Engagement of Literacy Champions in Nottingham

What explains their engagement?

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Introduction

Literacy Champions is the umbrella name for the community-based volunteers in National Literacy Trust Hubs who support literacy in their area. The project aims to increase literacy levels through the establishing and embedding of networks of literacy volunteers within communities of people who are least engaged with services and who are less often heard. The underpinning ethos is to engage people who have relevant lived experience enabling them to understand the challenges experienced by the communities we want to support to become Literacy Champions. Over the last five years, we have evaluated the impact of the programme through one major internal study, ongoing evaluation as part of our local area work, and via feedback from existing Literacy Champions through surveys and post-training analysis. This study adds another layer to our understanding.

In response to the COVID-19 pandemic, Literacy Champions were invited to engage in activities, supporting literacy in their communities digitally. Across the National Literacy Trust Hubs, we saw a great variety of digital activity put in place, with evaluation from 2019/20 in three of the areas showing that 84.6% of Champions felt that they made a positive impact on literacy in their community. It was evident that the initiative in Nottingham was particularly successful in terms of engaging volunteers and in the variety of digital activity they initiated. However, the current evaluation does not allow us to draw conclusions on the processes that have made the work in the area particularly successful.

To explore the success in Nottingham further and deepen our understanding of the factors that make Literacy Champions successful at a programmatic, practical and strategic level, we undertook further research in the area in autumn 2021, in collaboration with Small Steps Big

Changes[1]. This research focused specifically on the factors that contribute to the engagement of volunteers, in particular considering digital delivery of support.

More specifically, this study set out to explore:

- What might explain the high level of engagement of Literacy Champions in Nottingham?
- What can we learn from Literacy Champions in Nottingham in terms of effective and non-effective approaches to supporting literacy in their communities, both digitally and face to face?
- What enabled, and what were the barriers for, Literacy Champions in Nottingham to react and respond to lockdown by switching to digital activity quickly and effectively?

To investigate these questions, we interviewed 11 Literacy Champions[2] in Nottingham between September and October 2021. These interviews were conducted over Zoom, recorded and transcribed. The data was then coded for themes which were finalised by the three authors. This report presents the key aspects of supporting volunteers' engagement and the lessons we can learn from these.

Summary of elements that supported volunteers' engagement in Nottingham

1. Personal motivations, skills and interests
   - Benefits for family literacy
   - Linking volunteering with personal skills and interests
   - Seeing the impact of their work
2. Support and resources
   - The role of the Literacy Champions Project Manager
   - High quality resources
3. Flexibility of volunteering
   - Benefits of digital volunteering
4. Focus on community
   - Literacy Champions community
   - Importance of the local community
   - Community of professional networks

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[1] Small Steps Big Changes is a Nottingham-based initiative, funded by the National Lottery Community Fund and working with the Literacy Hub.

[2] Volunteers were invited to take part in the interviews by the Literacy Champions Project Manager. Overall, 340 minutes of interview data was collected from 11 volunteers. 9 of the volunteers interviewed identified as female and 2 as male. 7 of them spoke other languages in addition to English. 3 had previously worked in a field related to literacy or education.

What can we learn from these?

1. Foster personal motivations, skills and interests
   - Going forward, the programme should ensure continued volunteer engagement from the Hub by supporting and creating opportunities for volunteers to use their skills and tap into their interests, while also sharing feedback which allows them to observe the impact of their work.
2. Continue to provide high quality support and resources
   - The role of the volunteer Literacy Champions Project Manager is key in providing support. It is important that they build personal relationships with volunteers, are passionate and committed to the goals of the programme and have good communication skills to effectively bring people together.
3. Maintain and increase the flexibility of volunteering
   - It is important that the programme continues to offer ways to volunteer flexibly. This can be ensured by continuing to offer digital volunteering opportunities that allow volunteers to dedicate time flexibly around their other commitments and make the volunteering offer more inclusive.
4. Focus on and strengthen the community aspect
   - Community is at the heart of the programme, and this is clearly important for volunteers. In particular, links between the volunteers themselves were seen as vital for engagement and the enabling sharing of ideas. Digital platforms offer opportunities to encourage interactions between the volunteers themselves but, in addition, face to face contacts should be facilitated where possible to maintain engagement.

What supported volunteers' engagement in Nottingham?

Personal motivations, skills and interests

Perhaps unsurprisingly, the Literacy Champion volunteers appeared motivated by their passion and willingness to improve literacy and their ability to have a positive influence through their role. Many of them also reflected on the benefits of volunteering on a personal level. These included both personal and family benefits, such as discovering their own love of reading, as well as professional benefits, such as building ties with new organisations. For others, the reward came from the perception of making a positive contribution to their community. Overall, it was evident that these personal motivations had a strong impact on volunteer engagement.

Benefits for family literacy

One of the key personal benefits of the programme was highlighted by parent volunteers, who expressed how much the programme had supported their child's literacy. Many parents felt gratitude to the programme for encouraging their children to read more, while also providing them with new and exciting experiences, such as online workshops. Some volunteers, who were parents or grandparents of younger children, attributed improvements in their own children's literacy to activities associated with the National Literacy Trust. These improvements motivated their involvement and the sharing of activities outside of their own family as Literacy Champions.

"The things I've been doing with [my daughter], it's just embedded that love of literacy in her. And I think if I wasn't doing this, I know definitely I wouldn't have gotten this result. This has massively helped my daughter."

"It's been eye opening and I feel like I've got more culturally diverse books for my son. And he is having experiences that I couldn't give him."

"I just love to share books with my children."

"So if I'm having a day where I'm full of stress, and I just want to stay at home at the weekend, the fact that I can access the Words for Life resources and play with my son, it makes me feel like if I'm showing this role modelling, other people who also having bad days can then also do the same stuff. Just having the information empowers me to be a better parent, but also helps my well-being because I'm doing something good to help other people in the community."

Linking volunteering with personal skills and interests

In addition to family benefits, a clear theme emerged around volunteers' own interests and skills supporting their engagement. Volunteers highlighted how using their own skills and interests to benefit their volunteering made them feel valued and motivated them to do the work, as they felt confident in the areas which they were working.

"I really like that with my skills I can make something look quite professional and they're really pleased with it."

"I felt like I've been really in charge and at the forefront and able to make a difference to parents."

"Everyone has different talents and ways of contributing. It's sort of like being part of a team."

The role of the Literacy Champion Project Manager was viewed as important for supporting the use of volunteers' skills and fostering their interests. They were seen as having an awareness and appreciation of the diversity of skills the volunteers had, enabling them to contribute in ways that supported and developed these. In this way, one of the Literacy Champions described the Project Manager as a "*puppet master, but in a good way*". For example, some volunteers showed an interest in poetry, so the Project Manager facilitated an online group chat where they could discuss this interest and produce poetry to share with children in the community.

"I'm more of a creative person. So whenever new ideas are needed, or something like a new poem, or plans for a day or week, I like to share ideas."

"[The Project Manager suggested that I could run] the Where's Wally [fun run raising money for National Literacy Trust]. I suppose I've run projects in the past, but not for a long time and I don't think about it, but they've just seen me and thought I could do that. It's lovely because it's a real two way thing. It's a community and feeling valued…"

"I used to write poems for them. I'm not a poet as such, but in college times I used to write. During the lockdown, I had to sit down and that was a hobby, so I have written quite a few poems for them. I used to make up a Facebook video with a poem in the background and the other champions used to send some photographs and contribute."

Personal interests, skills and circumstances also offered a potential explanation for disengagement of some volunteers during the pandemic, when work had to be digital. For example, it was highlighted by some of the volunteers that people may not like working online or may not have the skills required to comfortably continue volunteering digitally.

"People's digital literacy skills could be an issue. Not having the same access... there are probably people who don't use social media platforms [and so] barely engaged with those."

"I do believe that for some people you need face to face, that's the only way."

"She [Project Manager] did try to get me in there. But it wasn't something that I would've enjoyed doing."

"I have a friend who is a Literacy Champion, who hasn't engaged much since we've been digitally [volunteering]. She just doesn't like the whole digital aspect of things and prefers things face to face."

Seeing the impact of their work

Another aspect that clearly motivated Literacy Champions to continue engaging was directly observing the impact of their volunteering. This provided them with confidence and satisfaction in their work. Evidence of impact was based directly on feedback such as a child's facial expressions when given a new book or the likes and shares associated with digital work.

"I know when I give the book to them, and [see] how happy they are and what it means to them, it just makes me so happy that I can't explain it to you!"

"Everybody loves books, so it's a great experience. All the children are like 'Wow' when they're receiving them, so they're very gratefully received."

Many also felt encouraged by the feedback they received from community members, who appreciated the work they were offering.

"I've seen it on a personal level and... [On] a local level. In lockdown, I distributed some books to local people in our community, and there was a lady that had just given birth... When I gave these books to her, she was so grateful because the libraries were closed... And now her daughter is one and a half and she really enjoys books, and she's so grateful for me."

"So to me, it was making that small bit of difference and giving back to the community, using the knowledge I've got just to share it. And if it's even going to benefit one person... to me, I've done my job."

Support and resources

Support from both the National Literacy Trust and Small Steps Big Changes was fundamental to the engagement of the Literacy Champions in Nottingham. Volunteers explained that they felt welcomed by the local team at the National Literacy Trust and were provided with all of the support necessary to guide them into their new role. The team at the National Literacy Trust were viewed as a key element of the infrastructure, offering help, guidance and advice throughout their volunteering experience. They were described as accessible and easy to reach. This support was particularly important at the start of the pandemic and digital volunteering, as one interviewee highlighted:

"When we went digital, we sort of touched base to make sure that we were all comfortable with what we were doing and just letting us know that we didn't have to try and overstretch ourselves if we weren't feeling up to it. I thought that was really encouraging."

The role of the Literacy Champions Project Manager

The Project Manager and other staff members who supported volunteers were viewed as key elements in maintaining engagement of the volunteers and were regularly mentioned as providing high-quality support, encouragement and coaching in their roles.

"You can always get instructions and guidance about what you're doing and you can call at any time... and they will help you wherever they can."

"She has been a great force, I think she handles everything so well, like talking to people, encouraging them… and creating content."

When asked what characteristics are important for the role of the Project Manager from their point of view, volunteers mentioned clear enthusiasm for the role, drive to make a difference and commitment to the programme. The Project Manager was viewed as a good communicator, supportive, effective at bringing people together, enthusiastic, encouraging, accessible and flexible. Forming trusting relationships with volunteers emerged as an important part of the role of Project Manager, as was being available for their needs as and when necessary.

"She's very supportive, enthusiastic, energetic, and a great communicator. Visionary in terms of people's skills, and what needs to be done. She's got excellent knowledge of the people that can be connected with 'Read On Nottingham'. Initiative, drive, commitment to the kids through all of the ages, commitment to the parents. A drive to make things better."

"I suppose the highlight of that is the person being approachable and flexible… you've got to think on your feet and you've got to be flexible to the needs of the trust… It's that flexibility of knowing the people and how to engage them the best."

High quality resources

Many Literacy Champions also reflected positively on the resources shared with them. These were seen as making volunteering easier for many, contributing to their engagement. Many also spoke about the benefits of the National Literacy Trust website, which provided a wealth of resources useful for planning and delivering activity.

"…we overhauled our website to include lots of resources. We were utilising quite a lot of them from the National Literacy website. We had some direct feedback from quite a few visitors to the website, to say that it was really helpful and really nice."

"The National Literacy Trust have a website, as well as Words for Life, and the activities are there on the page. So they could go to those pages, do those activities with families, and share those things and come up with new ideas as well."

In addition to the resources provided digitally, some volunteers highlighted the resources they were provided to share with the community as being such high quality it made them proud to share them and provided inspiration for creating activities, thus contributing to their own engagement. For example, one of the volunteers highlighted that:

"The quality of books that came to me was amazing, I literally thought it was going to be the leftover chunk of books or something, but the quality and the authors and the whole books were so amazing that I thought 'this is not something that I would just want to give out. I should be creating a bigger event'."

Flexibility of volunteering

Whilst volunteering for the Literacy Champions programme was always considered flexible, this flexibility became particularly important during the pandemic, as many were limited in terms of where and when they could deliver support and activities within the community. Indeed, the Literacy Champions programme in Nottingham appears to have been successful in empowering volunteers to contribute flexibly according to their own skills, as little or as much as they liked or could, with no pressure to volunteer when they were busy, unable, or lacked interest in a particular activity.

"They encourage you, [they] don't put pressure on you. They realise that everyone has busy lives and can contribute different things. It doesn't matter how much you do, it's what you do."

"I get to choose what I want to do. I don't feel obliged to do things that don't take my interest. So the freedom, I really enjoy the freedom."

"It wasn't something made compulsory to you, it's something out of your enjoyment and time. I think that gives a bit of relaxation as well, that they don't put pressure on that. It's quite flexible, which I like as well, that you can just incorporate it within the things you're doing."

Volunteers felt valued for their input, no matter how big or small. Some volunteers expressed that they had felt guilt for "not doing enough" once the lockdown ended and their work obligations did not allow them to dedicate as much time to Literacy Champions as they had previously. In these instances, however, volunteers explained that the Project Manager had reassured them that every small task contributed towards improving literacy in Nottingham, and still had an impact, no matter how big or small.

> *"So it's the ripple effect. And I think that's what I like about it, is that you can do one small thing, and it just ripples out. And you think that you don't have much of an impact, but you probably do in the unseen ways."*

Benefits of digital volunteering

The flexibility around the programme appears to have supported the transition to digital volunteering in particular and is thus a clear benefit of digital approaches. Some Literacy Champions reported that working online was better for them, with added flexibility and less time commitment required. It enabled many to volunteer their time alongside their job or parenting commitments, in a way that would not have been possible otherwise. Volunteering digitally also saved time, meaning more work could be done on the various initiatives as time and money on travelling to different locations was no longer needed. This enabled volunteers to take part who would not otherwise have been able to.

> *"The digital stuff falls really easily into free time, because I can do it around my child being asleep, so I can look on the website when he's asleep, whereas with the day-to-day stuff, it's much more difficult to work around family commitments."*

> *"If it hadn't been online, I couldn't have spent the time to do anything. Because I would've never had the time to go, and work wouldn't have let me off... work would never have let me go and meet [the Project Manager] and have a chat, or do the induction and the training. So I wouldn't have become a Literacy Champion. Yeah, there's no way."*

Some volunteers also felt that working digitally extended the number of people they were able to reach, which further motivated them to take part as a volunteer.

> *"I think it helps to reach out to more people. And because nowadays, Facebook and Instagram are so popular, people read and follow a lot of pages and get more information through it. For people, it's like an everyday thing... people open it at least a few times a day. So they know what is going on... it really helps to bring out awareness."*

The flexibility of digital volunteering also provides the benefit of being more inclusive. For example, one of the volunteers highlighted that working online suits them because of their social anxiety.

"I have social anxiety, so I quite enjoy [working digitally]. It's much easier online to interact than it is in person for me. So digital Champion stuff just seems to be better."

Focus on community

The importance of community emerged as a key contributor to Literacy Champions' engagement. There are three ways in which community appears to have supported engagement of volunteers: the community formed between the Literacy Champions themselves, the wider social community within which the work was implemented, and the community of professional networks.

Literacy Champions' community

Most volunteers mentioned the community feel within the group of volunteers themselves. Nearly all spoke about the importance of a WhatsApp group set up to support connections and interactions between the volunteers. It was seen as important for sharing ideas and encouragement, providing a space for volunteers to request support for any initiatives they may be delivering, and for the Project Manager to remind volunteers of the activities they could get involved in.

"I really like the community of the Champions."

"What's nice is I get to share loads of other things that happen in the community to the literacy volunteers, and those volunteers can then share all the good news and other opportunities, not just about reading, so there is a real bonus to having that connection."

"It's nice to see other people's projects coming through. And it's great to have that reminder come through about doing videos or taking pictures or promotions for the projects."

Volunteers also felt that the online community provided them with a space to see the real impact of their work and reminded them that they were not alone in their digital work. The importance of the community of volunteers was described by some as a sense of belonging or giving a real family feel to the group.

"But it's good to read what's going on in the WhatsApp group, because without the communication, you just think that you're an island. And you see the phone pinging and somebody saying, "I'm going to deliver books' and somebody chips in and goes 'Yeah, I'll come and do it between 10 and 12'. You realise as part of that WhatsApp community, that people are beavering away in all different ways."

"In other organisations with volunteering, you don't get that... closeness like a family... It's like a family."

"It's just finding similarly minded people and having that community feel. I guess that's really important. That community feel... that there are lots of people out there that share your same passion or have the same love and you can actually bring out or discuss things and discuss ideas."

However, it is important to note that digital volunteering also emerged as posing a risk for the community of volunteers. Some Literacy Champions expressed feeling more disconnected than if they had been able to deliver the resources face to face. While the WhatsApp group appeared to combat this to an extent, providing an opportunity for Literacy Champions to maintain conversations, going forward some of the volunteers expressed the desire to be able to meet face to face with other volunteers, as we move away from the pandemic.

"Personally, I like being face to face. I don't mind doing the Zoom calls and Teams meetings online, but I feel that when you're really speaking to someone and you see them, you get a different response."

"Face to face is just different to being online, you feel at home. You can share ideas as well."

"I think we need to get together, it'd be nice to be able to see people face to face, or the people who do the same kind of thing as me."

"We don't really meet physically. And obviously, that's not been possible, but I think that would be a really good thing coming, like in the future... that physical interaction."

"If there was no lockdown, maybe I would have met other Champions, heard their experiences, and talked to them face-to-face, [which] would have helped more."

Importance of the local community

The importance of the community also related to the Champions' local community and being part of it. Some volunteers saw the project as a way to embed and establish themselves further within their own community. For example, one volunteer felt that giving out books provided them with an opportunity to meet new families in their community and introduce themselves.

> *"I organised a book fair outside my house and I sent a WhatsApp message to all the people around my area. Because I had just recently moved into this area, I didn't know people to their faces, so it was a nice way of introducing myself and getting to know the whole community to be honest. Lots of people came, lots of parents and children, and it turned out to be a really, really nice event."*

Some Literacy Champions had joined as volunteers after initially benefitting from the available resources and books themselves, and thus wanted to help others in their community the same way they had received support. Many volunteers referred to the "community feel" of the programme, which was clearly an engaging factor in the programme.

> *"As I'm in the community, I am constantly seeing people every day. So, if I'm at an event, I get to give the books and give that message and I think when you're out and about and having those conversations, it has a great impact because I think people are missing out on that one-on-one interaction."*

> *"Even though I'm just a Champion giving them out, people see my face, and they like me for doing this for them. That's the bit I like the most: I'm getting the reward for it from the community."*

In fact, one of the volunteers even highlighted that while it would be useful to create additional links between community organisations as part of the programme, these must not decrease the community feel of the programme, but instead be used to strengthen the existing commitment to championing literacy in the community.

> *"If you pair it with anyone else, it loses that factor to it. It's so nicely community driven."*

The importance of the local community was also evident from some volunteers' suggestions for improving diversity of the offer. As the volunteers themselves and the communities they support are incredibly diverse, the programme should reflect this. While the programme already provides diverse resources, it was suggested that more could be done, for example via increased diversity of languages and topics within the books provided.

"Representation in those books is important because they identify and sometimes by reading it, it has that impact when I'm giving them out in the community."

"I feel cultural books are not out there anywhere, really, unless you go to a specialist bookshop to go and get those diverse books or Waterstones. Those in certain communities are not going to go to those higher end shops. And they're not going to have awareness that those books even exist."

"Maybe a bit more to do with bilingual books for people. If you look at the libraries you're hard pushed to find a decent bilingual story in Hindi."

Community of professional networks

For some volunteers, the community aspect related to the professional networks that were created, fostered or nourished. Volunteers often came from a variety of professions, with a few working immediately in the community space. Those working in the community space were often already able to utilise and incorporate their professional contacts to promote and share the programme. This in turn might have supported their own engagement.

"There's a couple of other organisations in [location] especially that I know are also Literacy Champions. [Volunteer name], who works at the [Organisation], which we usually work quite closely with as well... It's been quite good to see what they're doing and how we can work together and if there's any ideas we can swap."

"I have a passion for education and literacy and reading in particular, so as soon as I came to this job, I looked at ways of how we could develop that work with embedding more for my role within the community, and then expanding that."

"I think I've got one of those strange roles as a literacy volunteer, that as part of my role within the community, I can promote being a literacy volunteer, but I also have a passion for it as a volunteer as well."

"When I'm at an event, and I've got the books available, I always make sure that there's something available and passing that message along. So as I'm community based, I guess I get all these relationships and I'm giving these books and sending that message in that way."

Suggestions going forward

The factors maintaining volunteers' engagement discussed in this report provide a wealth of information that can be used to continue to engage volunteers and create an impact in their communities in Nottingham. In addition, this information can potentially be applied to other areas in order to create stronger volunteer networks. This section highlights some of the key suggestions going forward, based on the interviews conducted.

Foster personal motivations, skills and interests

As the interviews indicated, personal reasons for volunteering are crucial for maintaining volunteer engagement. While this is somewhat self-evident, it also suggests that it is crucial to reflect on the practices that tap into volunteers' personal motivations, skills and interests, and find ways to further foster these going forward. The role of the Project Manager is key in supporting Literacy Champions to contribute in ways that reflect their diverse motivations, skills and interests. Examples of practices that might further encourage engagement include explicit mapping of Literacy Champions' initial motivations for volunteering, as well as their skills and interests, to ensure they are fully supported throughout their volunteering. In addition, regular reminders about the goals of the programme, the importance of volunteers' engagement, and sharing feedback to highlight the impact their work has may be useful ways to support ongoing commitment to volunteering.

In addition, the programme could create more ways to encourage volunteers to find ways to use their existing skills and interests, as well as explore new ones. This could be facilitated by continuing to share various ways they can be involved and ideas of how they can use their skills and interests. Going forward, the programme could also consider creating more explicit opportunities for volunteers' skills development, for example formalised work experience opportunities or skills exchange, while simultaneously celebrating their existing skills.

Continue to provide high quality support and resources

It is vital that the programme continues to provide high quality support and resources to all volunteers. These should be aimed at making them feel welcome as volunteers, providing confidence and knowledge that they can always turn to someone for help, guidance and advice easily and accessibly. High quality resources can also support engagement by providing inspiration for creating and delivering activities.

It is clear that the role of the Project Manager is key in providing support, encouragement and coaching where needed. While some of the effectiveness of the Project Manager inevitably relates to their personality and the personal connections they have built in Nottingham, this highlights the importance of the Project Manager developing deep connections with volunteers and suggests that such a personal approach could be applied in other areas to

achieve the feeling of continuous, accessible support to increase volunteer engagement. Other characteristics of the Project Manager that could be considered in other areas include passion for their work and commitment to the goals of the programme. Good communication skills are also vital so that they can effectively bring people together and form trusting relationships.

Maintain and increase flexibility of volunteering

A major benefit of the programme is its flexibility for volunteers. While this was particularly important during the peak of the pandemic, it is worth continuing to offer various ways of volunteering to suit the varied personal circumstances of the Literacy Champions and ensure that volunteers know that even a small contribution can make a valuable difference in their community.

In addition, it is evident that digital volunteering has added a lot of flexibility, therefore, going forward, it may be useful to continue offering digital ways of contributing. This might continue to support commitment of existing volunteers, as well as engaging new volunteers who can work more flexibly, with less time and travel commitment, fitting volunteering around their personal and job commitments and making the volunteering offer more inclusive. This in turn could also increase the number of people reached within the communities.

Focus on and strengthen the community aspect

A major consideration going forward relates to focusing on and strengthening the community aspect of the programme. The local community is at the heart of the programme, and this was clearly an engaging element for the volunteers. Facilitating interactions between the Literacy Champions themselves, supporting the community feel of the programme and continuing to enable the community of professional networks are thus crucial going forward.

Maintaining and increasing connections between the volunteers themselves appears to be particularly important for volunteer engagement. Many volunteers suggested that sharing ideas and seeing what other volunteers are doing is important for their engagement and that digital volunteering might pose a challenge for embedding the feeling of connection between the volunteers. Continuing to use digital platforms to create a community of volunteers is important but in addition, opportunities for face to face interactions should be facilitated where possible.

Conclusions

While it is evident that we may always expect a degree of fluctuation in volunteer engagement, particularly given the challenging circumstances of the ongoing COVID-19 pandemic, this report highlights that there are a number of factors that support volunteers' commitment to contribute in their communities. These relate mainly to their personal motivations, interests and skills, support and resources, flexibility of volunteering and focus on the community. Going forward, the Literacy Champions programme will consider these factors and how they can be embedded to further ensure volunteers' commitment in Nottingham and other areas in order to establish strong networks of literacy volunteers within the hardest to reach communities.

We would like to thank all of our Literacy Champions for their ongoing commitment and support. A special thank you goes to all volunteers who agreed to be interviewed and shared their experiences and feedback for this report.

If you would like to find out more about Literacy Champions volunteering opportunities in Nottingham, please visit: https://literacytrust.org.uk/communities/nottingham/literacy-champions-inspire-nottingham/