrative support for managing the programme, as follows:

- Registering students on the programme and providing full and accurate details of the assessment strategy and timetable;
- Ensuring that hand-out and hand-in dates are adhered to; and
- Informing EFA via the national fundraising association or organisation of any changes to an accredited fundraising training programme and/or assessment schedule.

Development Costs

Development costs for training can be quite high. National fundraising associations and organisations will need to consider how to raise start-up funding. Thereafter, local fundraising groups and the training provider will determine the price of the programmes. The cost should be based on the local market and general costs. EFA's advice is that fundraising training programmes should be profitable and not directly subsidised at source, as this is the most likely business plan to ensure the programme's longevity and add value to the training for candidates. If funding is available, it is advisable to create bursaries allocated to students on a needs-led basis.

ASSESSMENT GUIDELINES

EFA Certification aims to introduce and maintain common standards for training across Europe. The training is intended to cater for people who fundraise in a wide range of organisations, areas and situations within the European voluntary sector. Therefore, EFA Certified Fundraising Training Programmes will need to familiarise candidates with a wide range of fundraising techniques, which will give them the knowledge and understanding on which to build their careers beyond a functional specialism, as well as equipping them with the general management skills which are an essential part of any fundraiser's development.

Those successfully completing EFA Certified Fundraising Training Programmes will be capable of operating within their profession as a fundraiser with considerable autonomy, which is likely to include some responsibility for staff and volunteers. Successful candidates will have demonstrated their knowledge and understanding of theoretical principles of fundraising through their application in practice and, where appropriate, the provision of evidence of their skills in the form of professional projects or artefacts.

Reading List Guidelines and Sample

The point of reading lists is to provide students with the knowledge they need to pass their courses. Therefore, it's not simply a matter of giving them any reference that relates to the topic. To ensure students get the best available knowledge, EFA therefore recommends the following hierarchy for the inclusion of literature in course reading lists:

- a) Textbooks – textbooks are designed as teaching aids, and so provide a good grounding current best theory or practice. Specific chapters can be recommended rather than the entire book. Ensure that the title is a textbook and not practitioner literature (see d.)
- b) Grey literature – grey literature consists of non-peer reviewed publications from academics (e.g. working/white papers), umbrella bodies, government departments, market research companies etc. It often includes the latest thinking that has not yet made it into textbooks or academic journal articles. Particularly useful are literature reviews and papers that provide an overview or review of a subject or field.
- c) Academic journal articles – academic papers are highly specialised, so these should be included in the recommended reading if they provide more specialist information that makes an essential and significant contribution to knowledge, if this can't already be found in a textbook or the grey literature.
- d) Practitioner literature – the quality of practitioner literature is variable, so it should be recommended only if it is really good enough and makes an essential and significant contribution to knowledge, and it is well evidenced.

A sample reading list for unit CF3.3 (Major Gift Fundraising) is included as an attachment at the end of the Assessment Guidelines section.

Entry Requirements

While there should be no formal academic entry requirements, candidates should have completed secondary education and demonstrate some experience and current involvement in fundraising (either in a paid or voluntary capacity).

Achieving Course Outcomes

At the end of an EFA Certified Fundraising Training Programme candidates will have demonstrated the skills, knowledge and understanding outlined in the EFA Certification Competence Framework. In general terms, assessment strategies should be designed to capture and/or measure (as appropriate) each candidate's ability to:

1. Demonstrate knowledge and understanding of:
 - models, theories, forms and techniques relevant to the development of fundraising in a domestic and international context;
 - the role of fundraising at an organisational and societal level; and
 - the cultural and ethical dimensions of fundraising.
2. Think critically and make judgements:
 - evaluation: e.g. of fundraising and campaigning strategy and practice;
 - analysing and researching information to support strategy; and
 - critical and creative thinking in contexts relevant to fundraising.
3. Demonstrate core skills:
 - information technology: e.g. using IT as a research tool;
 - teamwork;
 - effective communication orally and in writing in a range of media;
 - use of numbers: e.g. in analysing fundraising opportunities from a budgetary perspective; and
 - problem solving.
4. Manage and develop professional skills:
 - developing fundraising that is legal/ethical and appropriate for the focal fundraising environment;
 - planning, organising and allocating resources for fundraising;
 - utilising a range of channels and/or forms of fundraising to raise funds from individuals;
 - cultivating and soliciting appropriate forms of support from corporates and foundations; and
 - building meaningful and rewarding supporter relationships.

General Principles of Assessment

Assessment for EFA Certified Fundraising Training Programmes should aim to maximise the opportunity for learning and provide opportunities for students to experiment with and reflect on concepts as applied to their working practice.

Students should receive structured feedback from tutors thus demonstrating their knowledge and the understanding gained by attending the fundraising training programme. It should also seek to demonstrate to external stakeholders (such as employers or donors) the highest standards of rigour and objectivity.

Assessment Must:

1. Determine the standards defined in the EFA Certification Competence Framework;
2. Assess students' attainment of course outcomes;
3. Be as transparent as possible about assessment criteria and processes and have an appeals process available; and
4. Be appropriately varied – if at all possible, a mixture of assessment methods should be used.

Assessment Should:

1. Guide and inform students' learning: this mainly refers to feedback, but also implies that students are guided by assessment to what they should prioritise in a course;
2. Be reliable: two candidates with the same levels of skills and knowledge should do equally well in the same assessment (across providers); and
3. Be valued by students as part of the learning process.

Routes to Assessment

EFA Certified Fundraising Training Programmes should include elements of the following assessment techniques as appropriate to the various course outcomes being assessed.

Academic Assessment

EFA recognises that assessment strategies will vary reflecting the cultural norms of the focal country. Assessment may be informal (conducted during classes – e.g. through groupwork) or formal (written assignments and/or an examination).

Oral assessment, such as professional conversations and presentations, are also valid and it is likely a combination of different methods will be used within each course. In summary, the assignments can be used either for formative assessment and/or summative assessment as well as potentially opening up opportunities for the use of peer and self-assessment. Providers are encouraged to incorporate the use of technology with regard to assignment preparation, presentation and/or marking and providing feedback to students. To gain EFA accreditation it is necessary to demonstrate that broad coverage of the performance outcomes will be provided.

Vocational Assessment

Vocational Assessment is the process of judging evidence of competence against specified criteria. To meet the requirements of this type of assessment candidates combine performance evidence and evidence of knowledge and learning and present them in a chronicled Portfolio of Evidence. Specialist assessors who are linked to a formal qualification structure normally undertake this form of assessment.

Accrediting Prior Experience and Learning

It is one of the fundamental principles of vocational assessment that credit should be given to those who can clearly demonstrate their competence outside of a learning programme by reviewing and presenting existing evidence of achievement.

This process is called Accrediting Prior Experience and Learning (APEL). The following should be considered when designing APEL options for EFA Certification:

- The APEL process should not devalue the taught programme. APEL should not be seen as an easy route to the qualification.
- Programme designers should be clear regarding qualification for this route. If it is for experienced fundraisers there should be a clear definition of what is required.
- APEL candidates should not be embarrassed by their inability to reflect the materials that have been taught. To prevent this, there should be a formal briefing process for those taking part in the APEL process.

The provision of APEL routes to any qualification will be at the discretion of the national fundraising associations and organisations.

Assessment

The precise content and detailed format of the assessment can vary between countries and providers (subject to validation), but all must satisfy the following points:

- A clear link between the workplace and the assessment;
- Minimum coverage of the syllabus (70%);
- Address all of the course outcomes;
- Include a combination of formative and summative assessment; and
- Provide a clear demonstration of the independence of the assessment process.

Quality Assurance

As EFA Certification aims to establish commonality for fundraising training across Europe, it is essential that the level of skills and knowledge being tested are of a consistent level between providers. This is likely to involve systems of first and second marking, and the active participation of EFA Certification Committee members to act as an external moderator.

Process of Certification

Through the Certification process, EFA will seek to verify that Fundraising Training Programmes submitted by EFA members will cover the content required to ensure consistency of standards.

The first step is developing a Fundraising Training Programme or framework that meets EFA's Certification criteria, as set out in this handbook. EFA members will then be responsible for recognising suitable programmes and recommending those to EFA for approval. EFA's Certification Committee will ratify local recognition, validate eligible programmes and accredit those training programmes. The successful programmes will carry the mark "EFA Certified".

Where there is no national fundraising association or organisation, educational providers are encouraged to contact EFA directly at info@efa-net.eu.

ATTACHMENT

Sample Reading List for CF3.3 (Major Gift Fundraising)

Textbooks

1) Sargeant, A., and Jay, E. (2014). *Fundraising Management: Analysis, Planning and Practice*, 3rd edition. London: Routledge.

Chapter 9, pp190-210, Major gift fundraising.

This is the textbook introduction to major gifts fundraising is the first thing students should read. It describes accepted best practice in major gifts fundraising that is backed by theory and evidence (with cited sources that students can follow if they wish).

NB, the fourth edition of this book will be published in the summer of 2021 and so will replace the third edition at the top of the major gifts reading list.

2) Sargeant, A., Shang, J., and Associates (2017). *Fundraising Principles and Practice*, 2nd edition. Hoboken, NJ: Wiley.

Chapter 14, pp435-462, Major gift fundraising.

This is the US version of Adrian Sargeant's textbook. It's not likely students will need to read both chapters, so it is a case of either or, though the 4th edition of the UK textbook will probably be recommended reading for most European courses. In this case, this book might provide added value but would not be essential if students have the UK book.

Overview/literature review (academic and grey literature):

1) Sargeant, A., Eisenstein, A. and Kottasz, R. (2016). *Major Gift Fundraising: Unlocking the Potential for Smaller Nonprofits*. Available at:

<https://static1.squarespace.com/static/5e99b731e7ec45190a6bc6a6/t/5ec5900cd1bc132de22bfbb/1590005774063/major-gift-fundraising-report-v2.pdf>

Specifically pp3-31 – Review of the major gift literature.

This section provides the most recent (and therefore most up-to-date) and most comprehensive review of the major gift literature available. It should therefore be the first piece of recommended reading for any course or part of a course looking at major donor fundraising.

It helps to define and conceptualise terms and issues – for example, that there is not consensus about what constitutes a 'major' gift, but it does define a 'major' donor.

It will also direct readers to many other sources. Students can decide which of the sources described in the literature review are most relevant to their area of study and so those sources will not be listed in detail here (it's simply duplicating resources).

2) Scaife, W., McDonald, K., and Smyllie, S. (2011). *A Transformational Role. Donor and Charity Perspective on Major Giving in Australia*.

Research by an academic institution into the practices employed by Australian major gift fundraisers.

Available at: <https://workplacegivingaustralia.org.au/app/uploads/2011/02/200401-A-Transformational-Role-Donor-and-charity-perspectives-on-major-giving-in-Australia.pdf> and <https://eprints.qut.edu.au/40336/1/40336.pdf>

For some reason no resources are current available on the website of the Australian Centre for Philanthropy and Nonprofit Studies, which produced this paper. This is not doubt a temporary problem and the reading list can be updated when these are again available. <https://research.qut.edu.au/australian-centre-for-philanthropy-and-nonprofit-studies/>

3) (Chartered) Institute of Fundraising (2013). *Major Gift Fundraising. A Snapshot of Current Practice in the UK Non-profit Sector*.

Jointly produced by IoF and Good Values, this report describes how UK fundraising practice major gifts fundraising.

Available at – <https://goodvalues.co.uk/pre-order-free-new-major-gift-fundraising-research/>

Drilling down into the reading: some other ideas worth following up from the overview literature, latest ideas from academic literature, and other emergent themes

The purpose of this section of the reading list is not to provide a comprehensive list of papers and reports that students must read, but provide them with a taster of the kinds of ideas they could explore. But it is mainly their responsibility to follow the sources contained in the overview literature above. However, not everything of relevant will be in the lit reviews/overviews and this section points students to some new ideas and emerging themes, or ideas that were not covered.

1) Wiepking, P., & Breeze, B. (2012). Feeling poor, acting stingy: The effect of money perceptions on charitable giving. *International Journal of Nonprofit and Voluntary Sector Marketing*, 17(1), 13-24.

Non-publication version available at - <https://kar.kent.ac.uk/34391/1/Feeling%20Poor%20Acting%20Stingy%20-%20Wiepking%20and%20Breeze%202008.pdf>

This paper argues that rich people can often ‘feel’ that they do not have enough money.

2) Knowles, P., & Gomes, R. (2009). Building relationships with major-gift donors: A major-gift decision-making, relationship-building model. *Journal of Nonprofit & Public Sector Marketing*, 21(4), 384-406.

3) Shang, J. and Sargeant, A. (2017). Insights Into The Future of Philanthropic Innovation: Philanthropic Literacy for Future Leaders.

Available at: https://static1.squarespace.com/static/5e99b731e7ec45190a6bc6a6/t/5ec59017e9cf0f65dc59e355/1590005791802/Philanthropic_Literacy_R10_062117.pdf

New thinking commissioned by the Resource Alliance into innovation in philanthropy and how philanthropist manage risk in their giving.

4) Drollinger, T. (2018). Using active empathetic listening to build relationships with major-gift donors. *Journal of Nonprofit & Public Sector Marketing*, 30(1), 37-51.

5) Donor dominance – the abuse by donors in the power they hold in relationships with fundraisers and charities – is an emerging issue. Students are recommended to check out Rogare’s work on this subject – <https://www.rogare.net/donor-dominance>

6) Cluff, A. (2009). Dispelling the myths about major donor fundraising. *International Journal of Nonprofit and Voluntary Sector Marketing*, 14(4), 371-377.

Classics

A classic in the major gift literature is *The Seven Faces of Philanthropy*, by Russ Prince and Karen File. This book establishes a seven-fold typology of major donors.

Another helpful book is *Richer Lives: Why Rich People Give*, by Beth Breeze and Theresa Lloyd - <https://www.dsc.org.uk/publication/richer-lives-why-rich-people-give/>

European Fundraising Association

The European Fundraising Association (EFA) is a network of 18 national fundraising associations and organisations from across Europe working together with the collective goal of raising fundraising standards. Our members represent the national fundraising community in Austria, Belgium, Czech Republic, Finland, France, Germany, Ireland, Italy, Netherlands, Norway, Poland, Slovakia, Slovenia, Spain, Sweden, Switzerland and United Kingdom.

Together, we represent the European fundraising community with one voice, one collective body and one shared goal of facilitating better fundraising. EFA aims to strengthen and develop the fundraising profession across Europe.

We welcome applications from national fundraising associations and organisations to join our member base. For enquiries about EFA's membership services, please contact info@efa-net.eu

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